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INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT  
ON A

PROPOSED CREDIT

IN THE AMOUNT OF EUR 112.4 MILLION  
(US\$125.0 MILLION EQUIVALENT)

TO

THE REPUBLIC OF CAMEROON

FOR THE

SECONDARY EDUCATION AND SKILLS DEVELOPMENT PROJECT

June 24, 2020

Education Global Practice  
Africa Region

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**CURRENCY EQUIVALENTS**

(Exchange Rate Effective May 31, 2020)

Currency Unit = CFA Franc (FCFA)

FCFA 589.3342 = US\$1

US\$1 = EUR 0.8984322

**FISCAL YEAR**

January 1–December 31

**ABBREVIATIONS AND ACRONYMS**

ABEDA	Arab Bank for Economic Development in Africa
APDEL	Local Development Promotion Association ( <i>Association pour la promotion du développement local</i> )
AFD	French Development Agency ( <i>Agence française de développement</i> )
AfDB	African Development Bank
BEPC	Certificate of First Cycle Studies ( <i>Brevet d'Etudes du Premier Cycle</i> )
BT	Technician Certificate ( <i>Brevet Technicien</i> )
BTS	Advanced Technician Certificate ( <i>Brevet de Technicien Supérieur</i> )
CAA	Autonomous Sinking Fund ( <i>Caisse Autonome d'Amortissement</i> )
CAP	Certificate of Professional Competence ( <i>Certificat d'Aptitude Professionnelle</i> )
CBT	Competency-based Training
CERC	Contingent Emergency Response Component
CoE	Center of Excellence
COSUP	Center for Education, Professional and University Orientation ( <i>Centre d'Orientation Scolaire, Universitaire et Professionnelle</i> )
COVID-19	Coronavirus Disease 2019
CPF	Country Partnership Framework
DA	Designated Account
DFOP	Directorate of Professional Training ( <i>Direction de Formation Professionnelle</i> )
DESG	Department of General Secondary Education ( <i>Direction de l'Enseignement Secondaire Général</i> )
DFIL	Disbursement and Financial Information Letter
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
DP	Development Partner
DSCE	Growth and Employment Strategy Paper ( <i>Document de Stratégie pour la Croissance and l'Emploi</i> )



E&S	Environmental and Social
EEP	Eligible Expenditure Program
EMIS	Education Management Information System
ERSP	Education Reform Support Project
ESA	Education Sector Analysis
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
FM	Financial Management
GBV	Gender-based Violence
GC	Grants Committee
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GHG	Greenhouse Gas
GICAM	Inter-Patronal Grouping of Cameroon ( <i>Groupement Inter patronal du Cameroun</i> )
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HCI	Human Capital Index
ICT	Information and Communications Technology
IDB	Islamic Development Bank
IDF	Institutional Development Fund
IDP	Internally Displaced Person
IFR	Interim Financial Report
IGE	Inspectorate General of Education ( <i>Inspection Générale des Enseignements</i> )
IPF	Investment Project Financing
IPPF	Indigenous Peoples Planning Framework
ISP	Implementation Support Plan
IT	Information Technology
IVA	Independent Verification Agency
JICA	Japan International Cooperation Agency
KFAED	Kuwait Fund for Arab Economic Development
KOICA	Korean International Cooperation Agency
M&E	Monitoring and Evaluation
MINEDUB	Ministry of Basic Education ( <i>Ministère de l'Éducation de Base</i> )
MINEFOP	Ministry of Employment and Vocational Training ( <i>Ministère de l'Emploi et de la Formation Professionnelle</i> )
MINEPIA	Ministry of Livestock, Fisheries and Animal Industries ( <i>Ministère de l'Élevage, des Pêches et Industries Animales</i> )
MINEPAT	Ministry of Economy, Planning and Regional Development ( <i>Ministère de l'Économie, de la Planification et de l'Aménagement du Territoire</i> )
MINESEC	Ministry of Secondary Education ( <i>Ministère des Enseignements Secondaires</i> )



MINESUP	Ministry of Higher Education ( <i>Ministère de l'Enseignement Supérieur</i> )
MINFI	Ministry of Finance ( <i>Ministère des Finances</i> )
MINMAP	Ministry of Public Procurement ( <i>Délégué ministériel à la Présidence en charge des marchés publics</i> )
MINPMEESA	Ministry of Small and Medium-sized Entreprises, Social Economy and Handicrafts ( <i>Ministère des Petites et Moyennes Entreprise, de l'Economie Sociale et de l'Artisanat</i> )
MIS	Management Information System
MTR	Midterm Review
NAPCC	National Adaptation Plan for Climate Change
NEF	National Employment Fund
NGO	Nongovernmental Organization
NIS	National Institute of Statistics
NPF	New Procurement Framework
NPV	Net Present Value
NQCF	National Qualification and Certification Framework
NSDS	National Skills Development Strategy
OECD	Organisation for Economic Co-operation and Development
OHS	Occupational Health and Safety
ONEFOP	National Monitoring Service for Employment and Vocational Training ( <i>Observatoire National de l'Emploi et de la Formation Professionnelle</i> )
PCU	Project Coordination Unit
PDO	Project Development Objective
PFM	Project Financial Management
PIM	Project Implementation Manual
PLR	Performance Learning Review
PPA	Project Preparation Advance
PPSD	Project Procurement Strategy for Development
PTA	Parent-Teacher Association
RAP	Resettlement Action Plan
RBF	Results-based Financing
RPF	Resettlement Policy Framework
SBM	School-based Management
SC	Steering Committee
SCD	Systematic Country Diagnostic
SDF	Skills Development Fund
SDG	Sustainable Development Goal
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan
SGBV	Sexual and Gender-based Violence
SH	Sexual Harassment
SIP	School Improvement Plan
SMC	School Management Committee
SORT	Systematic Operations Risk-rating Tool



SRGBV	School-related Gender-based Violence
SSM	Simplified School Manual
SSNP	Social Safety Nets Project
STEM	Science, Technology, Engineering, and Mathematics
STEP	Systematic Tracking of Exchanges in Procurement
SYNDUSTRICAM	Industrialists Union of Cameroon ( <i>Syndicat des Industriels du Cameroun</i> )
TA	Technical Assistance
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
WDR	World Development Report

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DATASHEET

**BASIC INFORMATION**

Country(ies)	Project Name	
Cameroon	Secondary Education and Skills Development Project	
Project ID	Financing Instrument	Environmental and Social Risk Classification
P170561	Investment Project Financing	Substantial

**Financing & Implementation Modalities**

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input checked="" type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input checked="" type="checkbox"/> Fragile State(s)
<input checked="" type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input checked="" type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Enhanced Implementation Support (HEIS)

Expected Approval Date	Expected Closing Date
16-Jul-2020	31-Dec-2025

Bank/IFC Collaboration

No

**Proposed Development Objective(s)**

Increase equitable access to quality general secondary education and market-relevant skills development programs, with a focus on girls

**Components**

Component Name	Cost (US\$, millions)
----------------	-----------------------



Support to general secondary education sector	50.00
Support to skills development sector	63.50
Project management and technical assistance	11.50
Contingent emergency response (CERC)	0.00

**Organizations**

Borrower:	The Republic of Cameroon
Implementing Agency:	Ministry of Secondary Education (MINESEC) Ministry of Employment and Vocational Training (MINEFOP)

**PROJECT FINANCING DATA (US\$, Millions)****SUMMARY**

<b>Total Project Cost</b>	125.00
<b>Total Financing</b>	125.00
<b>of which IBRD/IDA</b>	125.00
<b>Financing Gap</b>	0.00

**DETAILS****World Bank Group Financing**

International Development Association (IDA)	125.00
IDA Credit	125.00

**IDA Resources (in US\$, Millions)**

	Credit Amount	Grant Amount	Guarantee Amount	Total Amount
<b>Cameroon</b>	125.00	0.00	0.00	125.00
National PBA	125.00	0.00	0.00	125.00
<b>Total</b>	<b>125.00</b>	<b>0.00</b>	<b>0.00</b>	<b>125.00</b>

**Expected Disbursements (in US\$, Millions)**





WB Fiscal Year	2021	2022	2023	2024	2025	2026
Annual	8.98	23.15	30.26	28.58	22.29	11.74
Cumulative	8.98	32.13	62.39	90.97	113.26	125.00

**INSTITUTIONAL DATA**

**Practice Area (Lead)**

Education

**Contributing Practice Areas**

Digital Development, Social Protection & Jobs

**Climate Change and Disaster Screening**

This operation has been screened for short and long-term climate change and disaster risks

**SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)**

Risk Category	Rating
1. Political and Governance	● High
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Moderate
4. Technical Design of Project or Program	● Substantial
5. Institutional Capacity for Implementation and Sustainability	● Substantial
6. Fiduciary	● High
7. Environment and Social	● Substantial
8. Stakeholders	● Moderate
9. Other	
10. Overall	● Substantial



**COMPLIANCE**

**Policy**

Does the project depart from the CPF in content or in other significant respects?

Yes  No

Does the project require any waivers of Bank policies?

Yes  No

**Environmental and Social Standards Relevance Given its Context at the Time of Appraisal**

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

**NOTE:** For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

**Legal Covenants**

Sections and Description



FA reference Schedule 2, Section I, A.1.

The Recipient shall establish by no later than four (4) months after the Effective Date, and thereafter maintain at all times during the implementation of the Project, a Project Steering Committee.

Sections and Description

FA reference Schedule 2, Section I, A.4.a.

The Recipient shall, not later than three (3) months after the Effective Date, recruit the general coordinator and two technical coordinators, under terms of reference and with qualifications and experience acceptable to the Association.

Sections and Description

FA reference Schedule 2, Section I, A.4.b.

The Recipient shall, not later than two (2) months after the Effective Date, recruit an accountant and environmental specialist, under terms of reference and with qualifications and experience acceptable to the Association.

Sections and Description

FA reference Schedule 2, Section I, A.4.c.

The Recipient shall, and not later than four (4) months after the Effective Date, recruit an internal auditor and external auditor, under terms of reference and with qualifications and experience acceptable to the Association.

Sections and Description

FA reference Schedule 2, Section I, A.6.

The Recipient shall not later than six (6) months after the Effective Date, establish and operationalize a special tender board for the Project in line with the Recipient’s procurement regulations

Sections and Description

FA reference Schedule 2, Section I, B.1.a. and B.1.b.

The Recipient shall not later than two (2) months after the Effective Date, prepare and adopt, in form and substance acceptable to the Association, a Project Implementation Manual and a Project Procedures Manual.

Sections and Description

FA reference Schedule 2, Section I, F.1.a.

The Recipient shall not later than three (3) months after the Effective Date appoint and enter into a verification agreement with one or more Verification Agencies, under terms of reference satisfactory to the Association.

**Conditions**

Type

Description

Effectiveness

The Recipient shall, prior to the Effective Date, recruit a financial management specialist, a social specialist and an occupational health and safety specialist for the Project Coordination Unit under terms of reference and with qualifications and experience acceptable to the Association.



Type	Description
Disbursement	No withdrawals shall be made under the Project in respect of SDF Financings under Part 2.2 of the Project unless the Recipient has: (i) established the SDF Grants Committee and SDF Secretariat and recruited a fund manager to head the SDF Secretariat, as set forth in the SDF Implementation Manual and in a manner acceptable to the Association and (ii) prepared and adopted an SDF Implementation Manual, in form and substance satisfactory to the Association.

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## I. STRATEGIC CONTEXT

### A. Country Context

1. **Cameroon is a lower-middle-income country with a population of about 24 million and gross domestic product (GDP) per capita of US\$1,530 in 2019.**<sup>1</sup> Real GDP growth slowed in 2019 as compared to 2018 (3.9 percent versus 4.1 percent respectively) due to the decline in the labor-intensive agriculture and agribusiness sectors affected by socio-political crisis in the anglophone regions (North West and South West) as well as the adverse impact of the damage after the fire at the national refinery (SONARA) and lower prices for timber and aluminum. Higher than expected oil and gas production partially offset the contraction in non-oil activities. These growth trends could present a challenge for Cameroon in achieving its objective of becoming a middle-income country by 2035, an aspiration laid out in the Growth and Employment Strategic Paper (*Document de Stratégie pour la Croissance and l'Emploi* - DSCE). Potential greater desertification and droughts in the northern regions of Cameroon as a result of climate change could also strain agricultural production and increase the risk of food insecurity.<sup>2</sup>

2. **Cameroon's economic growth over the last decade has not been accompanied by a significant reduction in poverty and inequality.** The international poverty rate is expected to have declined to 22.4 percent in 2019 from 23.8 percent in 2014. Poverty has, however, increased in the North and Far North regions where growing security risks are making the local population more vulnerable. The Gini coefficient has increased by 3.8 percentage points between 2007 and 2014, reflecting diverging regional trends in poverty.<sup>3</sup> The country's Systematic Country Diagnostic (SCD)<sup>4</sup>, undertaken in 2016, points to education and training as critical for boosting economic growth and reducing poverty over the short and long term.

3. **Cameroon's economy is predominantly informal and generally uncompetitive with a low-skilled labor force.** In 2019, the country's ranking was low (123 of 140 countries) on the Global Competitiveness Index, largely as a consequence of poor infrastructure, weak education and training systems, a weak health system, and poor technological readiness.<sup>5</sup> Labor force participation in Cameroon is relatively high at 76.2 percent and unemployment<sup>6</sup> is low at 4.2 percent in 2018, but the quality of employment is also low. Most rural populations are engaged in low-productivity subsistence agriculture, and overall underemployment is high and increased from

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<sup>1</sup> World Bank. 2020. Macro Poverty Outlook 2020. <http://pubdocs.worldbank.org/en/819481492188154977/mpo-cmr.pdf>

<sup>2</sup> For example, according to a climate risk assessment, in 2012, Cameroon was hit by a drought that caused substantial food shortages and left 400,000 people without access to sufficient food for basic nutrition. The northern regions of the country are at highest risk for drought mortality rates and were the hardest-hit provinces during the 2012 drought. Desertification has been observed in the northern part of Cameroon.

<sup>3</sup> World Bank. 2020. Macro Poverty Outlook 2020. <http://pubdocs.worldbank.org/en/819481492188154977/mpo-cmr.pdf>

<sup>4</sup> World Bank. 2016. *Cameroon - Priorities for ending poverty and boosting shared prosperity: systematic country diagnostic (English)*. Washington, D.C. : World Bank Group.

<sup>5</sup> WEF (World Economic Forum). 2019. *Global Competitiveness Report 2019*. Cologny/Geneva: WEF. [http://www3.weforum.org/docs/WEF\\_TheGlobalCompetitivenessReport2019.pdf](http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf)

<sup>6</sup> Unemployment rate is defined as percent share of the labor force that was employed for at least one hour in the past week (International Labour Organization definition).



71.1 percent in 2007 to 79.0 percent in 2014.<sup>7</sup> The labor force, in general, has limited education: only 54 percent of females and 41 percent of males completed primary education in 2014.<sup>8</sup>

4. **Cameroon’s population is young and growing, and youth (ages 15 to 34 years) account for 80 percent of the country’s unemployed.** Between 2010 and 2018, the country’s population increased by 4.7 million with the school-age population (4 to 23 years old) increasing by 2.1 million, from 9.7 to 11.8 million persons. Youth unemployment is increasing, particularly among the most educated. The unemployment rate among youth in urban areas is 11 percent overall but 22 percent among the most educated.<sup>9</sup> Given the rapid population growth rate, Cameroon has the potential to reap a significant demographic dividend if its youth have the relevant skills to enter the labor market and be productive in their jobs.

5. **Between 2012 and 2017, the Human Capital Index (HCI)<sup>10</sup> value for Cameroon decreased from 0.41 to 0.39,<sup>11</sup> which was slightly lower than the average for Sub-Saharan African countries and for lower-middle-income countries in 2017.** One of the main factors contributing to this ranking is poor education outcomes. Children in Cameroon, who begin school at age 4, can expect to complete 9.1 years of schooling by age 18. However, when years of schooling are adjusted for quality of learning, their level of learning is only equivalent to 5.5 years—a learning gap of 3.6 years. High learning poverty contributes to a low HCI score: 77 percent of children (adjusted for out-of-school children) in Cameroon who should be finishing primary school today are not proficient in reading.<sup>12</sup> The value on each HCI indicator is lower for girls than for boys.

6. **The crises and conflicts in several regions pose significant humanitarian challenges including mass forced displacement resulting in internally displaced persons (IDPs) and refugees.** This has exacerbated pre-existing structural vulnerabilities and social inequalities, which called for specific education and skill development interventions. Since 2014, the repeated terrorist attacks of Boko Haram in the Far North region led to over 244,000 IDPs, and the region also took in over 308,000 refugees from Nigeria in 2019. Cameroon’s Eastern, Northern, and Adamawa regions received a surge of refugees from the Central African Republic. Education outcomes and level of education attainment was previously higher in anglophone regions than in some other regions. However, the persistent sociopolitical crisis in the North West and South West anglophone regions resulted in approximately 950,000 IDPs, 51 percent of whom were children, in 2019.<sup>13</sup> These political crises have led to the destruction of

<sup>7</sup> Cameroon Household Survey 2007 and 2014.

<sup>8</sup> Staff calculations using the Fourth Cameroon Household Survey (ECAM4) 2014, National Institute of Statistics (NIS).

<sup>9</sup> The narrow unemployment rate among the labor force ages 15–64 averaged 3.3 in 2007 and 4.0 percent in 2014 and 5.4 and 5.8 percent among youth in 2007 and 2014, respectively. The broader measure of unemployment, which includes workers who are inactive but would accept a job if offered one, averaged 3 percentage points higher.

<sup>10</sup> The HCI measures the amount of human capital that a child born today can expect to attain by age 18. It conveys the productivity of the next generation of workers compared to a benchmark of complete education and full health. See <https://www.worldbank.org/en/publication/human-capital>.

<sup>11</sup> However, the HCI is likely to be lower in the North West and South West regions due to the socio-political crisis in the English speaking/anglophone regions.

<sup>12</sup> ‘Learning poverty’ means being unable to read and understand a short, age-appropriate text by age 10. This indicator brings together schooling and learning. It starts with the share of children who have not achieved minimum reading proficiency and adjusts it by the proportion of children who are out of school. *Source:* World Bank. 2019. “Cameroon Learning Poverty Brief.” Washington, DC: World Bank.

<sup>13</sup> International Organization for Migration (IOM), United Nations Office for the Coordination of Humanitarian Affairs (OCHA), and United Nations High Commissioner for Refugees (UNHCR). 2019. “*Statistiques sur les personnes relevant de la compétence du HCR (Décembre 2019)*.” <https://data2.unhcr.org/en/documents/download/73342>.



schools, endangered the safety of students and teachers, and have placed significant pressure on the education system in anglophone and bordering regions.

7. **About 7 million learners are now out- of- school due to closure of all schools and educational institutions as a result of the Coronavirus Disease 2019 (COVID-19) pandemic.** Cameroon has been severely affected by the COVID-19 pandemic with 9,864 confirmed cases as of June 17, 2020, since the first identified case on March 6, 2020. To combat the spread of the virus the Government of Cameroon announced the closure of all educational institutions on March 18, 2020.

## B. Sectoral and Institutional Context

8. **Acquiring education and developing skills is a lifelong process that proceeds in stages, each building on the previous one.** Primary education is critical for building basic cognitive skills such as literacy and numeracy. Secondary education plays a major role in further development of cognitive skills, including problem solving and critical thinking skills, as well as preparing students for either continuing their education in the higher education system or entering the labor market. Job-specific skills are usually acquired in technical and vocational education and training (TVET)<sup>14</sup> schools/centers or higher education institutions or through apprenticeships and on-the-job training. Soft skills may be acquired at any point, not only through formal education and training but also in interactions with family members, peers, or colleagues. An efficient education and skills development system embraces the entire spectrum and provides opportunities for lifelong learning.

9. **Cameroon has made good progress in expanding primary education though it still faces challenges in terms of providing quality education, particularly at the secondary level - both in terms of general education and skills development programs.**<sup>15</sup> The primary gross enrollment rate (GER) increased from 74.7 percent to 103.4 percent between 1996 and 2018<sup>16</sup> and the primary education system enrolled 4.2 million students in the 2017–18 academic year.<sup>17</sup> However, in 2018, the primary completion rate was only 67 percent and only 48 percent of students from primary schools enrolled in secondary education.<sup>18</sup> After completion of primary school, students are expected to enroll in secondary school. The secondary education offers youth two paths (see details in annex 2): (a) an academic track which prepares students to enter university through general secondary education and (b) a TVET track which equips students with job-relevant skills through skills development programs. Despite the fact that overall enrollment in secondary education more than doubled from under 700,000 in 2000 to 1.8 million in 2018, the GER in secondary education was only 50 percent. Professional and vocational training opportunities offered outside of secondary school are limited, enrolling only 40,400 trainees (accounting for only 0.6 percent of the education system enrollment) in 2018.

<sup>14</sup> In this document, the terms technical and vocational education and training (TVET) and skills development programs will be used interchangeably.

<sup>15</sup> The education system in Cameroon consists of preschool (two–three years of education from the age of 3–4 years); primary education (compulsory six years starting from age 6); lower secondary (four years of education in the francophone and five years in the anglophone subsystem, respectively); and upper secondary (three years in the francophone subsystem and two years in the anglophone subsystem). Secondary education in the francophone subsystem is further divided into general and technical secondary education. Tertiary education is composed of universities (higher education) and professional and post-secondary vocational training institutions.

<sup>16</sup> World Bank. 2019. World Development Indicators 2019. <https://databank.worldbank.org/source/world-development-indicators>.

<sup>17</sup> Ministry of Economy, Planning and Regional Development (MINEPAT). 2019. *Cameroon Education Sector Analysis*.

<sup>18</sup> MINEPAT. 2019. *Cameroon Education Sector Analysis*.





10. The academic track is under the purview of the Ministry of Secondary Education (*Ministère des Enseignements Secondaires* - MINESEC). The TVET track is the responsibility of several ministries, including the Ministry of Employment and Vocational Training (*Ministère de l'Emploi et de la Formation Professionnelle* - MINEFOP), MINESEC, and others. Specifically, MINESEC is responsible for (a) management and financing of lower and upper general secondary education with 1.0 million and 0.5 million students, respectively, enrolled in 2,664 schools; (b) delivery of a *technical stream* at lower and upper secondary levels with 300,000 students enrolled in 745 schools (17 percent of secondary school enrollment); and (c) preservice training of primary school teachers with 25,000 students trained in 171 teacher training schools (*écoles normales*). MINEFOP is responsible for (a) skills development sector coordination and (b) delivery of *vocational training*. In 2018<sup>19</sup>, MINEFOP oversaw the delivery of skills development programs in 1,612 public and private (fee-paying) training centers, which enrolled approximately 40,400 students. The private sector plays a dominant role in the provision of training, operating 76 percent of all centers and accounting for 63 percent of enrollment. There are also several sectoral ministries (for example, the Ministry of Livestock, Fisheries and Animal Industries (*Ministère de l'Élevage, des Pêches et Industries Animales* - MINEPIA) offering sector-specific skills development/TVET programs.

11. Key challenges facing Cameroon's secondary education and skills development systems include (a) limited access to secondary education and skills development programs, especially for girls; (b) poor quality and limited relevance of the secondary education and training system; (c) low internal efficiency; (d) inadequate resources and inefficient spending at both the central and school levels; and (e) weak management and governance, including poor sector coordination, planning, teacher management, and monitoring and evaluation (M&E). Each of these challenges, described in further detail below, is exacerbated by additional pressure placed on the system by an influx of refugees and IDPs, socio-political crisis in the anglophone regions and COVID-19.

#### **Key Challenge 1: Access to secondary education and skills training programs is limited, with persistent gender and regional disparities**

12. There are persistent regional and socioeconomic disparities in enrollment, transition, and completion rates in secondary education. In 2018, the lower secondary GER in the northern (Far North, North, and Adamawa) regions was less than 35 percent compared to more than 60 percent in the Littoral, West, and Center regions.<sup>20</sup> Also, in lower secondary education there are 10 times fewer students from the poorest population quintile than from the wealthiest, and within each quintile girls have lower enrollment than boys as highlighted in figure 1.

13. Similarly, access to skills training is limited and varies significantly by region and urban/rural areas. Approximately 66 percent of the working-age population has had no training, with only 14 percent reporting some short-term and informal on-the-job training. In general, there is a limited supply of TVET, particularly oriented toward priority growth sectors, combined with a bias toward the lowest levels of qualification and limited diversity in terms of training specializations, leaving large gaps in the supply of graduates with mid-level skills. Adamawa, the Far North, and North regions have significantly fewer opportunities for public and private training. Private training is concentrated in the Littoral, Center, South West, and North West regions,<sup>21</sup> while the South and East regions benefit disproportionately from publicly provided training. The incidence of formal training also differs

<sup>19</sup> Statistical yearbooks, MINEFOP.

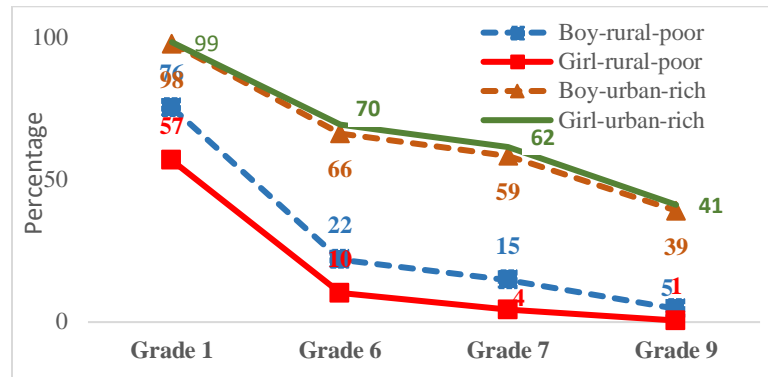
<sup>20</sup> World Bank and the Government of Cameroon. 2018. "Mise en œuvre de la stratégie du secteur de l'éducation et de la formation (2013–2020): Rapport de suivi à mi-parcours [Implementation of the education sector strategy (2013–2020) : Mid-term review]." Washington, DC: World Bank.

<sup>21</sup> For the South West and North West regions, this situation may have changed due to the recent crisis.



significantly between urban and rural areas; 33 percent of the working-age population in urban areas report some type of training, compared to only 12 percent in rural areas.

Figure 1. Enrollment by Gender, Area of Residence, and Poverty Level, 2018



Source: MINEPAT. 2019. *Cameroon Education Sector Analysis*.

14. **Girls have lower enrollment, access, transition, and completion rates than boys (see annex 3 for more information on the gender gap).** In 2018, secondary education access for boys was 8 percentage points higher than for girls (52 versus 44 percent, respectively). A large number of girls (particularly from disadvantaged households and from rural areas) are not reaching the secondary level or are dropping out at the secondary level. A study carried out in 2015<sup>22</sup> shows that in addition to girls' challenges with access and retention at the primary level, girls' transition rates from primary to lower secondary education remain an issue, particularly in rural areas. Girls are also less likely to enroll in TVET institutions, which is exacerbated by a substantial gender segregation in trade selection. In MINESEC technical schools, only one in three students is a girl. Girls are also vulnerable to school-related gender-based violence (SRGBV) as well as sexual exploitation, abuse, and harassment in schools,<sup>23</sup> with the highly prevalent and widespread practice of sex-for-grades. There are also poor sanitation facilities and lack of support for menstrual hygiene management. The pregnancy rate (the highest rates are in the South and East Regions with respectively 45 and 53 percent of 15-19 year old girls being pregnant or having already given birth<sup>24</sup>) and early marriage rate (the highest rates are in the East, North, Far North, and Adamawa with respectively 30, 33, 32 and 39 percent of 15-19 girls married or in situation of cohabitation<sup>25</sup>) among adolescent girls are high. The education system is not well equipped on how to tackle these challenges. All of these factors may - to some extent - explain girls' decision to drop out or not complete their schooling.

<sup>22</sup> UNICEF (United Nations Children's Fund) and MINEDUB (*Ministère de l'Éducation de Base*). 2015. "Situational Analysis of the Main Bottlenecks in Girls' Education in Cameroon's Priority Education Zones." MINEDUB.

<sup>23</sup> Nationwide, 8 percent of women ages 15 to 49 are reported to have suffered sexual violence. In addition, according to a study by the nongovernmental organization (NGO) *Association pour la Promotion du Développement local* (APDEL), 61 percent of sexual violence in schools is committed by adults, 31 percent by teachers, 12 percent by administrative staff, and 13 percent by repeaters. The overrepresentation of administrative officials in the perpetrators of sexual violence is an additional element that explains why sexual violence is widely tolerated in schools, whether perpetrated by adults or students.

<sup>24</sup> World Bank. 2019. "Discussion approfondie pour sur le SWEDD 2 pour les pays en préparation du projet."

<sup>25</sup> UNICEF. 2014. "Cameroon Multiple Indicator Cluster Survey."



## Key Challenge 2: Poor quality and limited relevance of secondary education and skills development

15. **The quality of secondary education provided in Cameroon is low resulting in low learning outcomes.** While there is no internationally comparable student assessment in Cameroon at the secondary level, the learning outcomes, as measured by a standardized exam after lower secondary (Certificate of First Cycle Studies [*Brevet d'Etudes du Premier Cycle* - BEPC]), are poor: only 37 percent of students pass the BEPC, with significant differences in pass rates by region and gender. For example, pass rates are 22 percent in the Extreme North region versus 46 percent in the Littoral region. In some regions, large gender gaps in pass rates exist; for example, in the Extreme North the pass rate for girls is 18 percent versus 25 percent for boys. Analytical studies and stakeholder analysis<sup>26</sup> highlight several factors that contribute to the low quality of secondary education: (a) poor preparedness of students coming from primary school; (b) highly theoretical curricula and low emphasis on supporting students to acquire 21st century skills such as critical thinking, problem solving, teamwork, and socio-emotional skills; (c) poor quality of school infrastructure, including lack of electricity, gender-separated sanitary facilities, teaching and learning materials; (d) low utilization of information and communication technology (ICT); and (e) limited teacher effectiveness.<sup>27</sup> While secondary teachers usually show mastery of the subject matter that they are teaching, they otherwise have limited professional competencies, such as those related to content integration and preparedness to teach in a classroom setting. In addition, teachers do not benefit from any relevant continuous professional development: insufficient and inefficient in-service training and weak teacher supervision and coaching prevent teachers from improving their performance and teaching skills. Furthermore, teachers are frequently absent, especially in rural and remote areas. As a result, teachers hired by parents to compensate for lack of state-paid teachers constitute 5.5 percent of teaching force, but in some regions these numbers are much higher, for example, in the West region – 19.5 percent and in the Far North – 12.3 percent.

16. **Similarly, the labor market relevance of the skills that graduates develop is weak.** Based on the latest employer survey (2015),<sup>28</sup> only 42 percent of employers reported being fully satisfied with the competencies of their staff who possessed TVET qualifications. Dissatisfaction with the skills level of TVET graduates is particularly acute among employers in the agriculture, wood, construction, and cotton/textile industries. Limited collaboration between TVET providers and employers hampers the delivery of market-relevant skills training with training programs not informed by private sector input and students having few opportunities for job placement and practical training. Employers are not involved in the program design and delivery. The quality of skills development programs is also affected by a lack of teaching and learning materials, poor infrastructure, and low qualifications and limited industry exposure of teaching staff at all levels. Generally, at all levels of technical education, programs are characterized by limited infrastructure, poor supply of learning and training materials, poor quality of teaching staff, and low levels of financing. The weakest training institutions are in rural areas (Artisanal, Rural, and Household Sections [*Section Artisanale Rurale/Section Ménagère*]), which are also characterized by low social demand. These issues are not as pressing at the Vocational Training Centers (*Centres de Formation Professionnels* - CFP) and in higher education institutions, which are usually located in urban areas.

<sup>26</sup> World Bank. 2019. "Diagnostic of Secondary Education Sector in Cameroon." Draft, workshop with MINESEC officials.

<sup>27</sup> The 2018 World Development Report (WDR) identified five policy goals to make teachers effective: (a) attracting the best to teaching, (b) motivating teachers to perform, (c) improving metrics to support teaching, (d) supporting teachers' professional development, and (e) improving the curriculum.

<sup>28</sup> World Bank. 2015. "Cameroon Employer Survey."



### Key Challenge 3: Low internal efficiency

17. **Students of both academic and TVET tracks are progressing through the system inefficiently.** The share of repetition is significant, with an overall rate for lower secondary education close to 14 percent and 20 percent for upper secondary. In 2017, one out of five students dropped out of the general secondary education system. In the lower secondary cycle (see annex 2), only 38 percent of students in the francophone system, who applied for the certificate exam, graduated. In the case of TVET, during the 2016–17 academic year, less than half of students who chose to pursue technical lower secondary education completed their studies. The dropout rate was 39.0 percent (42.1 percent for girls and 37.0 percent for boys) in technical secondary education<sup>29</sup> and 25.0 percent in vocational training.<sup>30</sup> In the first cycle, only 42 percent of TVET students obtained the Certificate of Professional Competence (*Certificat d’Aptitude Professionnelle* - CAP) compared with 58 percent in the general track—BEPC. The *Probatoire Technique*—the exit exam students take before receiving a baccalaureate degree—further eliminates two out of three youth from progressing to obtain a Technician Certificate (*Brevet Technicien* - BT). As a result, in 2017 for example, only 2,689 youth obtained an industrial BT.

### Key Challenge 4: Inadequate financing and inefficient spending

18. **Limited resources are allocated to the education and skills development sectors, as a share of both the country’s GDP and public resources.** In 2016, the overall budget allocation for the education and training system was lower in Cameroon compared to the Africa region average—3.5 percent of GDP versus 4.8 percent of GDP, respectively.<sup>31</sup> Public allocations have been increasing across all four ministries responsible for education: Ministry of Basic Education (*Ministère de l’Éducation de Base* - MINEDUB), MINESEC, MINEFOP, and Ministry of Higher Education (*Ministère de l’Enseignement Supérieur* - MINESUP). However, allocations are still low, at 14.6 percent of total government budget and 23 percent of total government recurrent budget, compared to countries with similar GDP.<sup>32</sup> The largest allocation is extended to secondary education, including TVET delivered by MINESEC (49 percent of the total education allocation), followed by primary education (39 percent), higher education (9 percent), and TVET, delivered by MINEFOP and other ministries (3 percent).

19. **Efficiency of spending of the secondary education and skills development systems is poor.** While MINESEC has the largest budget share of the total government budget, spending is not efficient. More than 90 percent of the secondary education budget is spent on teacher salaries, but there is still an insufficient number of state-paid teachers in many schools, particularly in rural areas, due to poor teacher management. Furthermore, despite significant mandatory contributions by parents, stakeholders systematically complain about the poor school environment, resulting from the lack of basic equipment, learning materials, and facilities.<sup>33</sup> Funding in the TVET sector is also skewed toward servicing salaries, with low allocations for other types of expenditure (such as training materials, equipment, and capital expenditures). Public training institutions do not generate enough resources to support investments not covered by public spending.

<sup>29</sup> It is less than 25 percent in the general secondary education.

<sup>30</sup> MINEFOP Statistical Yearbook 2018.

<sup>31</sup> World Bank. 2018. *Cameroon - Public Expenditure Review: Aligning Public Expenditures with the Goals of Vision 2035*. Washington, DC.

<sup>32</sup> Based on the ESA (2019), total state expenditure in education is 14.6 percent of GDP; however, recurrent spending in education represents 22.3 percent of Cameroon’s total recurrent expenditure.

<sup>33</sup> MINEPAT. 2019. Third Public Expenditures Tracking Survey.



### Key Challenge 5: Weak management and governance

20. **At the secondary education level, some of the key challenges are related to weak leadership and managerial capacity of head teachers and poor teacher workforce management.** Head teachers lack leadership skills to carry out school-level reforms and are not prepared/trained to supervise and coach teachers to improve teacher performance. Head teachers lack standardized classroom observation tools and coaching materials and a specialized head teacher training and accreditation program related to school management. Appointments of head teachers and deputy head teachers are not based on transparent and rigorous criteria. The system of teacher deployment and retainment, especially in rural and hardship areas, does not function well. Teacher workload is not well optimized, resulting in some teachers teaching less than their service hours. This situation leads to a substantial use of teachers paid by parent-teacher associations (PTAs) to compensate for the insufficient number of hours provided by state-financed teachers.<sup>34</sup>

21. **In the skills development sector, some of the key challenges are related to high fragmentation and lack of coordination between ministries and lack of occupational standards and qualification frameworks.** Even though two ministries (MINESEC and MINEFOP) are primarily in charge of delivery of skills development, other ministries involved in providing skills development programs as well as private providers also offer a variety of training programs with little coordination and lack of unifying purpose. First steps in improving the coordination were made with the adoption of the 2018 law regulating professional training in Cameroon.<sup>35</sup> But the absence of occupational competency standards, qualification frameworks, and training requirements, and weak collaboration of training providers with industry and private sector enterprises do not reassure employers that graduates from particular degree programs are equipped with pertinent knowledge and skills and does not protect students' education investments.

22. **Decision-making related to key issues (for example, school and program development, school funding allocation, and teacher deployment) is not informed by evidence and data in either general secondary education or skills development.** Although MINESEC is upgrading its Education Management Information System (EMIS) with support from the World Bank-financed Education Reform Support Project (ERSP) (P160926), it will be important to use these data in decision-making and to develop relevant policies. At MINEFOP, there is a lack of information on the quality of training provided, on students' progression through the system, and on the labor market status of graduates. Consequently, it is difficult to determine program performance, efficiency, and relevance. Data are also scarce regarding employers' perception of the quality of training at vocational training centers. Information about the performance and needs of labor markets is also limited and available information is not used to inform the design of the training programs.

### Additional Pressure on Education Service Delivery due to Refugees, IDPs, and the Internal Conflict

23. **Forced displacement places additional pressure on education service delivery in host communities' secondary schools.** The challenges include overcrowded classrooms and exacerbation of existing problems, including lack of state-paid teachers, lack of teaching and learning materials, and lack of funds. In addition, most teachers are not prepared and trained to teach children who have been significantly injured and experienced trauma or children who were taught in a different language before becoming displaced or refugees.

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<sup>34</sup> For example, according to the ESA 2013–2020, on average per school 36 junior secondary teachers and 13 senior secondary teachers were paid by PTAs.

<sup>35</sup> *Loi N°2018/010 du 11 Juillet 2018 Régissant la Formation Professionnelle au Cameroun.*



24. **A growing influx of refugees and a significant increase in the number of IDPs, especially from the northern and anglophone regions, has created increasing pressure on the education system.** This situation has created major disruptions for schools and training centers functioning in the affected regions, including of destruction of schools. Refugees and IDPs are also creating increased demand on the education sector in host areas. Specifically, family displacements due to the socio-political crisis in the English speaking/anglophone regions are adding pressure on the anglophone schools in francophone areas. For those who cannot move to other areas, this crisis may result in several cohorts of students missing school for 2–3 years or more.

**Box 1. COVID-19 Is Disrupting Education Systems and Increasing Learning Poverty**

At the moment, schools and educational institutions are closed in Cameroon, affecting almost 7 million active learners out of school, of which 0.5 million are in preschools, 4.3 million are in primary school, 1.8 million are in secondary (general and technical), 0.3 million are in tertiary education, and 40,000 are in professional and vocational training. Through school closures, the COVID-19 pandemic is already having an adverse impact on the education system. The damage may become more severe if the pandemic leads to prolonged school closures and recession.

- School closure (a) might stop academic learning and increase learning poverty, particularly among the most vulnerable populations (girls and the poorest); (b) may reduce attachment to schooling (due to prolonged school closures), contributing to dropouts especially among girls; (c) may negatively affect student nutrition (especially in the absence of school meals) and children’s physical and mental health; and (d) could increase student vulnerability and violence and adolescent fertility.
- In the short and medium run, economic shocks and repeated/prolonged school closures will affect education demand and supply. On the demand side, income loss by households and repeated/prolonged school closures can result in higher dropout rates, particularly among the vulnerable, who without access to home-based learning, will fall behind reducing their attachment to school and the likelihood that they will return to school. Girls are likely to experience and witness more violence, teenage pregnancy, early marriage, and sexual exploitation and sex abuse as a result of deteriorating socioeconomic conditions. On the supply side, fiscal constraints may lead to a cut in education spending especially in non-salary expenditures that promote learning and private schools may close as a result of the shock on the demand.
- In the long run, permanent effects are expected on (a) human capital, including an increase in learning poverty; (b) development prospects; and (c) welfare.

To address this crisis, the ministries responsible for education in Cameroon have prepared roadmaps for each level of education. These roadmaps aim to: (a) ensure continuation of education service delivery during school closure; (b) prepare for the end-year exams; and (c) prepare for safe reopening of schools. While the current situation is seriously detrimental for education systems and the accumulation of human capital, it also offers the opportunity to (a) build a more efficient, inclusive, and resilient education system and (b) reduce other effects, such as early marriage or pregnancies and social unrest, especially in an environment with crisis that generated substantial displacements.

25. **Many of the challenges that the secondary education and skills development systems are facing will be deepened by the crisis generated by the COVID-19 pandemic, as highlighted in box 1 above.** Addressing these challenges and the potential impact will require to build a more inclusive, efficient, and resilient education system, especially for the secondary education and skills development.

**Government’s Sector Strategy and Plan**

26. **The Government recognizes the challenges described above and has outlined a vision and plan to address them through the Education Sector Strategy 2013–2020 and the draft Education Sector Strategy 2020–2030 (to be adopted in late 2020).** The Education Sector Strategy 2013–2020 identifies the following strategic areas in the general secondary education and training sectors: (a) Access and Equity: improve access by reducing





all sorts of disparities in secondary education; (b) Quality and Relevance: improve the quality of learning in primary and general secondary education as well as vocational training; and (c) Governance and Management: improve the management of human resources, the system's planning capacities, and transparency in resource management. The development of the Education Sector Strategy 2020–2030, which is supported by the World Bank through Global Partnership for Education (GPE) financing, will more explicitly focus on the issues of secondary education and skills development and will be accompanied by a fully costed plan.

27. **The project will support the Government in addressing the issues described above by focusing on the two tracks of youth education—secondary education and skills development—complementing other World Bank engagement in the education sector. Vision 2035<sup>36</sup> and the DSCE highlight the central role of education and skills development in enabling transformation through industrialization, innovation, and higher levels of productivity.** The priorities identified in these strategies for elevating the quality of the labor force and stimulating technological innovation are (a) increasing the number of years of training provided and the quality of basic education and skills development; (b) expanding opportunities for high-quality skills development driven by the demand for specific skills in key economic sectors; and (c) expanding access to tertiary education, focusing on professional training and the science, technology, engineering, and mathematics (STEM) fields. Furthermore, the Government has identified a list of selected economic priority sectors, based on their growth and employment potential, including energy, agriculture, digital economy, construction, tourism, light manufacturing (such as leather and textiles), wood, and minerals. The Government has also specified general priorities for secondary education and skills development and included more focus on these subsectors in the draft Education Sector Strategy 2020–2030.<sup>37</sup>

28. **This will be the first World Bank-financed project in the secondary education and skills development sectors in Cameroon.** The World Bank has a strong engagement in preprimary and primary education including through the recently closed, GPE-funded Cameroon Equity and Quality for Improved Learning Project (P133338), and the IDA-financed Cameroon ERSP, effective since June 2019, and a proposed IDA/GPE-funded additional financing (P172885). At the higher education level, Cameroon was part of the African Higher Education Centers of Excellence Project (ACE) (P126974), which closed in March 2020.

### C. Relevance to Higher Level Objectives

29. **The project is fully consistent with the Africa Human Capital Plan (HCP), the Cameroon SCD, the Country Partnership Framework<sup>38</sup> (CPF) FY17–FY21, and the CPF Performance Learning Review<sup>39</sup> (PLR).** The project will directly contribute to the Africa HCP's goal of increasing quality-adjusted years of schooling,<sup>40</sup> by addressing key challenges in improving quality of schooling, enhancing market relevant skills, and supporting the women's empowerment agenda. The SCD highlights the need to address disparities in secondary schooling between regions and between wealth quintiles as they represent a major constraint to human development outcomes in some

<sup>36</sup> MINEPAT. 2009. "Cameroon Vision 2035". This is a long-term vision document prepared by the Government of Cameroon which outlines the ambition for the country to become an emerging nation by 2035.

<sup>37</sup> The Education Sector Strategy 2020–2030 is currently being prepared. The World Bank is supporting the Government in developing this strategy and ensuring that the project is fully consistent with the new strategy.

<sup>38</sup> World Bank. 2017. *Cameroon - Country Partnership Framework for the Period FY17–FY21 (English)*. Report No. 107896-CM. Washington, DC: World Bank Group.

<sup>39</sup> World Bank. 2019. *Cameroon - Performance Learning Review of the Country Partnership Framework for the Period FY2017–21 (English)*. Report No. 137218-CM. Washington, DC: World Bank Group.

<sup>40</sup> The Africa HCP goal is to "increase learning-adjusted years of school from 4.94 to 5.88, a 20% increase."





regions, especially for the poorest students. The SCD highlights that strengthening the education and the skills development system is critical for addressing low productivity and a poor business environment. The project contributes to the achievement of Objective 3 of the CPF, “Improving the quality and equity of education,” and Objective 9, “Increasing the supply of skills demanded by the labor market.” These objectives are also aligned with the Sustainable Development Goals (SDGs) 2030 of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities (SDG 4) and promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all (SDG 8).

30. **The project is also well-aligned with the World Bank strategy to mitigate the impacts generated by the COVID-19 situation, both at the corporate level and for the education sector.** Specifically, the focus of the project on digital technologies for education can help strengthen the resilience of the education system to address similar crises and could be a solid instrument to provide relief in case the schools’ closure is extended. The project also incorporates careful considerations to facilitate reopening schools during the recovery phase, with a focus on addressing the potential learning gaps, including gendered considerations.

## II. PROJECT DESCRIPTION

### A. Project Development Objective (PDO)

31. **The PDO is to increase equitable access to quality<sup>41</sup> general secondary education and market-relevant skills development programs, with a focus on girls.**

#### PDO-Level Indicators

##### Increased equitable access to quality general secondary education

- Students enrolled in targeted general secondary schools meeting standards critical for learning environment, female (number)
- Girls in general secondary schools in disadvantaged areas individually supported by the project (number)

##### Increased equitable access to market relevant skills development programs in selected economic sectors

- Graduates who are employed or self-employed six months after training completion,<sup>42,43</sup> female (percent)
- Trainees completing training supported by Skills Development Fund (SDF) Windows 2 and 3,<sup>44</sup> female (number)

32. **Disadvantaged areas** include the regions of the North, Far North, Adamawa, and East and have been identified by the Government as those particularly affected by inequities in terms of access to quality secondary education.

33. **Selected economic sectors** have been identified by the Government based on the greatest potential to drive economic growth and employment. These include agro-processing, energy, digital economy, and

<sup>41</sup> Quality in general secondary education will be assessed through the achievement of standards for the learning environment.

<sup>42</sup> Graduates of centers that benefit from SDF Window 1 and implement MINEFOP-approved competency-based training (CBT) packages.

<sup>43</sup> The baseline is expected to be established during the first year of project implementation.

<sup>44</sup> See description of the subcomponent 2.2 below for definition of Windows under the SDF.



construction. Additionally, the project will attend to the needs of the local labor markets through Window 3 of the SDF.

34. **Market-relevant training programs** are defined as those that are delivered in selected economic sectors mentioned above.

## **B. Project Components**

35. **The project is a first-generation secondary education and skills development project in Cameroon.** The project will use a hybrid financing mechanism of traditional Investment Project Financing (IPF) with a results-based financing (RBF) approach featuring disbursement-linked indicators (DLIs)—with disbursements made against independently verified achievement of pre-agreed annual results. The tailored choice of the instrument will be explained in each subcomponent.

### **Component 1: Support to general secondary education sector (US\$50 million equivalent)**

36. Under this component, some interventions will be systemwide and some will be focused on a selected number of targeted schools. The component will follow a holistic approach with interventions related to improving the school environment, school-based management (SBM), and teacher performance. To incentivize the reforms in the secondary education sector, this component will follow IPF with DLI approach.

#### *Subcomponent 1.1: Improving the quality of the learning environment in general secondary education (US\$40 million equivalent)*

37. At the system level, the project will support MINESEC to promote and monitor standards critical for improving the learning environment in key thematic areas: (a) effective school management practices; (b) efficient teaching and classroom management practices; (c) teaching and learning conditions; and (d) ensuring a safe school environment. Standards will be designed to ensure the promotion of climate-smart schools, both in terms of physical infrastructure of the buildings as well as surrounding school grounds. In addition, in four of the most disadvantaged regions,<sup>45</sup> the subcomponent will support interventions for expanding girls' equitable access in targeted schools by directly financing school fees in the four disadvantaged areas and addressing the needs<sup>46</sup> of schools receiving an additional number of students in the context of the forced displacement, nationwide. Both of these interventions build resilience of students and families to climate change as it relieves budget constraints. Standards for learning environment will be included in the Project Implementation Manual (PIM) (see annex 2 for the preliminary description of agreed standards). Funds may be used to address costs associated to the necessary adjustment of schooling due to the COVID -19 crisis including interventions needed to mitigate a potential increase in gender disparities.

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<sup>45</sup> East, Adamawa, North, and Far North.

<sup>46</sup> Typically, by providing more desks and benches, teaching and learning material or psycho-social support for displaced students.



**Table 1. Project Structure and DLIs**

Component	Subcomponent	DLI
<b>Component 1: Support to general secondary education sector (US\$50 million equivalent)</b>	Subcomponent 1.1: Improving the quality of the learning environment in general secondary education (US\$40 million)	DLI 1: Targeted secondary schools that comply with standards critical for the learning environment and equity (US\$40 million)
	Subcomponent 1.2: Strengthening the capacity of head teachers and new teachers (US\$10 million)	DLI 2: Head teachers of general secondary schools trained and accredited (US\$5 million) DLI 3: Newly recruited teachers who have completed the onboarding program (US\$5 million)
<b>Component 2: Support to skills development sector (US\$63.5 million equivalent)</b>	Subcomponent 2.1: Improving the quality and relevance of skills development programs (US\$14.3 million)	DLI 4: New competency-based training (CBT) packages in selected economic sectors developed, approved, available at MINEFOP and MINESEC and are in use (US\$9.8 million) DLI 5: Teachers trained on use of the new CBT packages approved by MINEFOP and MINESEC (US\$4.5 million)
	Subcomponent 2.2: Expanding access to market-relevant skills development programs (US\$40 million)	Interventions supported by IPF instrument related to expansion of access to market-relevant skills development programs in selected economic sectors through SDF
	Subcomponent 2.3: Strengthening the institutional capacity of skills development system (US\$9.2 million)	DLI 6: Improved strategic planning and management (US\$5.5 million) DLI 7: Strengthened information system and skills development sector monitoring (US\$3.7 million)
<b>Component 3: Project management and technical assistance (US\$11.5 million equivalent)</b>	Subcomponent 3.1: Project coordination and M&E (US\$7 million)	Interventions supported by IPF instrument related to project coordination, M&E and technical assistance
	Subcomponent 3.2: Technical assistance (US\$4.5 million)	
<b>Component 4: Contingent emergency response (CERC) - US\$0</b>		
<b>Refund of Project Preparation Advance (PPA) A – US\$1,156,650</b>		
<b>Refund of PPA B – US\$831,519</b>		

38. **At the school level, the achievement of standards as well as broader improvement of the learning environment will be operationalized through a School Improvement Plan (SIP) which will give greater responsibility and accountability to schools in funds management.** Schools will receive school improvement grants, complementary to regular school financing, to support implementation of the SIP, which will ensure enhanced government ownership. The SIP will be prepared at the school level using a participatory approach and will be validated by the divisional delegation of MINESEC. Activities to be financed can include (but are not limited to), learning resources and materials, training and capacity building activities, ICT equipment and Internet



connection, establishment of safe spaces<sup>47</sup> for adolescent girls in secondary schools,<sup>48</sup> minor rehabilitation of facilities, and gender-sensitive latrines. Smart building technologies will be used whenever schools and latrines will be rehabilitated. Rehabilitation of facilities will be allowed up to 30 percent of the school grants amount (up to a total of US\$12 million of the total subcomponent cost). In the four disadvantaged regions, the grants will also support the financing of school fees for the most vulnerable girls (expected about US\$4 million for girl fees) and activities supporting girls' enrollment and retention. This intervention will build resilience of students and families to climate change as it directly relieves household budget constraints. The positive and negative lists of activities to be financed under the school grant is available in annex 2 and will be described in the PIM and will include school level COVID-19 prevention expenditures. These activities will be implemented by the School Management Committee (SMC) under the supervision of the divisional delegation at the local level and by the Department of General Secondary Education (DESG) at the central level. More details are provided in the implementation arrangements section and in annex 2.

39. Subcomponent 1.1 will complement the Sahel Women Empowerment and Demographic Dividend (SWEDD) Project (P150080) by supporting enrolled girls in regions that are not targeted by the SWEDD Project<sup>49</sup> as well as providing school fee waivers for the poorest girls in the four targeted regions.

40. **Beneficiary schools will be selected according to the predefined criteria<sup>50</sup> determined by MINESEC to maximize the impact of the intervention on the general secondary education system.** A selection of public secondary schools enrolling a minimum of 400 students will be eligible and will benefit from the subcomponent (at least 350 schools).

41. The release of IDA funds under this subcomponent will be linked to DLI 1: Targeted secondary schools that comply with standards critical for learning environment and equity (see details in DLI matrix and Annex 2).

*Subcomponent 1.2: Strengthening the capacity of head teachers and new teachers (US\$10 million equivalent)*

42. **This subcomponent will support the Government to (a) reinforce head teachers' capacity to become instructional leaders and coaches at the school level and (b) introduce an innovative on-boarding program for new teachers.** It will use an RBF modality to incentivize the Government to design and implement structural reforms on professionalizing head teachers to become effective school leaders. A comprehensive analysis on teacher management will be conducted under Component 3.

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<sup>47</sup> A safe space refers to an adolescent girls' group that meets over an extended period of time to learn under the mentorship of a trained female community member on a range of topics - including health, menstruation, hygiene, self-confidence and leadership. The safe space groups are female only spaces comprised of groups of girls and young women who meet on a regular (e.g., weekly) basis at a designated time and location of their choice for specified amount of time (e.g., two hours) with a mentor. The groups are segmented by age (10 to 14, 15 to 19 and 20-year-olds). They are also grouped according to characteristics and social circumstances so that the girls and young women can interact with others with whom they share similar life experiences. Sessions will be supported by curricula prepared in the context of the SWEDD project. The training will be provided to all girls in schools to build their knowledge, skills and confidence in navigating life's challenges while building their social networks and counsellors will work with boys and men's groups on GBV.

<sup>48</sup> Based on data collected by the SWEDD project, the focus in South and East regions will be on the prevention of teenage pregnancies and on the reinsertion of pregnant girls in school. Another area of focus will be the work on level of acceptance of violence both among men and women.

<sup>49</sup> The SWEDD project will be implemented in the North, Far North and Adamawa regions. The SESD project will be implemented nationwide.

<sup>50</sup> Details on the rationale of selection of criteria and targeting mechanism are available in annex 2.



### Improved Capacity of Head Teachers (US\$5 million equivalent)

43. **This intervention will address issues related to the absence of a training and accreditation program for head teachers and their limited leadership capacity to conduct school-level reforms and to supervise and coach teachers.** The project will support the development and implementation of an accreditation program for head teachers. Head teachers accredited by this program are expected to become effective school managers and leaders. They will be able to provide support to new teachers and all other teachers in the school through classroom observation, coaching, incentivization for peer learning, distance learning, or project-based learning.

44. **The program will consist of face-to-face and online training modules for head teachers and subsequent certification.** The head teacher performance will be subsequently assessed by the DESG at MINESEC. The head teachers will be trained on (a) school administration and management including FM and procurement; (b) school governance and leadership including complaints management, supervision, and M&E; (c) teacher coaching and M&E; (d) SRGBV, including safe school, and code of ethics in line with a Whole School Approach;<sup>51</sup> and (e) information on environment and climate change to increase their adaptive capacity and overall awareness. Head teachers from beneficiary schools under Subcomponent 1.1 will also be trained on classroom observation and coaching of teachers. The accreditation program will be developed by the DESG supported by a consulting firm. The training will also be managed and carried out by the DESG and comprise of online and face-to-face modules. The online training will be self-paced, while each head teacher will receive two sessions of face-to-face training. The accreditation process should be completed by a head teacher within a year of starting. The DESG will use modern technology tools for implementation and monitoring of secondary school management performance of head teachers through a standardized indicator system. The first assessment on the competency of head teachers vis-à-vis the standards will be recorded by the DESG.

45. To incentivize the Government to design and implement structural reforms on professionalizing head teachers to become effective school leaders, the release of IDA funds under this intervention will be linked to DLI 2: Head teachers of general secondary schools trained and accredited (see details in DLI matrix and Annex 2).

### Improved Capacity of New Teachers (US\$5 million equivalent)

46. **There is no teacher on-boarding program at the secondary education level in Cameroon (approximately 3,000 new teachers are appointed annually).** This intervention will address the following critical constraints leading to low learning outcomes as measured by the standardized exams especially after lower secondary: (a) limited preparedness of new teachers for their teaching career; (b) limited classroom exposure of new teachers due to theoretical preservice training; and (c) weak pedagogical knowledge, subject integration teaching, and gender awareness and classroom management competencies.<sup>52</sup> The project will support development and

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<sup>51</sup> Whole School Approach refers to a set of interventions that work at multiple levels, within the school and the community, to prevent and respond to school related gender-based violence. United Nations Girls' Education Initiative (UNGEI)'s Whole School Approach minimum standards and monitoring framework eight inter-related domains to establish a safe, gender-responsive and inclusive learning environment: (1) effective school leadership and community engagement; (2) establishing and implementing a code of conduct; (3) capacity building of teachers and educational staff; (4) empowering children with knowledge of child rights, participation and gender equality; (5) improving reporting, monitoring and accountability; (6) addressing incidents; (7) strengthening physical learning environments; and (8) engaging parents.

<sup>52</sup> Newly recruited teachers graduate from normal schools. Although the courses are theoretical, graduates are qualified and have good content knowledge of their respective subjects.



implementation of an on-boarding program for newly recruited teachers, focusing on key professional skills, including practical pedagogic and didactic contents, as well as gender and vulnerability sensitization.

47. **The on-boarding program will consist of face-to-face training and online training as well as a classroom mentoring program.** The face-to-face training and online training of newly recruited teachers will include content on (a) school functionality and management; (b) pedagogical orientation; (c) SRGBV, including safe schools, and code of ethics in line with a Whole School Approach; and (d) information on environment and climate change to increase their adaptive capacity and overall awareness. Teachers from beneficiary schools supported under Subcomponent 1.1 will also be introduced to classroom observation practices and will benefit from the continuous professional development program which is financed under Component 3. Once at school, the new teachers will also benefit from a mentoring program with experienced peers. The new teachers will be continuously coached by the teaching advisors (*Conseillers d'Enseignement*) and head teachers while in service. The length of the mentoring program will be specified in the teacher on-boarding program which will be developed with technical assistance (TA) to the Inspectorate General of Education (*Inspection Générale des Enseignements - IGE*) under Component 3 (see below).

48. The release of IDA funds under this subcomponent will be linked to DLI 3: Newly recruited teachers who have completed the on-boarding program (see details in DLI matrix and Annex 2).

## **Component 2: Support to skills development sector (US\$63.5 million equivalent)**

*Subcomponent 2.1: Improving the quality and relevance of skills development programs (US\$14.3 million equivalent)*

49. This subcomponent will incentivize the Government to use a new approach in training program development and to involve employers throughout the chain of training programs development and delivery.

50. **Development of CBT packages in selected economic sectors (US\$9.8 million equivalent).** The majority of training packages used by MINEFOP and MINESEC employ a traditional syllabus-based approach that focuses on the trainees meeting the input requirements of the course and passing the exam. The CBT approach reflects the expectations of employers and increases the employability of graduates as it is demand-based and designed to fit job requirements. The list of CBT packages to be developed under the project will be based on the sectoral skills needs assessment. Given the institutional structure in Cameroon, ministries are responsible for developing training packages (either syllabus-based or CBT) for their respective training programs and are responsible for quality assurance of the programs. There is no unified qualification framework/system or single autonomous quality assurance agency. Under the project, MINEFOP and MINESEC will work together to ensure that the CBT packages are consistent between the two ministries and of good quality (see annex 2 for details).

51. Both MINEFOP, and MINESEC, industry/private sector representatives, including the Inter-Patronal Grouping of Cameroon (*Groupement Inter patronal du Cameroun - GICAM*), other industry associations, and representatives of leading firms or local labor markets, will be actively involved in the development of CBT packages. The skills needs of the industries will be assessed, including the skills mix and gaps, specific tasks at each skill level, types of occupations, and projected human resource needs in the industry/sector. Employers will also detail the competency requirements in trades/professions for which CBT packages will be developed. Using this information, a team, comprising staff from MINEFOP, MINESEC, and industry experts, will develop a CBT package





as defined and described above. These CBT packages will be validated with relevant industry representatives, typically from industry associations or leading firms, and approved by respective ministries.

52. The release of IDA funds under this intervention will be linked to DLI 4: New competency-based training (CBT) packages in selected economic sectors developed, approved, available at MINEFOP and MINESEC and are in use. This DLI has been chosen as it integrates the whole chain of CBT package development and emphasizes the use of the packages by the training institutions (see details in DLI matrix and Annex 2).

53. **Training teaching and administrative staff on the use of the CBT packages (US\$4.5 million equivalent).** After the CBT packages are developed and validated, MINEFOP and MINESEC will train instructors, assessors, and staff on the use of the packages, assessment of the trainees, and the CBT approach. Each ministry will select relevant trainers and staff to participate in the training.<sup>53</sup> Trainers from private training institutions will be eligible for participation in this training as well. Experts who worked on CBT package development, industry professionals, and technical assistants will carry out training sessions for instructors and staff. In cases where local trainers are not available, international expertise might be brought in. This training will have two phases: (a) classroom-based training on the pedagogical aspects of the CBT approach and (b) technical skills training on site at the company or equipped training center. Firms will be encouraged to supervise the practical training according to a preestablished schedule.

54. The release of IDA funds under this intervention will also be linked to DLI 5: Teachers trained on the use of the new CBT packages approved by MINEFOP and MINESEC. This DLI has been chosen to ensure that the teaching staff who are the key to the effective delivery of the new approach are fully trained on the CBT packages (see details in DLI matrix and annex 2).

*Subcomponent 2.2: Expanding access to market-relevant skills development programs (US\$40 million equivalent)*

55. **This subcomponent will finance the implementation of a competitive skills development fund (SDF).** It will follow the IPF guidelines using traditional IPF disbursement procedures, since it presents an investment in upgrading training institutions to deliver market-relevant training. This upgrading will ensure the promotion of climate-smart training institutions. For this intervention, an annual work plan and regularly updated procurement plans will be submitted to the World Bank for approval. The SDF will support demand-led skills development and will benefit employers (both in the formal and informal sectors) by training providers, trainees, and employees. The SDF will give special attention to women and youth from underserved areas. The SDF aims to (a) stimulate delivery of quality TVET offerings in selected economic sectors through a Center of Excellence (CoE) approach; (b) promote collaboration between enterprises and training centers and institutions; (c) address skills shortages of the existing workforce in formal and informal sectors; (d) increase access to apprenticeships and internships; and (e) increase access to skills acquisition opportunities among disadvantaged groups.

56. **The SDF will have three windows, catering to different target groups. Window 1** will support improvements in the quality and labor market relevance of existing skills development programs at selected TVET institutions and implementation of CBT packages developed under Subcomponent 2.1 in selected economic areas. Under this window both public and private institutions will be supported. The support for public training institutions will be in the form of grants and for private training institutions in the form of loans with details of

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<sup>53</sup> Consistent with their respective mandates, MINEFOP and MINESEC also assess and certify students/trainees upon completion of training with instructors and industry representatives serving as assessors.





support presented in the PIM. **Window 2** will focus on addressing skills gaps and skills shortages experienced by existing small and medium enterprises. Under Window 2, the SDF will also support the design and/or implementation of apprenticeship programs. **Window 3** will address the skills upgrading needs of members of associations of microenterprises including the self-employed, of cooperatives, and of farmers' groups. This window will include awareness raising about climate change risks and the effects on the agriculture sector and other relevant sectors, including adaptive measures which can be taken. Many of these members will be from the informal sector.

57. **Each of the three SDF windows will develop specific tools to foster girls' active participation and retention in training programs.** Grantees will be asked to include in their proposals activities and strategies to promote girls' participation and retention to ensure equal access to opportunities and resources. These may include specific strategies to include young mothers. Under Component 3, analysis, tools, and surveys to be developed will systematically promote and assess the active participation of women and girls. To protect female beneficiaries, particularly in the context of the SDF, the project will support the development of a code of conduct that clearly outlines both acceptable and unacceptable behavior and consequences for violence against students to be signed by teachers, administrative staff, trainers, and other relevant stakeholders.

*Subcomponent 2.3: Strengthening the institutional capacity of the skills development system (US\$9.2 million equivalent)*

58. **The objective of this subcomponent is to support the Government in implementing critical reforms in management of the skills development sector,** including strategic planning, qualification and certification, and sector monitoring. The subcomponent will support the Government in the following areas:

59. **Development of the National Skills Development Strategy (NSDS) and costed plan.** Currently, there is no single strategic document for skills development in Cameroon. The Government expressed interest in preparing an integrated skills development strategy and a costed action plan. The NSDS will be designed in conjunction with a revised DSCE and a new Education Sector Strategy for 2020–2030, both of which are currently under preparation.<sup>54</sup> Furthermore, this strategy will be designed in line with the 2018 law on professional training.<sup>55</sup> The strategy will also provide the targeted objectives, the M&E mechanism, the financing modalities of the sector, and the implementation arrangements.

60. **Development of national and sectoral qualification and certification frameworks for technical education and vocational training.** There is no unified National Qualification and Certification Framework (NQCF) in the area of skills development that would specify the relationship (horizontal and vertical) between different qualifications within the national skills development system. Under this subcomponent, the Government will also develop an NQCF, based on the work launched by MINEFOP in 2017. An inter-ministerial working group is already in place, including staff from various ministries and the private sector.

61. The release of IDA funds under this intervention will be linked to DLI 6: Improved strategic planning and management. This DLI has been chosen to incentivize the Government's coordination across multiple ministries (see details in DLI matrix and Annex 2).

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<sup>54</sup> Both strategies are expected to be completed and validated in 2020.

<sup>55</sup> *Loi N°2018/010 du 11 Juillet 2018 Régissant la Formation Professionnelle au Cameroun.*



62. **Improved availability of information on training programs through the development of an integrated digital platform on training opportunities.** The project will support the development of an integrated information system on training opportunities and the introduction and operationalization of post-training tracking mechanisms of graduates. The system will capitalize on existing but limited information, for example, in databases of the National Monitoring Service for Employment and Vocational Training (*Observatoire National de l'Emploi et de la Formation Professionnelle* - ONEFOP); the National Employment Fund (NEF); Center for Education, Professional and University Orientation (*Centre d'Orientation Scolaire, Universitaire et Professionnelle* -COSUP); and the NIS. Building on these existing sources of information, the project will strengthen/upgrade some of the existing tools, expand data collection, and increase transparency.

63. **Design and implementation of tracer studies.** Currently, neither MINEFOP nor MINESEC track their graduates in a systematic way and do not collect information on their labor market outcomes. Under the project, three tracer surveys (baseline, midterm, and final) are planned to monitor labor market outcomes of TVET graduates. The surveys will provide baseline data and yearly information on the external effectiveness of the training system.

64. The release of IDA funds under this intervention will also be linked to DLI 7: Strengthened information system and skills development sector monitoring. This DLI has been chosen to incentivize the Government to undertake reforms in how the skills development sector is monitored and to strengthen information availability about the sector (see details in DLI matrix and Annex 2).

### **Component 3: Project management and technical assistance (US\$11.5 million equivalent)**

#### *Subcomponent 3.1: Project coordination and M&E (US\$7 million equivalent)*

65. **This subcomponent will support the Project Coordination Unit (PCU), M&E activities, and capacity-building activities associated with the implementation of the project.** The PCU will be responsible for overall coordination and implementation of project activities, as well as FM and procurement. The project will finance the salaries of PCU staff, operational costs, and the cost of office equipment. The PCU will be established within four months of project effectiveness.

#### *Subcomponent 3.2: Technical assistance (US\$4.5 million equivalent)*

66. **This subcomponent will cover specific TA and capacity-building needs for project implementation, and M&E** (including third-party validation, surveys, and impact evaluations). In addition to TA to support the DLIs under Components 1 and 2, the proposed TA will include a full diagnostic survey on secondary education teacher management and professional development in Cameroon and a set of policy notes on teacher management, including initial training of teachers, teacher recruitment, teacher induction program, teacher deployment and redeployment, teacher incentives, teacher in-service training, teacher professional development, and so forth. The capacity-building activities under this subcomponent could include (a) trainings, study tours, and other initiatives to enhance the capacity of relevant ministry or agency staff to implement, coordinate, and monitor their programs; (b) capacity building of secondary education and TVET institution administrators to increase their ability to conduct tracer studies and use their results; (c) capacity building of secondary school administrators to monitor the implementation of SIP in accordance with accounting, procurement, and transparency best practices; (d) development and implementation of continuous professional development strategy for teachers (classroom



observation, coaching, in-service training etc.) for selected schools under Subcomponent 1.1; (e) improvement of job-search intermediation platform; and (f) capacity building on personal data protection.

#### **Component 4: Contingent emergency response (US\$0 million equivalent)**

67. A CERC will be included under the project in accordance with paragraph 12 of the World Bank Policy on Investment Project Financing (Projects in Situations of Urgent Need of Assistance or Capacity Constraints) to help the Government improve response times in the event of future situations where urgent assistance is needed. A CERC allows for rapid reallocation of project proceeds in the event of a future natural or man-made disaster or crisis that has caused or is imminently likely to cause a major adverse economic and/or social impact. This component will have no funding allocation initially. In the event of a future emergency, it could be used to draw resources from the unallocated expenditure category and/or allow the Government to request the World Bank to recategorize and reallocate financing from other project components to cover emergency response and recovery costs, if approved by the World Bank.

#### **Cross-cutting Issues**

##### *Digital Skills*

68. The project will promote acquisition of digital skills (see box 2 for details). Under Subcomponent 1.1, related to improving the learning environment of secondary education, the standards for schools will include ICT for general secondary education. Under Subcomponent 1.2, the teacher training modules will include use of technology and pedagogy on how to teach digital skills. Under Component 2, digital skills acquisition was selected as one of the priority areas of focus for developing CBT packages and subsequent teacher training and implementation of these CBT packages in the training institutions. Under Subcomponent 2.3, the tracer studies will help identify the demand for digital skills in the economy, the NSDS will lay out the government priorities in digital skills development, and the NQCF will lay out the national qualifications framework for digital skills.

#### **Box 2. Addressing Digital Skills in the Project Design**

- (a) General secondary education new and head teacher training on the use of the ICT in teaching and SBM will lay the groundwork for any future digital skills initiatives (Subcomponent 1.2).
- (b) Digital skills CBT packages' development and subsequent training of teachers, staff, and assessors on use of this package at the TVET level will contribute to immediate and future training of mid-level technicians in the field of digital economy (Subcomponent 2.1).
- (c) Digital infrastructure, equipment, and maintenance for use in the classroom at both secondary (Subcomponent 1.1) and skills development (Subcomponent 2.2) will be strengthened under the project.
- (d) Modern technology will be used for conducting tracer studies. The websites and applications will be designed for the integral platform on training opportunities and job search tool. Furthermore, the NSDS and its costed plan will identify the needs in terms of development of training programs in digital skills space and how they will be addressed by the education and skills development systems (Subcomponent 2.3).

##### *Gender*

69. Considering the importance and the sensitivity of gender issues in Cameroon, as well as gender gaps presented in annex 3, the project will pay particular attention to ensure substantial participation of girls in the project and to ensure that the protection of girls is accounted for in the project's activities. For this reason, gender intervention will be transversal in the project's design, implementation, and evaluation. Annex 3 provides a



detailed summary of interventions under the project aiming at (a) fostering girls' participation in secondary education and skills development and (b) protecting girls throughout the project life.

### *Climate Change Adaptation and Mitigation*

70. **A climate and disaster risk screening** of the project was undertaken, which reveals low risk of climate and geophysical hazard on project physical infrastructure and assets, as well as outcome and service delivery of the project. The project will tackle risk mitigation through capacity building of teachers, instructors, and school management on climate risk-related issues through training, incorporating aspects of climate risks and their mitigation in the updated curricula, and teaching students using updated curricula that will incorporate aspects of raising awareness about climate change and behaviors that could help to enhance their adaptive capacity as well as knowledge about how to mitigate climate change risks.

71. **Intent to address vulnerability and evidence base.** Cameroon is already facing the consequences of climate change, including an abnormal recurrence of extreme weather phenomena such as violent winds, high temperatures, and heavy rainfall. The Government has been concerned that the consequences of climate change may undermine Cameroon's efforts to reduce poverty; develop a strong, diversified, and competitive economy; and strengthen national unity and consolidate the democratic process. The Government has developed a National Adaptation Plan for Climate Change (NAPCC) to tackle these issues. The NAPCC provides a guiding framework for all investment projects on ways to coordinate and implement climate change adaptation and mitigation initiatives in Cameroon. This plan also serves as a planning tool for defining and monitoring priority activities for each of the five agro-ecological zones of Cameroon. The objectives of the NAPCC are to (a) reduce the country's vulnerability to the impacts of climate change and strengthen its capacity for adaptation and resilience; and (b) facilitate the coherent integration of climate change adaptation in relevant policies and programs, especially in development planning processes and strategies. In line with these objectives, the Government promotes free primary education to reduce the vulnerability of parents, school children, and teachers to climate change risks by boosting their financial assets as a result of not having to pay school fees and other education-related costs such as textbooks.<sup>56</sup> This is also the case for a girls' school fee waiver program at the secondary education level. This objective is grounded in growing evidence across a range of countries showing the link between poor households' receiving additional income and their increased adaptive capacity to climate-related and other shocks. The extra income (for example, the income coming from the elimination of school fees) helps households meet basic needs and invest in productive assets, thereby reducing their vulnerability when shocks do hit.<sup>57</sup>

72. **Climate co-benefits.** For this project, interventions under several subcomponents are expected to generate climate co-benefits. Under Component 1, the following climate change mitigations are envisioned: (a) school infrastructure improvements (rehabilitation under the school grants totaling about US\$12 million) will use climate-smart building technologies, energy-efficient equipment and appliances (achieved, for example, by installing solar panels LED lights), and better use of water resources in rehabilitated latrines as well as more economic and efficient waste management and (b) content on climate change mitigation (such as greenhouse gas [GHG] reduction) will be included in head teacher and teacher training materials.

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<sup>56</sup> Under the Cameroon ERSP, the Government is supporting the payment of teachers and the provision of key textbooks so that parents can use the money to increase their adaptive capacity to climate-related and other shocks.

<sup>57</sup> Wood, Rachel Godfrey. 2011. "Is there a Role for Cash Transfers in Climate Change Adaptation?" *IDS Bulletin* 42 (6): 79–85.

Stoeffler, Quentin, et al. 2020. "Poor Households' Productive Investments of Cash Transfers: Quasi-experimental Evidence from Niger." *Journal of African Economies* 29 (1): 63–89.



73. In terms of adaptation, Component 1 will include the following interventions:

- (a) Climate-friendly learning content such as renewable energy and water purification in project-based learning. The fee waiver program for most vulnerable girls will increase retention of girls at school and their family's adaptive capacity to climate-related and other shocks, especially in terms of food security. The fee waiver will directly reduce household spending on education of the most vulnerable households.
- (b) As teachers and head teachers are expected to become the drivers of change, including behavioral changes at classroom and school levels, the training modules for teachers and head teacher accreditation will integrate content on climate change adaptation in teacher training materials. Both head teachers and new teachers will benefit from concerted official efforts in their skills development, thereby boosting their ability to act as first defense in schools against extreme climate events. Teachers and head teachers will also be trained to prepare and carry out evacuations at the onset of climate-induced emergencies, such as cyclones and floods. Head teacher and teacher training on climate resilience will significantly increase awareness of climate adaptive measures but also help spread that knowledge across the community at large. The positive impact on the school community, including students, teachers, administrative staff, and parents, would increase their resilience and reduce their vulnerability to climate change.

74. Under Component 2, in terms of mitigation, (a) the newly developed CBT packages will include elements of, for example, renewable energy, as well as improved efficiency of energy and water use for agriculture and construction; and (b) training institutions upgraded under Subcomponent 2.2 will be made more energy-efficient than the prevalent standard in the area (achieved, for example, by installing solar panels and using energy-efficient appliances and equipment). In terms of adaptation, (a) teachers and staff will be trained on use of these packages and, subsequently, students will be trained in these fields under project-supported interventions; and (b) a detailed information system about training centers will allow for better communication in case of climate-induced emergencies with different centers. The national skills development strategy could include information on skills needs as well as on the strategy to address them in the areas of clean energy. The NQCF will detail the competencies for fields in this area.

#### **Coordination with other World Bank-financed projects**

75. **The project will closely coordinate with other relevant projects in the World Bank portfolio in Cameroon, including projects in Education, Agriculture, Energy, and Social Protection and Jobs Global Practices.** The nationwide project interventions designed for girls in secondary education will be complementary to the regional SWEDD project (P150080). In the three Northern regions where the SWEDD's activities focus on changing social norms will help to address the key barrier of early marriage for girls' education,<sup>58</sup> this project will also through subcomponent 1.1 support school fee-waiver for the most vulnerable girls. Additionally, since this project will be implemented nationwide, it will complement SWEDD efforts through interventions at secondary school level expected to address high pregnancy rates, particularly prominent in Center, South and East regions. The project will also coordinate closely with the following IDA-financed projects: ERSP and its proposed additional financing; Agriculture Investment and Market Development Project (P143417); Livestock Development Project (P154908); Rural Electricity Access Project for Northern Regions (P163881); Hydropower Development on the Sanaga River Technical Assistance Project (P157733), and Social Safety Nets Project (SSNP) (P128534). In addition, the project will be able to draw on the experiences and lessons learned from the Competitive Value Chains Project

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<sup>58</sup> North, Far-North, and Adamawa



(P112975), the objective of which was to contribute to the growth of the wood transformation and tourism industries.

### Project Costs and Financing

76. **Project financing.** The project will be financed through a US\$125.0 million equivalent IDA credit. The Government will also contribute to implementation of this project through agreed Eligible Expenditure Programs (EEPs) (see annex 1, table 1.3) of around US\$438.9 million annually or US\$2.2 billion over a five-year period.

77. Components 1 and Component 2 (except for the SDF intervention under Subcomponent 2.2) will disburse against the independently verified achievement of pre-agreed annual results. Once annual DLI targets (DLRs) are achieved and verified, for related DLI disbursement to take place, the Government will provide evidence of sufficient actual expenditures under agreed EEPs up to a capped amount (see detailed list in annex 1, table 1.3). The Government budget lines identified as critical EEPs are (a) secondary school transfers, which are critical to ensure secondary school functioning as well as promoting of school autonomy and accountability; (b) secondary school and TVET teacher salaries, which are critical for quality service delivery in these sectors; (c) secondary head teachers responsibility allowances, which are directly related to interventions on school management; and (d) training and capacity building.

78. The DLIs are closely linked to Government priorities for reforms as outlined in the draft Education Sector Strategy 2020–2030. Successful experiences with results-based approaches in the education sector in Cameroon highlight that incentivizing results can lead to positive behavior changes at national, local government, and school levels as well as create better ownership. This is particularly the case when expected results require a combination of reforms (or new practices) and investments.

79. Subcomponent 2.2 and Component 3 will follow traditional IPF disbursement procedures. The IPF reimbursement model was selected for the SDF as it was not articulated in the overall sector strategy and implementation of the SDF activities will be better suited to the IPF reimbursement model. Under Component 3, the use of a traditional IPF approach will enable realization of reforms supported under other components.

### C. Project Beneficiaries

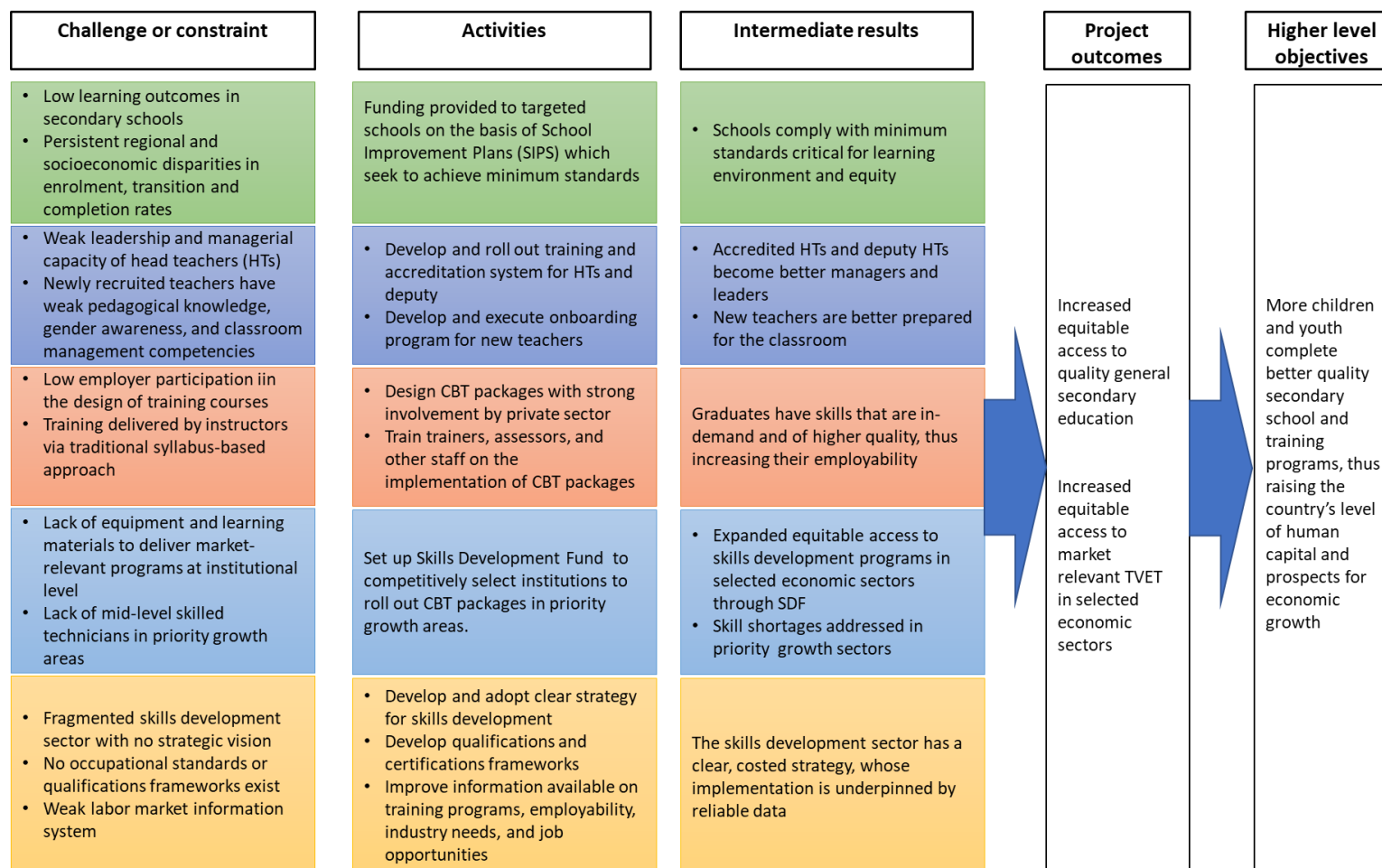
80. **The direct beneficiaries of the project will include:**

- **Students.** 300,000 students (45 percent girls) in targeted general secondary schools in all regions and 10,000 girls directly targeted with specific interventions in disadvantaged areas; 4,300 (35 percent girls) students of targeted TVET institutions benefiting from SDF Window 1 and about 7,600 trainees benefiting from SDF Windows 2 and 3.
- **Teachers.** 10,000 new teachers, 3,700 head teachers and deputy head teachers, and 1,200 supervising staff in general secondary education; 1,450 instructors and staff in skills development.
- **Beneficiaries from capacity-building activities and TA from the ministries** involved in the project from general secondary education and skills development.



**D. Results Chain (see Figure 2)**

**Figure 2. Results Chain**







## E. Rationale for Bank Involvement and Role of Partners

81. The rationale for World Bank involvement consists of its long-term and systematic engagement in the education sector, the ability to leverage investments in other sectors for education, crowd-in development partners (DPs) financial and technical support. The project will also be able to benefit from the World Bank's global knowledge of secondary education and skills development reforms. In addition, the World Bank's extensive financial and technical engagement in primary and higher education sectors make it uniquely placed to ensure links across education levels.

82. **The project will complement and seek synergies with existing programs supported by other DPs.** Various bilateral and multilateral donors are partnering with MINESEC, including the Arab Bank for Economic Development in Africa (ABEDA), Islamic Development Bank (IDB), Kuwait Fund for Arab Economic Development (KFAED), and Saudi Fund for Development (SFD). ABEDA, IDB, KFAED, and SFD are engaged in construction of a technical college and training of teachers in specific areas. The primary DPs active in the area of skills development include the French Development Agency (*Agence française de développement* - AFD); African Development Bank (AfDB); United Nations Educational, Scientific, and Cultural Organization (UNESCO); Japan International Cooperation Agency (JICA); and Korean International Cooperation Agency (KOICA). During project preparation, the World Bank consulted extensively with partners seeking complementarities and potential areas for collaboration. AFD supports the largest program overseeing the construction of eight vocational technical centers and an in-depth diagnostic of the institutional skills development framework. This construction program is closely linked to a collaboration agreement between MINEFOP and GICAM, as the main professional association. On the demand side, AFD has recently expressed interest in co-financing and extending a World Bank-funded SSNP.

## F. Lessons Learned and Reflected in the Project Design

83. **The project design incorporates lessons learned from former and current operations in the sector and from existing literature and international evidence.** This includes (a) previous and ongoing secondary education and skills development projects in Sub-Saharan Africa, namely Ghana, Rwanda, Tanzania, and Uganda, as well as projects in other parts of the world, including Sri Lanka, Punjab, Pakistan; and (b) skills development projects/interventions supported by other DPs in Cameroon.

84. **From the technical design perspective, the main lessons include the following:**

- **Ensuring a package of minimum school conditions, learning materials, improved teacher practices, and more transparent school governance is key to improvements according to the WDR 2018.**<sup>59</sup> For this reason, the project supports improvement in the quality of the secondary school learning environment (for example, definition of standards, targeted capacity-building programs for teachers<sup>60</sup>), which regional evidence highlights as crucial to support secondary

<sup>59</sup> World Bank. 2018. *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank.

<sup>60</sup> Where teachers' content knowledge and pedagogical skills are weak, the use of structured instructional materials has shown promise. Evidence from rigorous impact evaluations in India and the Philippines showed that the provision of specific guidance



education completion, particularly for girls and children living in rural areas.<sup>61</sup> Further, the project builds upon conclusions of recent research on the efficiency of education interventions for girls.<sup>62</sup> To tackle inequities in girls' education, access, and completion, a holistic approach benefitting both boys and girls is necessary to improve the environment for all (boys and girls). Hence, the project design includes reducing costs (to improve access), improving pedagogy (to improve learning), and upgrading the environment.

- **Improving learning outcomes requires interventions at multiple levels—including the classroom, school, and system.** Specific interventions at the classroom level seek to alter the conditions and process of teaching and learning: these include improvements in pedagogy, teacher knowledge and skills, incentives for teachers and students, learning materials, and physical conditions in classrooms. A common finding regarding teacher effectiveness is the positive impact of adaptive instructional methods on student learning.
- **Interventions beyond the classroom relate to school accountability and autonomy.** SBM has been the focus of reform efforts in many countries, aimed at improving schools' effectiveness in raising student learning. Evidence from Latin America and East Asia shows that SBM leads to increases in teacher and student attendance and decreases in student dropout. SBM has three components that are considered critical for improving student learning: (a) managerial autonomy; (b) the assessment of results; and (c) the use of assessments of results to promote accountability among all stakeholders. For this reason, standards developed under the project will include high expectations in terms of school management, budget transparency, and performance-oriented management.
- **Ensuring effective participation of the private sector at the training provider level as well as system-level oversight, quality assurance, and financing is critical for a responsive and demand-driven skills development system.** To meet the demand for skills on the one side and improve employment outcomes of trainees on the other, it is imperative to involve employers in the training and system management processes. Employers are best positioned to define and anticipate the skills workers need. Under the project, employer participation will be encouraged in identifying skills gaps, developing training programs and competency standards, and ensuring practical experience for students and trainers.
- **Shifting from a syllabus-based approach to a competency-based approach with industry involvement is critical for producing a skilled labor force with relevant labor-market competencies.** International experience shows that tailoring training to competencies required by the labor market is critical to improving the employability of the graduates. Furthermore, a competency-based approach allows individuals to build upon previously acquired

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for low-skilled teachers, through scripted lessons and procedures, to reach minimally acceptable levels of instruction is among the more effective interventions for improving learning outcomes.

<sup>61</sup> Bashir, Sajitha, Marlaine Lockheed, Elizabeth Ninan, and Jee-Peng Tan. 2018. *Facing Forward: Schooling with Learning in Africa*. Washington, DC: World Bank.

<sup>62</sup> Evans, David K., and Fei Yuan. 2019. "What We Learn about Girls' Education from Interventions that Don't Focus on Girls." Working Paper 513, Center for Global Development, Washington, DC. <https://www.cgdev.org/sites/default/files/what-we-learn-about-girls-education-interventions-do-not-focus-on-girls.pdf>.



skills/competencies and progress through a life-learning cycle. For this reason, active employer participation has been integrated in the project's approach.

- **Skills funds are an effective tool for improving relevance, quality, equity, accountability for results, and the efficiency of skills development and higher education.**<sup>63</sup> Skills funds allow for the targeting of support to training providers on a competitive basis against clear performance criteria. Furthermore, skills funds enable private sector involvement in decision-making through their participation in the governance/management of skills upgrading. Another key lesson is to ensure that there are clear and transparent mechanisms in decision-making at all levels. These lessons have been fully incorporated in the SDF's design under the project.

85. **From the operational side, the key lessons are as follows:**

- **The lending instrument (IPF with DLIs) is effective in incentivizing implementation of sector reforms and gradual transition from an input-based to a results-based way of working** as demonstrated by international and Cameroonian experiences. To reach these objectives, a clear articulation of links in formulating indicators, DLI targets, and protocols is important to focus efforts on factors that are critical to the achievement of project objectives. Hence, the DLI targets of the project have been formulated with carefully crafted and precise language to avoid any ambiguity in the verification of results and to ensure that agreed protocols are followed.
- **A robust M&E system is critical for measuring performance and refining interventions through better-informed decision-making.** To ensure the quality of data and verify the achievement of DLIs/DLRs, results are to be validated through an IVA.
- **Sustained leadership and commitment are critical in raising awareness of skills development and making it a priority in the country's economic development plan.** Strong commitment and leadership are in place in Cameroon. Vision 2035 and DSCE highlight the importance of skills development for economic growth of the country. The 2018 Law on professional training outlines the main principles and responsibilities in the skills development sector. Under the project, the government envisions further advancing this commitment as expressed in the 2013-2020 Education Sector Strategy through the development of the NSDS and costed action plan.

### III. IMPLEMENTATION ARRANGEMENTS

#### A. Institutional and Implementation Arrangements

86. **MINEFOP and MINESEC will be the main overseeing and implementing bodies of the project and will coordinate with other ministries and private sector involved in project implementation.** The project will benefit from close collaboration with other ministries involved in both the education and employment sectors. Partners, ministries, and private sector entities involved in the project include the Prime Minister's Office, MINEPAT, MINFI, MINESUP, the Ministry of Economy, Planning and Regional Development (*Ministère de l'Économie, de la Planification et de l'Aménagement du Territoire - MINEPAT*),

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<sup>63</sup> Johanson, Richard. 2001. *Sub-Saharan Africa Regional Response to Bank TVET Policy in the 1990s*. Washington, DC: World Bank. Best practice examples in such funds include the Chile Higher Education Fund, Mozambique TVET Fund, Skills Nets in Ireland, and Ghana SDF launched by the World Bank in 2011.



Ministry of Finance (Ministère des Finances - MINFI), MINEDUB, Ministry of Youth and Civic Education (*Ministère de la Jeunesse et de l'Éducation Civique* - MINJEC), Ministry of Small and Medium Enterprises, Social Economy and Handicrafts (*Ministère des Petites et Moyennes Entreprise, de l'Économie Sociale et de l'Artisanat* - MINPMEESA), Ministry of Agriculture and Rural Development (MINADER), MINEPIA, GICAM, *Syndicat des Industriels du Cameroun* (SYNDUSTRICAM), and the Autonomous Sinking Fund (*Caisse Autonome d'Amortissement* - CAA). The implementation arrangements rely on the existing institutional setup and are mindful of the considerable technical and organizational constraints of the public and private institutions involved.

87. **The Steering Committee (SC) is a high-level governing entity of the project, with the Minister of MINESEC and the Minister of MINEFOP as co-presidents.** The SC will include representatives of MINEPAT, other ministries, and the private sector. The SC will be responsible for ensuring strategic oversight, facilitating collaboration, and promoting buy-in among the different players; major project decisions will require its endorsement. The responsibilities of the SC are described in annex 1.

88. **The PCU will be responsible for overall coordination of the project activities.** The PCU will be responsible for achieving project objectives; coordinating technical, accounting, financial, M&E, and reporting activities of the project; and liaising with all actors involved in implementation of the project. The PCU will act as a Secretariat to the SC with the General Coordinator of the PCU having the role of a Secretary to the SC. The PCU will be headed by the dedicated General Coordinator - appointed/recruited under the terms of reference (ToR) and with qualifications and experience acceptable to the World Bank - and reporting to the SC. The General Coordinator will be assisted by two technical coordinators/heads of the components, nominated by MINESEC and MINEFOP and in charge of interventions implemented by the respective ministries. The responsibilities will be detailed in the ToRs of the positions. The General Coordinator and two technical coordinators will be recruited no later than three months after project effectiveness.

89. **The PCU will also consist of fiduciary, M&E, environmental and social (E&S) safeguards, communications, and other critical staff as detailed in the PIM, selected on a competitive basis with ToRs and qualifications acceptable to the World Bank.** FM staff will be recruited before project effectiveness. An accountant and environmental specialist will be recruited no later than two months after project effectiveness. An internal and external auditor will be recruited no later than four months after project effectiveness. A gender focal point liaison will be nominated among the PCU staff to ensure the integration of gender aspects into the different aspects of project implementation, including the SDF. The PCU will manage one Designated Account (DA) for all components. The PCU will be in charge of recruiting TA required to successfully implement project activities

90. **Component 1: Support to general secondary education sector.** The technical implementation of this component will be coordinated by the technical coordinator of Component 1 in the PCU. The component will be implemented by relevant directorates of MINESEC as detailed in the PIM. Particularly, the DESG and the General Inspectorate of MINESEC in charge of education will lead the implementation of both Subcomponents 1.1 and Subcomponent 1.2.

91. **Component 2: Support to skills development sector.** The component will be implemented by MINEFOP, MINESEC, other relevant ministries, and with support from specialized private entities and individual experts. The technical implementation of this component will be coordinated by the technical



coordinator of Component 2 in the PCU. The technical coordinator will work closely with the focal points from the MINESEC and MINEFOP administrations responsible for implementation of the DLIs. The modality of their collaboration will be specified in the PIM. The SDF Grants Committee (GC) under the authority of the SC will oversee the operations of the SDF. The day-to-day management of the SDF will be in the hands of the SDF Secretariat to be headed by the Fund Manager. The Secretariat will be a separate unit within the PCU (details in annex 1).

92. **Component 3. Project management and technical assistance.** This component will be implemented by the PCU in close coordination with the concerned entities (for studies, capacity-building activities, and so on) such as MINEFOP, MINESEC, with support from specialized private entities and individual experts (annex 1 presents a schematic of the institutional arrangements of the project).

93. **Component 4. Contingent emergency response.** The PCU will have both technical and fiduciary responsibility for the implementation of this component if/when CERC is activated. This component will be implemented by the PCU in close coordination with the concerned entities.

## B. Results Monitoring and Evaluation Arrangements

94. **The progress towards achievement of the PDO will be monitored and assessed through three types of M&E activities:** (a) regular routine monitoring; (b) a midterm review (MTR) to be conducted not later than 36 months after the project effectiveness; and (c) an Implementation Completion and Results Report at the end of the project. A set of results monitoring indicators has been developed to measure project outputs, intermediate outcomes, and final development outcomes and is described in the Results Framework. The PIM (to be prepared not later than two months after the project effectiveness), will have a dedicated chapter which will provide details on the M&E arrangements for the project.

95. **Tools and methods developed under the Geo-Enabling initiative for Monitoring and Supervision (GEMS) will be used to support the project implementation, including M&E and supervision.** The objective is to use these tools to: (a) support project implementation through real-time monitoring in areas where access is difficult; (b) improve transparency and accountability of project evaluation, including by third party monitoring, through dated, geo-referenced and image-supported data collection; and (c) improve coordination and synergy with other projects in the field, specifically those that have girls' related interventions (SWEDD, SSNP, etc.)

96. **The PCU will be responsible for monitoring the project results and reporting biannually on progress made on each of the PDO and intermediate results indicators.** MINEFOP, MINESEC, and the SDF Secretariat will compile their respective progress reports and formally transmit them to the PCU which, in turn, will compile a synthesis report to be transmitted to the SC. The PIM will establish the format of reports and their compilation and specify the reporting periods. The annual evaluations will provide the opportunity to learn lessons from the interventions, which will subsequently be applied in nationwide reform efforts in secondary schools, which MINESEC plans, given the projected future increases of recurrent expenditures to education.

97. **Component 3 will support the development of M&E systems.** To support the M&E of project activities and sector-wide indicators, the project will strengthen existing mechanisms for monitoring and



data collection and support project specific data collection when needed. Building on regular MINESEC data collection, a specific M&E mechanism will be implemented to consolidate results at school level.

98. **A set of indicators are linked to DLIs and will be subject to independent verification.** The PCU will be responsible for ensuring timely independent verification of DLI-related activities. Verification protocols have been established for each DLI. The IVA will be hired by the PCU, according to the terms of reference acceptable to the World Bank, to provide verification of the results according to the protocols. The World Bank will review the documentation submitted along with the verification report and request any additional information considered necessary.

99. **The SDF Secretariat will facilitate the collection, collation, and reporting on implementation progress and achievement of results in real time to support evidence-based decision-making and management.** As part of results monitoring, the SDF Secretariat will commission tailor-made surveys assessing the performance of the grants, the details will be specified in the PIM. Examples of indicators to be used for measuring the impact of the SDF grants include changes in employment status, income, and productivity of the trainees. The employers' and trainees' satisfaction with the training is another important parameter that will be used to measure the performance of the SDF.

100. **The M&E system will incorporate gender-related aspects and include a formal impact evaluation.** The Results Framework will include (a) one specific indicator to track inclusion of gender contents in CBT packages and teacher training modules; (b) the disaggregation of key indicators by gender, for both participation and completion of project activities; and (c) a tracer study that will systematically include gender-disaggregated data, to better inform policies and practices. Finally, under Component 3 financing, the project will conduct an impact evaluation of innovative gender-related interventions. The details of the impact evaluation will be specified in the PIM.

### C. Sustainability

101. **The sustainability of the project will be enhanced by several factors:** (a) the high level of government commitment to strengthening the secondary education and skills development sectors as outlined in multiple strategic documents; (b) the use of country systems and processes for Component 1 and part of Component 2; (c) focus on building implementation capacity of key implementation agencies to sustain the interventions in the future as an integral part of the project; (d) the small contribution of IDA to the overall sector budget; and (e) improvements to budget transparency and resource allocation according to educational institution needs to strengthen fiscal sustainability of the interventions.

102. At the system level, the project will support several innovative activities to increase sustainability of project interventions, improving efficiency of secondary school resources allocation based on school needs and performance, training head teachers on school management, strengthening the strategic planning system, introducing a post-training tracking system, and publicizing training supply and demand information. Some of these interventions will contribute to fiscal sustainability. For example, by using transparent budget methods and improving management skills, school grants have been designed to enhance the ability of schools to improve their learning environment while keeping additional financing modest. In addition, MINESEC selection of larger schools intends to progressively lead to school consolidation, generating efficiency gains (particularly in terms of human resources) at the central level according to MINESEC calculations. The SDF will be an innovative financing platform to develop and deliver





demand-led skills development programs. The Government has expressed a strong interest in experimenting with this mechanism and, based on lessons learned under the project, institutionalizing it as a government structure in the future.

## IV. PROJECT APPRAISAL SUMMARY

### A. Technical, Economic, and Financial Analysis

#### Technical

103. **The project is underpinned by a series of analytical studies that identified core challenges facing Cameroon’s secondary education and skills development systems and made policy recommendations.**

As related to general secondary education, MINEPAT undertook a diagnostic study on secondary education<sup>64</sup> and a study on girls’ demand for education in preparation of the Education Sector Analysis (ESA) (2019).<sup>65</sup> Key findings and recommendations of the study on girls’ demand for education contributed to the design of activities. The project is also informed by the WDR (2018 and 2019),<sup>66</sup> Bashir et al. (2018),<sup>67</sup> Vespoor (2008),<sup>68</sup> and Cuadra et al. (2005).<sup>69</sup> In the area of skills development in Cameroon, the World Bank has carried out two studies related to the skills development sector (Sosale and Majgaard 2016; World Bank 2016).<sup>70</sup> Additionally, a recent report analyzed the relationship between skills and jobs in the Africa region (Arias, Evans, and Santos 2018).<sup>71</sup> Significant information was also provided by the Cameroon Public Expenditure Review (World Bank 2018),<sup>72</sup> which had a specific chapter on education; the Education Sector Strategy 2013–2020 midterm review; and the recent ESA, completed in December 2019. A specific note on the rationale for investing in secondary technical education in Cameroon also contributed to project design (see annex 4). The project design has benefitted from the experience and lessons learned from secondary education projects (for example, projects in Tanzania, Zambia, Ghana, and Bangladesh)<sup>73</sup>

<sup>64</sup> MINEPAT. 2019. *Cameroon Education Sector Analysis: Background Studies*.

<sup>65</sup> This study was undertaken under the Cameroon Human Capital Project ASA.

<sup>66</sup> World Bank. 2018. *World Development Report 2018: Learning to Realize Education’s Promise*. Washington, DC: World Bank; World Bank. 2019. *World Development Report 2019: The Changing Nature of Work*. Washington, DC: World Bank.

<sup>67</sup> Bashir, Sajitha, Marlaine Lockheed, Elizabeth Ninan, and Jee-Peng Tan. 2018. *Facing Forward: Schooling for Learning in Africa*. Washington, DC: World Bank.

<sup>68</sup> Vespoor, Adriaan. 2008. *At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa*. Washington, DC: World Bank.

<sup>69</sup> Cuadra, Ernesto [editor], Juan Manuel Moreno [editor], Luis Crouch [editor], Yidan Wang, Dina Abu-Ghaida, Shobhana Sosale, Thomas Welsh, Gwang-Jo Kim, Irene Psifidou, Yoko Nagashima, Yoshiko Koda, Donald Bundy, and Philip Hay. 2005. *Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education*. Washington, DC: World Bank.

<sup>70</sup> Sosale, Shobhana, and Kirsten Majgaard. 2016. *Fostering Skills in Cameroon: Inclusive Workforce Development, Competitiveness, and Growth*. Directions in Development—Human Development. Washington, DC: World Bank; World Bank. 2016. “Skills for Employment and Economic Diversification of Cameroon.” Washington, DC: World Bank.

<sup>71</sup> Arias, Omar, David Evans, and Indira Santos. 2018. “The Skills Balancing Act in Sub Saharan Africa: Investing in Skills for Productivity, Inclusion and Adaptability.” Washington, DC: World Bank.

<sup>72</sup> World Bank. 2018. *Cameroon—Public Expenditure Review: Aligning Public Expenditures with the Goals of Vision 2035*. Washington, DC: World Bank Group.

<sup>73</sup> Tanzania Secondary Education Quality Improvement Project (P170480); Girl’s Education and Women’s Empowerment and Livelihood Project (P151451); Ghana Secondary Education Improvement Project (P145741); Bangladesh: Transforming Secondary Education for Results Operation (P160943).





and from skills development projects in Africa (for example, projects in Burkina Faso, Rwanda, Ghana, and Uganda)<sup>74</sup> and in other regions, for example in South Asia (projects in Sri Lanka and Punjab, Pakistan).

104. **The project design principles include** (a) a strong focus on results, in particular improved quality of the learning environment and expectations of enhanced coordination and partnership between skills training providers and employers; (b) improved efficiency of teaching staff and their allocation; (c) a focus on the most vulnerable populations, including girls, the poor, and children in geographically targeted areas; (d) a focus on increased competitiveness of supported companies and groups of informal sector operators; (e) value for money through the competitive allocation of skills funding, which will be assessed at the level of SDF Secretariat and validated at the GC level; (f) transparency and integrity with regard to the allocation of funding and fund management, which will be achieved through having different stakeholders represented at the GC level (both public sector from different ministries and private sector) and publicizing the decisions on the grants selection; and (g) evidence-based decision-making and policy formulation and monitoring.

### Economic and Financial Analysis

105. **Expected development impact.** The project will contribute to further improvement of the general secondary education and skills training systems, which is a critical prerequisite for achieving the goals of the DSCE and Vision 2035, including sustained economic growth and a move toward an efficiency-driven, competitive middle-income economy. It is expected that the project will contribute to improving equitable access to quality secondary education, focusing on girls and disadvantaged areas. The project will improve the efficiency and responsiveness of the skills development sector by strengthening sector management and coordination, improving the M&E system, and enhancing performance of training providers through the provision of incentives. The project will also focus on improving the quality and relevance of education and training to ensure that students learn market-relevant skills, by strengthening the quality of teachers and encouraging improved curricula and learning conditions. As a result, a larger number of students and trainees with market-relevant technical and soft skills are expected to enter the labor market, especially in selected priority sectors. Given that premiums for completing secondary and TVET are high as shown by the skills study in Cameroon (World Bank 2016),<sup>75</sup> one can expect that this would translate into increases in workers' living standards and the country's overall income. Finally, the project is expected to have a direct impact on increasing girls' retention in school and their learning. This is expected to have a long-lasting effect on future generations in terms of both productivity and effects on high fertility and the health and education of future generations.

106. **The cost-benefit analysis suggests that economic benefits outweigh the costs.** Assumptions to derive the economic internal rate of return (IRR) and net present value (NPV) of the project are presented in annex 5. Under the preferred scenario, the NPV of the project is US\$117.8 million (the estimated NPV of the economic benefit of the project is US\$336.1 million) and the IRR is 16.1 percent. These values are

<sup>74</sup> Burkina Faso: Youth Employment and Skills Development Project (P130735); Rwanda Priority Skills for Growth (P252350); Ghana Skills and Technology Development Project (P118112); Skills Development Project (P145309); Tanzania Education and Skills for Productive Jobs Program (P152810).

<sup>75</sup> World Bank. 2016. "Skills for Employment and Economic Diversification of Cameroon." Washington, DC: World Bank. The rate of return to TVET diplomas is higher than to general education at the upper secondary and tertiary levels. At the tertiary level, the rate of return is 65 percent higher for workers with an Advanced Technician Certificate (*Brevet de Technicien Supérieur*, BTS) degree relative to those with a Licence degree. At the upper secondary level, the marginal return to the additional year for completing a TVET diploma is 20 percent higher than for a general diploma.



comparable with similar World Bank-financed projects. These values are comparable with similar World Bank-financed projects.

107. The project includes a series of interventions to improve effectiveness of fiscal spending both in the secondary education and skills development sectors. For example, under Component 1, the Government will strengthen school management and budget transparency as well the leadership and management capacities of head teachers. Under Component 2, the Government will develop the NSDS and a costed plan which will allow the Government to rationalize the spending in the skills development sector. Furthermore, the efficiency of spending and budget transparency at the training center level is expected to improve as a result of preparing center development plans to apply for SDF funding. Finally, interventions under the project are expected to have a long term positive fiscal impact as trained students will be more likely to join the labor markets and will have higher productivity, also firms which will participate in skills upgrading of their staff are expected to become more productive.

108. **Rationale for public sector financing.** Government interventions are typically justified by the existence of externalities, which lead to suboptimal investments by individuals/firms, market failures, and redistribution and political concerns. In the case of the secondary education and skills development sectors, the individual benefits can be measured by returns to education, training, and skills. The social benefits of public investment in skills can be represented by growth and productivity externalities and positive spillovers that education and skills could create in other areas, including health, fertility, and security. Individuals, when deciding on which level of education to obtain, frequently do not internalize the externalities that education can bring to the larger society and, in turn, often underinvest. Furthermore, in developing countries the lending markets are often underdeveloped, and students and parents might not be able to afford more advanced levels of education. For these reasons, public investment in the secondary and skills development sectors is justified. Moreover, public interventions may help to create efficiency gains in skills development not only through investments, but also through implementing policy reforms and by addressing incomplete information failures.

109. In Cameroon, public intervention in the secondary education and skills development sectors is warranted for the following reasons: (a) the existence of externalities from building human capital that are not internalized by students, parents, or firms/employers; (b) market failures due to underdeveloped lending markets and incomplete information (the costs of secondary and technical education are frequently prohibitive for poorer populations; also, aspiring young entrepreneurs find it difficult to finance start-ups, identify and develop good business opportunities, and invest in managerial capital); and (c) the low capacity and lack of incentives of the private sector to address the skills gap of the labor force.

110. **Value-added of the World Bank.** The World Bank's value-added is its global knowledge, expertise, and experience in the design and implementation of secondary education and skills development projects in Africa as well as in other regions. The project will be implemented with support from a multisectoral World Bank team, including staff from the Education, Social Protection and Jobs, and other teams. The World Bank will be able to create learning experiences for Cameroon based on similar contexts and use its convening power to streamline support for the sectors from other DPs and stakeholders.



## **B. Fiduciary**

### **(i) Financial Management**

111. A PCU will be established and will be responsible for overall coordination and day-to-day management of the project, including FM aspects. Specifically, the PCU will (a) ensure that funds are used for the purposes for which they were intended efficiently and economically; (b) correctly and completely record all transactions and balances related to the project; (c) prepare the project's financial reports accurately, reliably, and timely; (d) secure the project's assets; and (e) ensure that the project will be subject to auditing arrangements acceptable to the World Bank.

112. An FM assessment was conducted at MINESEC and MINEFOP. It concluded that the overall residual FM risk is deemed 'High' due mainly to the complexity of the project that will implement DLIs with many implementing entities (MINEFOP, MINESEC, MINEPAT, the private sector, and so on) and operate an SDF. Other factors contributing to the high FM risk rating include the lack of experience of MINESEC and MINEFOP in managing World Bank operations and the fact that the PCU is not fully staffed.

113. The project will rely on the existing FM arrangements put in place to manage donor-funded projects. These arrangements are housed in two main institutions. The first is the CAA, which is equipped with dedicated tools developed by the World Bank's Institutional Development Fund (IDF). These tools include (a) a standardized Procedures Manual (Administration, Finance, and Accounting); and (b) an integrated FM system for donor-funded projects (SIGED), which includes modules related to the project cycle, budgeting and accounting, automated payments, and electronic filing. The second institution is the Ministry of Public Procurement (*Délégué ministériel à la Présidence en charge des marchés publics* - MINMAP), which is responsible for ex ante control of all suppliers' invoices associated with a contract before payment by the CAA.

114. A seasoned FM officer and an accountant will be recruited through the PPA. The FM officer will be recruited prior to project effectiveness. The following additional measures should be undertaken after the project becomes effective: (a) the standardized Procedures Manual (Administration, Finance, and Accounting) developed by the CAA with World Bank IDF support will be customized to reflect project specificities; (b) accounting software will be purchased and installed at the PCU to handle accounting and reporting needs under the project; (c) an internal auditor will be recruited to conduct ex post reviews of the project transactions and procedures and to ensure that identified internal control weaknesses are addressed satisfactorily manner; (d) an external auditor will also be recruited to conduct an annual financial audit of the financial statements of the project and a review of the internal control system; (e) under Component 2, a specific manual for the SDF implementation will be developed and will detail its management arrangements (beneficiaries [TVET institutions, firms, associations]) selection criteria, funds transfer conditions, management needs, eligible expenditures, financial reporting procedures, and so on). The submission of the SDF implementation manual acceptable to the World Bank is a disbursement condition under Subcomponent 2.2; and (f) submitting of annual workplan and budget.

115. A revolving fund is included in the SDF design under Window 1 for competitively selected private TVET institutions with the aim of helping foster continued government support to larger number of institutions in order to improve their performance. While selected public TVET institutions will receive grants, selected private institutions will receive loans. The loans reimbursement scheme will be the



responsibility of the Government through the SDF Secretariat during and after the project implementation period. The management system for this fund will be detailed in the SDF implementation manual which will specify the internal control arrangements necessary for its proper implementation.

116. The disbursement scheme will rely on the current arrangement involving the CAA as public accountant. No advance will be made for the DLIs and hence only one dedicated account (DA) will be opened for the TA activities and the SDF. Funds will flow from the DA to contractors, suppliers, and other service providers and to the SDF beneficiaries (TVET institutions, SMEs, associations, and so on) to pay for eligible expenditures such as training of managers, purchase of machinery, social activities, curriculum development, consultant cost, scholarships, and so on (see annex 2 for details). This DA will be in XAF with a fixed ceiling and justified on a monthly basis. Additional information on DA arrangements are detailed in the Disbursement and Financial Information Letter (DFIL).

117. The following are the disbursement arrangements under Subcomponent 1.1, which relates to DLI 1 “Targeted secondary schools that comply with standards critical for the learning environment and equity”: grants to eligible schools to support the transition from input-based to results-based management will be financed through the transaction account. The funds will be transferred directly to schools from the transaction account to finance eligible expenditures referred to as positive and negative list of expenditures (table 2.2 in annex 2) under the SIPs. School communities, including parents, will be closely involved in the development of the SIPs. For selected schools, SIP financing amounts (that will be capped at US\$50,000) will be based on criteria that include the school’s size, existence of a SIP, and effective school needs. The selection methodology of schools, management of the funds, including FM and procurement, eligible expenditures and reporting scheme will be detailed in a Simplified School Manual (SSM). This elaboration and the training of the school in the management of the funds (including procurement activities) will be a prerequisite to transferring the funds to the schools. Similarly, for other DLIs, upon achievement and reporting of eligible expenditure as per the protocols defined in the Financing Agreement and DFIL, the Recipient will be reimbursed per the mechanism described below.

118. Upon achievement of the DLIs, ascertained through an agreed verification protocol, the amounts claimed would be in accordance to the agreed financing allocation for the respective DLIs. The final amount approved by the World Bank will be transferred from the financing account into a segregated transaction account (not included in the Single Treasury Account) opened and managed by the CAA in a financial institution acceptable to the World Bank. The call of funds will be done using the reimbursement method and based on a certification report issued by an IVA. Disbursements against verified DLIs can only be made in full if the amount to be disbursed is lower than the actual annual expenditure related to agreed EEPs (table 1.3 in annex 1). Funds deposited in the transaction account will be used to finance reform activities supported under the project. The EEPs that include items such as salaries, training, supplies, and workshops are established based on the following specific criteria: (a) relevance to the DLIs, that is, they have a direct link to the general reform objective expected to be met through achievement of all DLIs; (b) they occurred before the date the DLI is achieved; (c) they are specific to each ministry (MINEFOP and MINESEC), i.e. EEPs from MINEFOP cannot justify DLIs achieved by MINESEC; and (d) they are mostly related to non-procurable items; otherwise they should follow World Bank procurement guidelines. For EEP procurable items (for example, supplies and small office maintenance), all of which will be procured at the school level, simplified procurement procedures to be detailed in a dedicated SSM will apply. The internal control system including the procurement process and the required sound funds management that will apply to these items will contribute to building the school institutional and governance capacity.



119. The detailed FM arrangements are described in annex 1.

**(ii) Procurement**

120. Procurement activities for the project will relate to Component 2 (SDF intervention - Subcomponent 2.2) and Component 3. Procurement of goods, non-consulting, and consulting services under these components will be carried out in accordance with the procedures specified in the 'World Bank Procurement Regulations for IPF Borrowers' (July 2016, revised in November 2017 and August 2018); the World Bank's Anti-Corruption Guidelines, 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants' (October 2006, revised in January 2011 and July 2016); and provisions stipulated in the Financing Agreement.

121. The project will use the Systematic Tracking of Exchanges in Procurement (STEP) system. STEP is a planning and tracking system that will provide data on procurement activities, establish benchmarks, monitor delays, and measure procurement performance.

122. A procurement assessment was carried out during the preparation of the project (see details in annex 1). The key procurement risks under the project are as follows: (a) staff involved in the project may not have sufficient knowledge of the New Procurement Framework (NPF) and/or there is a risk of confusing the NPF with former guidelines; (b) there are insufficient procurement staff with the experience required to effectively implement procurement actions on time and in line with World Bank procurement policies and procedures; (c) inadequate communication and interaction between beneficiaries and the PCU may lead to delays in procurement and poor cost projections; (d) administrative routines may result in procurement delays with the potential to impact project implementation; (e) poor contract management and administration of contracts; and (f) poor filing may lead to loss of documents.

123. The overall Procurement risk is 'High', but after the proposed mitigation measures, will be 'Substantial'. These measures include (a) hiring, during the PPA, on a competitive basis, a procurement specialist who is experienced and familiar with World Bank procurement procedures and policies, to be located within the PCU; if this requirement is not met by three months after project effectiveness, the Procurement Specialist hired through the PPA will support the procurement activities of the project until the recruitment of the procurement specialist of the project; (b) training all staff involved in project procurement on the details of the NPF; (c) developing a standardized Procedures Manual (Administration, Finance, and Accounting) to clarify roles for each team member involved in the procurement process and defining the maximum delay for each procurement stage, specifically with regard to review and approval systems, and the signing of contracts (see annex 1 for other mitigation measures); and (d) setting up a special tender board for the project in line with Cameroon procurement regulations to oversee reviewing procurement documents (such as request for quotations, request for proposals, request for bids, evaluation reports, and draft contracts). The MINEFOP internal tender board will oversee review of such procurement documents up to the operationalization of the special tender board.

124. A Project Procurement Strategy for Development (PPSD) and a derived Procurement Plan detailing the first 18 months of implementation of Subcomponent 2.2 and Component 3 were developed during project preparation and were finalized and approved at the negotiations. During implementation, the Procurement Plan will be updated as required and submitted to the World Bank for approval at least annually, to reflect actual program implementation needs and improvements in institutional capacity.

### C. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

### D. Environmental and Social Standards

125. **The project is not expected to have an adverse environmental impact on human populations and the biophysical environment as it will only finance minor rehabilitation of existing training facilities and construction of gender-sensitive latrines with water supply in designated areas.** However, certain activities such as the rehabilitation of training centers and strengthening of infrastructure/equipment in selected existing TVET institutions and secondary schools are likely to entail health and occupational safety risks; increased noise, vibration, and air pollution (dust) levels; and, to a lesser extent, soil erosion, water flow obstruction, impairment of noncritical natural habitat, and minimal water pollution due to construction-related activities. When rehabilitated training centers and schools start functioning, potential environmental risks and impacts are likely to be related to solid waste and wastewater management.

126. **Environmental management instruments.** A generic Environmental and Social Management Plan (ESMP) has been prepared addressing environmental impacts, health and occupational safety risks, and organizational capacity. The ESMP was consulted upon and was disclosed both in-country on May 6, 2020 and on the World Bank website on May 15, 2020. If the project becomes effective during (or at the end of) the COVID-19 crisis, the generic ESMP will be updated as relevant in early implementation to include measures to address issues related to the pandemic, in line with national and international requirements. An Environmental and Social Management Framework (ESMF) will be prepared in early implementation and a CERC section of this ESMF will be prepared if the CERC component is activated. In addition, the generic ESMP will be updated as part of the CERC activation process.

127. **Standards.** The project is being implemented under the new Environmental and Social Framework (ESF) requirements.

- **Environmental and Social Standard (ESS)1 Assessment and Management of Environmental and Social Risks and Impacts.** Assessment and management of E&S risks and impacts will be required, mainly associated with rehabilitation of training centers and strengthening of infrastructure/equipment in selected existing TVET institutions and activities that will be carried out under the CERC. Potential impacts are expected to be site-specific, emerging mostly from civil works associated with rehabilitation of training centers. To manage potential risks and impacts, the project consulted upon and disclosed, as mentioned above, on May 6, 2020 in-country and on the World Bank website on May 15, 2020, a generic ESMP including workplace safety requirements. The generic ESMP contains proposals for addressing the project's goals of inclusion of persons of both gender and with disabilities.
- **E&S Management and Monitoring.** The E&S instruments include a generic ESMP with clearly defined mitigation measures and monitoring commitments for rehabilitation and operational phases. It also includes roles and responsibilities, time plans, costs, implementation requirements for each mitigation





measure recommended for each training center to be rehabilitated by contractors/subcontractors, a screening sheet, and an exclusive list of activities. If the project becomes effective during (or at the end of) the COVID-19 crisis, the generic ESMP will be updated in early implementation to include measures that address COVID-19 risks in beneficiary TVET institutions and schools. As mentioned above, the Borrower will prepare an ESMF in early implementation and include a CERC section in the ESMF should the CERC be activated. It will include the identification of potential activities that the CERC could finance; potential E&S risks and impacts; the list of prohibited activities and items; the ESMF process; if relevant, measures or actions aiming to prevent and manage COVID-19 issues; the institutional arrangements for E&S due diligence and monitoring; any needed capacity-building measures; and generic guidance on emergency small-scale civil works. Where risks and impacts of CERC activities overlap in nature and scope with those identified in the generic ESMP, the Borrower will not need to prepare a subsequent instrument; the E&S provisions for mitigating risks and impacts in the generic ESMP should apply. An addendum to the generic ESMP will then be prepared as part of the CERC activation process. If an overlap is not established, new E&S provisions for mitigating risks and impacts associated with the proposed CERC activities will be advanced under the CERC-ESMF. Contractor ESMPs should include a GBV action plan underlining how risks of GBV/SEA/SH will be mitigated and responded to with a clear Accountability and Response Framework. The World Bank will require the PCU to regularly report on E&S performance.

- **Contract clauses.** Rehabilitation contractors will be required, as a condition of their contracts with the project, to implement and comply with the generic ESMP, including preparing any necessary rehabilitation activities, procedures, or management plans, consistent with ESMP requirements.
- **Institutional capacity.** An OHS specialist will be hired prior to effectiveness. The PCU will work closely with the Ministry of Environment and the Divisional Committee in Charge of Monitoring ESMPs. The PCU will also work closely with targeted training institutions to ensure that their quality control plans are in place and meet the World Bank's requirements.
- **ESS10 Stakeholder Engagement and Information Disclosure.** In consultation with the World Bank, the project prepared an inclusive Stakeholder Engagement and Information Disclosure Plan (SEP). This plan considered all project stakeholders, including administration (MINESEC and MINEFOP) and TVETs, with an appropriate outreach program for women, adolescent girls, and persons living with disabilities. It also presents a stakeholder's consultation process in the context of a crisis that may limit groupings or even the movements of stakeholders. The plan was consulted upon and disclosed both in-country on May 6, 2020 and on the World Bank website on May 15, 2020. The Client will seek continuously stakeholder feedback and opportunities for proposed future engagement, ensuring that all consultations are inclusive and accessible (both in format and location) and through channels that are suitable in the local context(s).
- **ESS2 Labor and Working Conditions.** There will be three types of specialists at the PCU: project coordination, technical specialists, and project support staff. Those workers will be employed under Cameroon regulations for work conditions, as well as the requirements of ESS2. TVETs will host apprentices and trainees who will not be employed but will sign engagement contracts with TVETs. Building rehabilitation works will involve operators who will employ technicians. In the PIM, prepared by PCU, working conditions will be included with a clear emphasis on the recruitment process, the salary scales, insurance, incentives, right of assembly, and so on for the PCU staff. The manual will also propose clear conditions for the enrollment of apprentices in the TVETs. Details will be provided in terms of recruitment process, type of engagement to be signed with the trainee, insurance scheme, and protection equipment to be provided during trainings. The manual will also describe work conditions and





requirements applicable to operators if they are assigned for the project's rehabilitation works. OHS will be considered during implementation both in relation to rehabilitation of training centers and their operation. Contractors and selected training centers will commit to ensuring safe work sites. Before operation (15–30 days), a Quality Control Plan and an OHS Plan will be developed and will include detailed requirements for the transport, handling, and disposal of waste and other hazardous materials. The OHS Plan will include procedures on incident investigation and reporting, recording and reporting of nonconformances, emergency preparedness and response procedures, and continuous training and awareness for workers as well as appropriate measures to mitigate any emergency risks, as relevant.

- **ESS3 Resource Efficiency and Pollution Prevention and Management.** Anticipated sources of pollution during rehabilitation of training centers include dust, noise, erosion, runoff, and handling and disposal of solid and hazardous materials and wastes. Mitigation measures at rehabilitation sites will include standard pollution prevention and control measures in accordance with the mitigation hierarchy and the World Bank Environment, Health, and Safety Guidelines. They will include measures to manage (a) solid and hazardous waste handling and disposal; (b) wastewater treatment; (c) storage and handling of hazardous materials; (d) housekeeping; (e) control of erosion and storm water runoff; and (f) noise, vibrations, and dust abatement measures, among others. The project will be prohibited from the procurement of R-22 air conditioners for training centers to be rehabilitated. R-22 is a hydro-chlorofluorocarbon that contributes to ozone depletion. Waste generated by the rehabilitation works will be disposed of at approved sites according to national laws and regulations. Decree 2012/2809 of September 26, 2012, regulates waste management in Cameroon. Per this decree, it is the responsibility of the waste generator to ensure that the waste is packaged, transported, treated, and disposed of according to the legal requirements and that there is an auditable record of the steps involved in storing, collecting, and transporting the waste. The generic ESMP has included mitigation measures to minimize and manage noise levels, for example, by applying standard restrictions to hours of site work. The CERC section of the ESMF will also include standard pollution prevention and control measures in accordance with the mitigation hierarchy and the World Bank Group Environment, Health, and Safety Guidelines. It will also comprise, if relevant, measures to respond to the COVID-19 issue.
- **ESS4 Community Health and Safety.** Traffic and road safety access to training centers will be restricted during the rehabilitation. Measures related to traffic and road safety have been incorporated in the generic ESMP and SEP. Rehabilitation works will include installation and/or upgrade of fire and life safety management in workshops. Traffic and road safety issues will be addressed in the CERC section of the ESMF, if CERC activities entail potential traffic and road safety risks, as well as specific measures to prevent the spread of COVID-19 within communities, if relevant.
- **ESS5 Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement.** In principle, this project will not require land acquisition leading to physical displacement. However, activities such as the rehabilitation of training centers and strengthening of infrastructure/equipment in selected existing TVET institutions are likely to generate impacts on surrounding assets and may cause some temporary economic displacement. The Borrower will ensure that infrastructures to be rehabilitated or improved are not located on disputed land/areas (areas without a land title or subject to legacy land acquisition issues). A Resettlement Policy Framework (RPF) was developed and disclosed on May 6, 2020 in-country and on the World Bank website on May 15, 2020. The RPF screens projects activities and helps identify potential risks that could occur during such works and will set mitigation and compensations principles that would be applied by the Borrower to determine the need to prepare Resettlement Action Plans (RAPs). Based on the conclusions of specific screening to be conducted before rehabilitation works, RAPs may be



developed and implemented. An important part of the SEP includes outreach programs to be conducted before any rehabilitation work.

- **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources.** The rehabilitation work will be conducted in existing buildings and is not anticipated to affect or involve any impacts on biodiversity or natural resources.
- **ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities.** The project is being implemented in some areas where indigenous peoples are present. There is an increasing demand on the part of indigenous peoples to obtain access to secondary education and technical vocational training. To ensure that indigenous peoples have access to activities to be supported under the project (trainings and support to TVET), the Borrower should ensure that they are fully informed, consulted, and involved during the project's design and implementation phases. An Indigenous Peoples Planning Framework (IPPF) was elaborated and disclosed on May 6, 2020 in country and on the World Bank website on May 15, 2020. The IPPF sets guidelines on activities to be conducted with indigenous peoples and provides guidance on consultations to be conducted when preparing a more specific Indigenous Peoples Plan during project implementation. Guidelines to prevent the spread of COVID-19 within indigenous peoples will specifically be outlined in the IPPF, and specific measures will be set in the Indigenous Peoples Plan to be developed during project implementation, if relevant.
- **ESS8 Cultural Heritage.** All rehabilitation contracts will include a 'Chance Find' clause that will require contractors to stop rehabilitation if cultural property sites are encountered during construction.
- **ESS9 Financial Intermediaries:** This standard is not currently relevant to the project.

128. **Institutional arrangement for E&S management.** The implementing agencies are not familiar with the new ESF. The PCU will work closely with the Ministry of Environment and the Divisional Committee in Charge of Monitoring ESMPs (a divisional multisectoral committee, including nongovernmental organizations [NGOs], community-based organizations and municipality representatives). The PCU will also work closely with targeted training institutions to ensure that their Quality Control Plans are in place and meet the World Bank's requirements. Contractors will be required, as a condition of their contracts, to implement and comply with the generic ESMP, including preparing any specific management plans consistent with the requirements provided in the generic ESMP. The project institutional arrangement for E&S due diligence and monitoring under the CERC will be included in the CERC section of the ESMF.

129. To ensure/verify that DLI targets are achieved in compliance with E&S requirements (ESMP, SEP, IPPF, Quality Control Plan/OHS, and so on), each targeted beneficiary (institutions, TVET institutions, and schools) will incorporate in its action plan a standardized compliance checklist based on E&S requirements, as described in the safeguard documents. This compliance check will be included in the DLI verification protocol and hence will be added to the mandate of external verification.

130. OHS issues, specifically COVID-19 issues, if relevant, will be addressed in connection with the installation of new equipment and machinery for TVET institutions as well as in connection with the development of curricula for the new CBT courses. Project activities will necessarily be inclusive and involve the most marginalized groups (women, people with disabilities, and indigenous peoples). Specifically, activities such as the development of CBT packages, the elaboration of an NSDS, and the implementation of an SDF have been designed with a consideration of specificities related to these groups. The project's potential social risks are related to minor impacts on assets or properties, effective participation of project's stakeholders in general and particularly vulnerable persons and



indigenous peoples/Sub-Saharan Historically Underserved Traditional Local Communities, gender and GBV (particularly SEA and SH), and labor management issues. As the project will be operated under the new ESF, those potential risks will be managed through the following ESSs (ESS1, ESS2, ESS5, ESS7, and ESS10).

131. The same precautions will be taken regarding the involvement of other potential marginalized groups (women and people with disabilities) to ensure that they fully benefit from project activities. Existing national legal measures on the integration of gender and disability considerations/aspects in education programs will be taken into consideration (through a study) and translated into concrete actions in the different activities.

132. Considering the focus on the technical upgrade of the institutions, the project will not generate resettlement risks as there will be no land acquisition related to project activities. To avoid any risk, activities such as the rehabilitation of training centers and strengthening of infrastructure/equipment in selected existing TVET institutions will be strictly limited. Financing of activities likely to impact assets and peoples in the immediate surroundings of training centers to be rehabilitated will not be eligible for project financing.

133. **Gender.** Gender gaps in education in Cameroon have diminished over time but remain significant (see annex 3). The gender parity index for enrollment at the primary level has improved only slightly in recent years and stands at around 85 percent. Completion rates are especially low for girls from the poorest households, who represent a large share of the population in the three northern regions of Cameroon and in rural areas in the whole country. Except in the cities, enrollment, intake, and completion rates at both the primary and secondary levels are higher among males. Poverty, household responsibilities, poor pedagogical practices, and safety concerns related to early marriage and early pregnancy are some of the primary factors driving gender disparities in education; the same factors lead to reduced opportunities for girls to access and complete technical and vocational training. In contrast, girls who are kept in school through the secondary education level are less likely to enter early marriages or engage in sexually exploitative income-earning activities. Annex 3 summarizes a series of interventions under this project that will be implemented to address the gender gaps identified in table 2.

134. **Sexual and gender-based violence (SGBV).** The Demographic and Health Survey (2011)<sup>76</sup> found that 55 percent of females in Cameroon over 15 years of age have experienced physical violence. In the education sector specifically, there is a potential risk linked to the coexistence of adolescent girls or young women and teachers in the training institutions: the vulnerabilities of students can increase their risk of exploitation by teachers. In the context of the SDF as well, there is a risk that female beneficiaries could potentially suffer from SH. It is the project's responsibility to lessen the likelihood that these incidences will occur and mitigate these risks. Annex 3, table 3.1 summarizes key aspects of the project's design, implementation, and evaluation which aim to ensure that the project fulfills this responsibility.

135. **Citizens' engagement.** The project design is citizen engagement oriented through several citizen engagement mechanisms that will be incorporated into project implementation. Under Component 1, SIPs will be prepared in close collaboration with PTAs through consultations. PTAs will also be involved in SIP implementation, M&E, and budget monitoring. PTAs will also be granted a responsibility in confirming eligibility of vulnerable beneficiaries to equitable access programs. A GRM will be developed (see section V). Citizen engagement mechanisms will allow for feedback from students, parents, and staffs and will be followed up by the PCU to

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<sup>76</sup> Institut National de la Statistique - INS/Cameroun and ICF International. 2012. *Cameroun Enquête Démographique et de Santé et à Indicateurs Multiples* [Cameroon Demographic and Health and Multiple Indicators Survey] (EDS-MICS) 2011. Calverton, Maryland, USA: INS/Cameroun and ICF International. Available at <http://dhsprogram.com/pubs/pdf/FR260/FR260.pdf>.



ensure that appropriate actions are taken on the feedback received from beneficiaries. The beneficiary institutions will receive feedback on a regular basis through supervision meetings, which will include separate focus group discussions with students, separated by girls and boys. The education sector also has a well-established Local Education Group, which provides an opportunity for citizens, CSOs, and other stakeholders to raise education questions and issues with the Government. These feedback mechanisms will also inform the annual review of project progress and annual work plans. The citizens' engagement will be tracked in the results framework through the indicator which measures number of secondary education and TVET institutions that developed their school project or an SDF proposal using a community-empowered approach.

136. **Personal Data.** In order to identify the beneficiaries under the project activities, it is expected that personal data, personally identifiable information and sensitive data (including, for example, family and individual information, age, proof of enrollment of students in public secondary school, etc.) will be collected, stored and processed. Personal data is expected to be sourced through targeting mechanisms to be created under the project and existing targeting mechanisms under the SSNP. There is no law of general application governing personal data protection in Cameroon, nor does there appear to be any health- or education-specific personal data protection law. Thus, to ensure the legitimate, appropriate and proportionate collection, storage and processing of personal data, the project will incorporate international best practices for dealing with such personal data. Such measures may include, by way of example; (i) data minimization (collecting only data that is necessary for the purpose); (ii) data accuracy (correct or erase data that are not necessary or are inaccurate); (iii) use limitations (data are only used for legitimate and related purposes); (iv) data retention (retain data only for as long as they are necessary); (v) informing data subjects of use and processing of data (including automatic processing); and (vi) and allowing data subjects the opportunity to correct information about them. Furthermore, the project includes support for technical assistance for development of the project's personal data protection framework and capacity building of selected ministries and agency staff and secondary school and TVET administrators with respect to the collection, processing and management of personal data under the project. In addition, provisions relating to the collection and processing of personal data will be included in the PIM and the Simplified School Manual and coordinated with SWEDD and the SSNP.

## **V. GRIEVANCE REDRESS SERVICES**

### **(i) Grievance Redress Mechanisms**

137. The project will develop an accessible and effective grievance redress to allow students and trainees, as well as applicants to file complaints if they perceive a negative impact from project interventions. GRM procedures will allow for confidential and safe reporting, complaint, and response systems within a determined timeframe. The GRM will also allow SDF candidates/applicants to report any irregularities they may perceive in the different stages of the grant beneficiary selection process. To ensure a proactive follow-up of the complaints and a timely resolution, the PCU will develop a case-specific tracking tool. The project will develop a specific GRM related to GBV/SEA/SH. This mechanism will establish a safe space for survivors and provide mechanisms to help refer survivors to existing community or government service providers for health services, legal aid, and psychosocial support.

### **(ii) Grievance Redress Service**

138. Communities and individuals who believe that they are adversely affected by a World Bank-supported



project may submit complaints to existing project-level GRMs or the World Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project-affected communities and individuals may submit their complaint to the World Bank's independent Inspection Panel, which determines whether harm occurred, or could occur, as a result of World Bank noncompliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate GRS, please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit [www.inspectionpanel.org](http://www.inspectionpanel.org).

## VI. KEY RISKS

139. **The overall risk is assessed as Substantial.** The main risks and proposed mitigation measures to address them are discussed below.

140. **Political and governance - High.** The project envisages nationwide implementation, including in the Far North region. Despite a recent decline in Boko Haram power, some social dynamic issues linked to radicalization remain. Additionally, in anglophone areas (North West and South West regions), political tensions escalated in 2017 into a violent conflict and massive population displacements, impacting the education sector. The refugee crisis represents another risk factor, particularly in the East, North, and Far North regions. The project will mitigate these risks by working with local government agencies as well as local NGOs to ensure consistency and relevance of proposed activities in the local context.

141. **Macroeconomic - Substantial.** The medium-term outlook is extremely challenging as the COVID-19 pandemic deteriorates global and regional economic environments and has resulted in a huge decrease in the price of oil. The current situation was preceded by a deterioration of Cameroon's fiscal and external balances between 2014 and 2016, exposing macroeconomic stability and exposing the country's vulnerability to oil prices despite its relatively diversified economic base. A further unanticipated widening of the fiscal deficit would put pressure on the Government to reduce spending on key programs in sectors such as health and education. Security operations on the borders and in the North West and South West as well as health system strengthening are expected to drive public expenditure up in 2020 and beyond.

142. **Technical design of the project - Substantial.** The major challenge in the technical design will be for MINESEC to promote a wide range of new practices at both the national and school levels. To mitigate this risk, the project will include training and specific tools to support smooth implementation of the new practices. Another challenge will be the selection of beneficiaries for scholarships, as MINESEC only has experience with financing performance-based scholarships. To ensure an effective targeting of beneficiaries, the project will collaborate with the SSNP, which has extensive experience in Cameroon regarding beneficiary selection and cash transfer implementation. Another challenge in the technical design of the project will be ensuring coordination among different ministries and other stakeholders involved in technical secondary education and skills development. To mitigate this risk, the project initially will focus on a limited number (three to four) of selected economic sectors to ensure effective coordination. Another risk for the technical design is the fact that many proposed interventions would be carried out for the first time in the context of the skills development sector—for example, the SDF or introduction of scholarships to girls and the most vulnerable groups in secondary education. To mitigate these risks, the project has drawn lessons from other countries, and will ensure that the



detailed PIM and SDF implementation manual are prepared in time for implementation. Furthermore, to ensure a solid technical baseline, during project preparation and the first year of the project, necessary studies will be conducted and stakeholders in targeted regions mobilized and consulted.

143. **Institutional capacity for implementation and sustainability - Substantial.** This is the first World Bank-financed secondary education and skills development project to be implemented by MINESEC and MINEFOP, in close collaboration with other relevant ministries. The Government mobilized a multisectoral project preparation team to initiate the project. To strengthen capacity during project preparation, the Government received two PPA tranches to support, among other activities, for the establishment of the PCU and preparation of project manuals and plans. During the project implementation, the resources of Component 3 will be available to strengthen the capacity of MINESEC and MINEFOP and other ministries involved in project implementation.

144. **Fiduciary risk - High.** The PCU will be jointly led by MINESEC and MINEFOP, under the leadership of a General Coordinator. These ministries have not yet managed a World Bank-financed project, and therefore the fiduciary risk is rated High. A detailed fiduciary assessment was conducted and measures aiming at mitigating the identified risks were proposed.

145. **Environment and social risk - Substantial.** The project's social risk rating is Substantial. While the project is not likely to involve land acquisition leading to physical displacement, there could be some temporary economic displacement, and this project may generate social and environmental impacts related to indigenous peoples, labor, and inclusive participation of key stakeholders. The risk rating reflects the importance of activities to be developed (rehabilitation of training centers, strengthening of infrastructure/equipment in selected existing TVET institutions, training of stakeholders, financial assistance to TVET institutions, and others) and gender and disability inclusion challenges.



**VII. RESULTS FRAMEWORK AND MONITORING**

**Results Framework**

**COUNTRY: Cameroon**

**Secondary Education and Skills Development Project**

**Project Development Objectives(s)**

Increase equitable access to quality general secondary education and market-relevant skills development programs, with a focus on girls

**Project Development Objective Indicators**

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
<b>Increased equitable access to quality general secondary education</b>								
Number of students enrolled in targeted general secondary schools meeting standards critical for learning environment (Number)		0.00	0.00	100,000.00	150,000.00	200,000.00	300,000.00	300,000.00
Number of girls enrolled in targeted general secondary schools meeting standards critical for learning environment (Number)		0.00	0.00	41,200.00	65,000.00	88,000.00	138,000.00	138,000.00
Number of girls in general secondary schools in disadvantaged areas		0.00	0.00	5,000.00	8,000.00	10,000.00	10,000.00	10,000.00





Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
individually supported by project (Number)								
<b>Increased equitable access to market-relevant skills programs in selected economic sectors</b>								
Increased percentage of graduates who are employed or self-employed 6 months after training completion (Text)		Not available	Baseline estimated in year 1			Baseline +10 percentage points	Baseline +15 percentage points	Baseline +15 percentage points
Increased percentage of female graduates who are employed or self-employed 6 months after training completion (Text)		Baseline year not available	Baseline year estimated in year 1			Baseline +10 percentage points	Baseline +15 percentage points	Baseline +15 percentage points
Trainees completing training supported by SDF Window 2, by gender (Number)		0.00	200.00	600.00	1,000.00	1,400.00	1,600.00	1,600.00
Women completing training supported by SDF Window 2 (Percentage)		0.00	25.00	26.00	27.00	28.00	30.00	30.00
Trainees completing training supported by SDF Window 3 (Number)		0.00	500.00	2,000.00	3,500.00	5,000.00	6,000.00	6,000.00
Women completing training supported by SDF Window 3		0.00	25.00	27.00	28.00	29.00	30.00	30.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
(Percentage)								

**Intermediate Results Indicators by Components**

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
<b>Support to general secondary education sector</b>								
Completion rate in lower secondary in targeted secondary schools (Percentage)		49.10				54.10	59.10	59.10
Girls' completion rate in lower secondary in targeted secondary schools (Percentage)		48.20				53.20	58.20	58.20
Percentage of targeted general secondary schools that comply with standards critical for learning environment and equity (Percentage)	PBC 1	0.00	0.00	50.00	70.00	80.00	80.00	80.00
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	700.00	1,043,323.00	1,220,771.00	1,398,814.00	1,575,682.00	1,575,682.00
Students benefiting from direct interventions to enhance learning -		0.00	175.00	485,423.00	568,208.00	651,328.00	734,056.00	734,056.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Female (CRI, Number)								
Students benefiting from direct interventions to enhance learning-Secondary, total (Number)		0.00	0.00	1,040,723.00	1,215,076.00	1,389,429.00	1,563,782.00	1,563,782.00
Students benefiting from direct interventions to enhance learning-Secondary, female (Number)		0.00	0.00	484,727.00	566,360.00	647,993.00	729,626.00	729,626.00
Teachers recruited or trained (CRI, Number)	PBC 3	0.00	0.00	2,850.00	5,700.00	8,500.00	10,000.00	10,000.00
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00	0.00	1,350.00	2,700.00	4,050.00	4,700.00	4,700.00
Number of head teachers and deputy head teachers of general secondary schools trained and accredited (Number)	PBC 2	0.00	0.00	1,100.00	2,000.00	2,800.00	3,350.00	3,350.00
Number of secondary schools affected by the presence of additional students supported by the project (Number)		0.00	0.00	30.00	30.00	30.00	30.00	30.00
<b>Support to skills development sector</b>								
New CBT packages developed, validated, approved and available at	PBC 4	0.00	15.00	30.00	45.00	45.00	45.00	45.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
MINEFOP (Number)								
New CBT packages developed, validated, approved and available at MINESEC (Number)		0.00	19.00	19.00	19.00	19.00	19.00	19.00
Teachers and staff trained on the new CBT packages approved by MINEFOP (Text)	PBC 5	Teachers 0 Staff 0	Teachers 0 Staff 0	Teachers 300 Staff 50	Teachers 600 Staff 70	Teachers 900 Staff 90	Teachers 900 Staff 90	Teachers 900 Staff 90
Teachers and staff trained on the new CBT packages approved by MINESEC (Text)		Teachers 0 Staff 0	Teachers 0 Staff 0	Teachers 250 Staff:30	Teachers 400 Staff 60	Teachers 400 Staff 60	Teachers 400 Staff 60	Teachers 400 Staff 60
Students enrolled in new CBT courses in centers supported by SDF Window 1 (Number)		0.00	0.00	0.00	1,195.00	2,985.00	4,300.00	4,300.00
Women enrolled in new CBT based courses supported by SDF Window 1 (Percentage)		0.00	0.00	50.00	50.00	50.00	50.00	50.00
Students completing new CBT courses approved by MINEFOP in public centers supported by SDF Window 1 (Number)		0.00				395.00	790.00	790.00
Students completing new CBT courses approved by MINESEC in public centers supported by SDF Window 1 (Number)		0.00					450.00	450.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target	
			1	2	3	4	5		
Students completing new CBT courses in private centers supported by SDF Window 1 (Number)		0.00					280.00	560.00	560.00
Students benefiting from internships (Number)		0.00		110.00	220.00		440.00	750.00	750.00
Women benefiting from internships (Percentage)		0.00		45.00	45.00		45.00	45.00	45.00
Trainees benefiting from apprenticeships (Number)		0.00		50.00	150.00		300.00	500.00	500.00
Women benefiting from apprenticeships (Percentage)		0.00		30.00	30.00		30.00	30.00	30.00
Companies/enterprises benefiting from SDF Window 2 (Number)		0.00		30.00	60.00		80.00	100.00	100.00
Strengthened information system and skills development sector monitoring (Text)	PBC 7	(a) Information about training centers is incomplete and not up to date (b) No available tool to monitor labor market outcomes	(a) Concept for information circulation and availability and link to EMIS and beta version of the website available (b) Methodology for tracer studies developed and piloted	(a) Launch of website and application on training institutions in MINESEC (b) Results of the baseline tracer study published	Launch of website and application on training institutions of at least other 3 ministries (active in selected economic sectors)		(a) Updated version of website and app available (b) Results of the midterm tracer study published	(a) Updated version of website and app available (b) Results of the final tracer study published	(a) Updated version of website and app available (b) Results of the final tracer study published
Improved strategic planning and management (Text)	PBC 6	(a) Education Sector Strategy available but no national skills development strategy	(a) Draft NSDS and costed action plan available (b) Draft NQCF is available	(a) NSDS endorsed by Government and costed action plan available (b) The	A sectorial qualification and certification framework has been		A sectorial qualification and certification framework has been	(a) Mid-term evaluation of NSDS published, and updated action plan	(a) Mid-term evaluation of NSDS published, and updated action plan



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
		and plan (b) No national qualification and certification framework (NQCF) exists		NQCF has been finalized and approved by MINEFOP	piloted in at least one selected economic sector	piloted in at least three (cumulative) selected economic sectors	available (b) National and sectorial qualification frameworks for technical education and training have been finalized and approved by MINEFOP for each of the selected economic sectors	available (b) National and sectorial qualification frameworks for technical education and training have been finalized and approved by MINEFOP for each of the selected economic sectors
Students benefiting from direct interventions to enhance learning- Workforce Development/Vocational Education (TVET), total (CRI sub-indicator) (Number)		0.00			1,195.00	2,985.00	4,300.00	4,300.00
Students benefiting from direct interventions to enhance learning- Workforce Development/Vocational Education (TVET) (CRI sub-indicator), female (Number)		0.00			598.00	1,493.00	2,150.00	2,150.00
Students benefiting from direct interventions to enhance learning- Adult Basic and Continuing Education, total (CRI sub-indicator) (Number)		0.00	700.00	2,600.00	4,500.00	6,400.00	7,600.00	7,600.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Students benefiting from direct interventions to enhance learning- Adult Basic and Continuing Education (CRI sub-indicator), female (Number)		0.00	175.00	696.00	1,250.00	1,842.00	2,280.00	2,280.00
<b>Project management and technical assistance</b>								
Completion of impact evaluation on girls' empowerment activities (Text)		ToRs available for the impact evaluation	Baseline available		Midterm evaluation available		Final impact evaluation available	Final impact evaluation available
Inclusion of gender specific content in each CBT package and in each teacher training module (Yes/No)		No	No	Yes	Yes	Yes	Yes	Yes
SGBV sensitization kit available for SDF stakeholders (Yes/No)		No	No	Yes	Yes	Yes	Yes	Yes
SDF Evaluation report (Yes/No)		No	No	No	No	No	Yes	Yes
Mid-Term Review Completed (Yes/No) (Yes/No)		No	No	No	Yes	Yes	Yes	Yes
Set of continuous professional development materials for general secondary education teachers developed (Yes/No)		No	No	Yes	Yes	Yes	Yes	Yes





Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Intermediation platform for access to employment is available (Text)		Job intermediation platform for access to employment has limited effectiveness			Updated job intermediation platform for access to employment is operational	Updated job intermediation platform for access to employment is operational	Updated job intermediation platform for access to employment is operational	Updated job intermediation platform for access to employment is operational
Number of secondary education and TVET institutions that developed their school project or an SDF proposal using a community-empowered approach (Number)		0.00	280.00	295.00	310.00	310.00	310.00	310.00

**Monitoring & Evaluation Plan: PDO Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Number of students enrolled in targeted general secondary schools meeting standards critical for learning environment	Targeted general secondary schools are those supported under subcomponent 1.1. Targeted secondary schools must comply with standards. Standards will be detailed in the PIM and belong to the following thematic areas: (i) effective	Biannual	Project progress reports	General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify	PCU-MINESEC



	school management practices, (ii) efficient teaching and classroom management practices, (iii) teaching and learning conditions, and (iv) ensuring a safe school environment . Two more categories will be added in the four most disadvantaged regions: (v) expanding girls’ equitable access in targeted schools and (vi) addressing the needs of schools receiving an additional number of students in the context of the forced displacements.				
Number of girls enrolled in targeted general secondary schools meeting standards critical for learning environment	Subindicator, see definition for indicator	Biannual	Project progress report	General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify	PCU, MINESEC
Number of girls in general secondary schools in disadvantaged areas individually supported by project	Disadvantaged areas include the regions of North, Far North, Adamawa, and East	Biannual	Project progress report	General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and	PCU, MINESEC



				sends to independent verification agency which will verify	
Increased percentage of graduates who are employed or self-employed 6 months after training completion	Graduates of centers which benefit from SDF Window 1 and implement MINEFOP approved CBT packages. Market-relevant training programs are defined as those that are delivered in selected economic sectors. Selected economic sectors have been identified by the government based on the greatest potential to drive economic growth and employment. These include agro-processing, energy, digital economy, and construction. Additionally, the project will attend to the needs of the local labor markets through Window 3 of the SDF. The baseline will be collected during year 1 of the project.	Annual	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Training centers, PCU
Increased percentage of female graduates who are employed or self-employed 6 months after training completion	Subindicator. Female graduates of centers which benefit from SDF Window 1 and implement MINEFOP	Annually	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU	Training centers, PCU



	approved CBT packages			compiles and sends to independent verification agency which will verify	
Trainees completing training supported by SDF Window 2, by gender	Number of trainees completing training financed by SDF Window 2	Annual	Administrative information from grantees under Window 2	Grantees under Window 2 will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Grantees under Window 2, PCU
Women completing training supported by SDF Window 2	Percent of female trainees completing training financed by SDF Window 2	Annual	Administrative information from grantees under Window 2	Grantees under Window 2 will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Grantees under Window 2, PCU
Trainees completing training supported by SDF Window 3	Number of trainees completing training financed by SDF Window 3	Annual	Administrative information from grantees under Window 3	Grantees under Window 3 will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends	Grantees under Window 3, PCU



				to independent verification agency which will verify	
Women completing training supported by SDF Window 3	Percent of female trainees completing training financed by SDF Window 3	Annual	Administrative information from grantees under Window 3	Grantees under Window 3 will provide information to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Grantees under Window 3, PCU

**Monitoring & Evaluation Plan: Intermediate Results Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Completion rate in lower secondary in targeted secondary schools	This indicator measures the gross intake rate to the last grade of lower secondary (new entrants to the last grade of lower secondary education regardless of age, expressed as a percentage of the population at the official lower secondary completion age)	Annual	MINESEC Statistical Yearbook	DPPC/MINESEC provides information to PCU	PCU-MINESEC
Girls' completion rate in lower secondary in targeted secondary	Sub-indicator, see definition for indicator				



schools					
<p>Percentage of targeted general secondary schools that comply with standards critical for learning environment and equity</p>	<p>This indicator measures achievement of DLI 1. Targeted secondary schools must comply with standards. Standards are detailed in the PIM and belong to the following thematic areas: (i) effective school management practices, (ii) efficient teaching and classroom management practices, (iii) teaching and learning conditions, and (iv) ensuring a safe school environment. Two more categories will be added: (v) in the four most disadvantaged regions, expanding girls' equitable access in targeted schools and (vi) addressing the needs of schools receiving an additional number of at least 150 students in the context of the forced displacements. An individual school must meet 80% of standards a successful towards the DLR, including</p>	<p>Annual</p>	<p>Project progress report</p>	<p>General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify</p>	<p>PCU-MINESEC</p>





	having SIP validated, Bank account for SIP support and code of conduct signed by all staff.				
Students benefiting from direct interventions to enhance learning		Annual. This indicator represents the total number of students of public general secondary education benefiting from component 1 plus students and trainees benefitting of SDF windows 1, 2 and 3.	Project progress report	General inspectorate in charge of education at MINESEC and Training and Vocational Guidance Directorate of MINEFOP provide information to PCU.	PCU-MINESEC, MINEFOP
Students benefiting from direct interventions to enhance learning - Female		Sub-indicator, see definition	Project progress report	General inspectorate in charge of education at MINESEC and Training and Vocational	PCU-MINESEC



		for indicator		Guidance Directorate of MINEFOP provide information to PCU.	
Students benefiting from direct interventions to enhance learning-Secondary, total	Sub-indicator, see definition for indicator	Annual	Project progress report	General inspectorate in charge of education at MINESEC provides information to PCU.	PCU-MINESEC
Students benefiting from direct interventions to enhance learning-Secondary, female	Sub-indicator, see definition for indicator	Annual	Project progress report	General inspectorate in charge of education at MINESEC provides information to PCU.	PCU-MINESEC
Teachers recruited or trained		Annual. (Number of newly recruited secondary school teachers completing on-boarding program composed of face-to-face and online training, as well as	Project progress report	General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify. Since this is a corporate indicator, it measures number of teachers trained. It is directly related to the DLI 2 on teacher training, which measures percentage of new teachers trained	PCU-MINESEC



		mentoring program)			
Teachers recruited or trained - Female (RMS requirement)		Annual (Number of newly recruited secondary school female teachers completing on-boarding program composed of face-to-face and online training, as well as mentoring program)	Project progress report	General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify	PCU-MINESEC
Number of head teachers and deputy head teachers of general secondary schools trained and accredited	Number of head teachers from all existing junior and senior secondary schools and deputy head teachers of general secondary schools with student enrollment more than 400 students	Annual	Project progress report	MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify	PCU-MINESEC



	<p>trained and accredited. This indicator is directly related to DLI 3, but in addition to head teachers, it also include deputy teachers and measures number and not percentage.</p> <p>The accreditation program will consist of face-to- face and online training for head teachers and subsequent certification. The head teachers will be trained on:</p> <ul style="list-style-type: none"><li>(i) school administration and management including financial management, procurement;</li><li>(ii) school governance and leadership including complaints management, supervision, monitoring and evaluation;</li><li>(iii) teacher coaching and support;</li><li>(iv) School Related Gender Based Violence (SRGBV), including safe schools, and code of ethics in line with a Whole School Approach; and</li><li>(iv) information on environment and climate change to increase their adaptive</li></ul>				
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	<p>capacity and overall awareness. The online training will be self-paced, while each head teacher will receive two sessions of face to face training. The accreditation process should be completed by a head teacher within a year of starting the accreditation process or as explained in the training program. This indicator includes targets from DLI 2 (head teachers trained and accredited).</p>				
<p>Number of secondary schools affected by the presence of additional students supported by the project</p>	<p>Additional students are IDPs and refugees. A secondary school is considered to be affected by the presence of additional students if there are at least 150 IDP or refugee students enrolled in the school.</p>	<p>Annual</p>	<p>Project progress report</p>	<p>MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify</p>	<p>PCU-MINESEC</p>
<p>New CBT packages developed, validated, approved and available at MINEFOP</p>	<p>This indicator is directly related to DLI 4. CBT packages are developed in selected economic sectors. Selected economic sectors</p>	<p>Annual</p>	<p>Project progress report</p>	<p>MINEFOP provides information to PCU. PCU compiles and sends to independent verification agency</p>	<p>PCU-MINEFOP</p>



	have been identified by the Government based on the greatest potential to drive economic growth and employment. These include agro-processing, energy, digital economy, and construction. Additionally, the project will attend to the needs of the local labor markets through Window 3 of the SDF. Competency-based training package for MINEFOP includes (i) a competencies (by occupation) reference guide; (ii) a training program (curriculum); (iii) an assessment package and certification guidelines; (iv) pedagogic guidelines; and (v) guidelines on workshop organization and materials.			which will verify	
New CBT packages developed, validated, approved and available at MINESEC	This indicator is directly related to DLI 4. CBT packages are developed in selected economic sectors. Selected economic sectors have been identified by the Government based on the greatest potential to drive	Annual	Project progress report	MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify	PCU-MINESEC



	<p>economic growth and employment. These include agro-processing, energy, digital economy, and construction. Additionally, the project will attend to the needs of the local labor markets through Window 3 of the SDF. Competency-based training package for MINESEC includes (i) job analysis; (ii) reference guide on professional capabilities; (iii) competencies (by occupation) reference guide; (iv) curriculum; (v) guidelines on workshop organization and materials; (vi) pedagogic guidelines including assessment and certification process and content and practical works.</p>				
<p>Teachers and staff trained on the new CBT packages approved by MINEFOP</p>	<p>This indicator includes targets related to DLI 5 (teachers trained on the use of new CBT packages approved by MINEFOP and MINESEC). It also includes non-teaching staff trained. CBT Package means a sector specific training package for</p>	<p>Annual</p>	<p>Project progress report</p>	<p>MINEFOP provides information to PCU. PCU compiles and sends to independent verification agency which will verify</p>	<p>PCU-MINEFOP</p>





	CBT developed or to be developed by MINEFOP or MINESEC.				
Teachers and staff trained on the new CBT packages approved by MINESEC	This indicator includes targets related to DLI 5 (teachers trained on the use of new CBT packages approved by MINEFOP and MINESEC). It also includes non-teaching staff trained. CBT Package means a sector specific training package for CBT developed or to be developed by MINEFOP or MINESEC.	Annual	Project progress report	MINESEC provides information to PCU. PCU compiles and sends to independent verification agency which will verify	PCU-MINESEC
Students enrolled in new CBT courses in centers supported by SDF Window 1		Biannual	Project progress report	Grantees under Window 1 will provide information to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	PCU, MINEFOP, MINESEC
Women enrolled in new CBT based courses supported by SDF Window 1	Subindicator. Percentage of women enrolled in new CBT courses in centres supported by SDF Window 1	Biannual	Project progress report	Grantees under Window 1 will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent	PCU, MINEFOP, MINESEC



				verification agency which will verify	
Students completing new CBT courses approved by MINEFOP in public centers supported by SDF Window 1	This includes number of students completing CBT courses approved by MINEFOP in public training centers supported by SDF Window 1	Annual	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Training centers, PCU
Students completing new CBT courses approved by MINESEC in public centers supported by SDF Window 1	This includes number of students completing CBT courses approved by MINESEC in public training centers supported by SDF Window 1	Annual	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Training centers, PCU
Students completing new CBT courses in private centers supported by SDF Window 1	This includes number of students completing CBT courses in private training centers supported by SDF Window 1	Annual	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Training centers, PCU



Students benefiting from internships	This includes the number of students who participate in internships in the centers supported by SDF Window 1	Annual	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Training centers, PCU
Women benefiting from internships	Percentage of women who participate in internships in the centers supported by SDF Window 1	Annual	Administrative information from training centers	Training centers will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Training centers, PCU
Trainees benefiting from apprenticeships	This includes the number of trainees who benefit from apprenticeships under SDF Window 2	Annual	Grantees under Window 2 who take in apprentices	Grantees under Window 2 will provide information to the to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Grantees under Window 2, PCU
Women benefiting from apprenticeships	Percentage of women who benefit from apprenticeships under SDF	Annual	Grantees under Window 2	Grantees under Window 2 will provide information to the to	Grantees under Window 2, PCU



	Window 2		who take in apprentices	the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	
Companies/enterprises benefiting from SDF Window 2	Number of enterprises benefitting from SDF Window 2	Annual	SDF Secretariat/PCU	SDF Secretariat/PCU compiles and sends to independent verification agency which will verify	PCU, SDF Secretariat
Strengthened information system and skills development sector monitoring	<p>This indicator measures DLI 7.</p> <p>The website and application will contain information about availability of training centers by different regions, and contact information of these centers. It will also contain aggregated results of labor market outcomes of different programs from the tracer studies.</p> <p>The tracer study will cover a representative sample of graduates from training institutions of MINEFOP,</p>	Website and application - Annual Tracer study - Years 1, 2, 4, and 5	Website and application - MINEFOP Tracer study - ONEFOP and MINEFOP	MINEFOP sends the documentation, links and tools to PCU, independent verification agency verifies and validates	MINEFOP



	<p>MINESEC (lycée technique) and TVET institutions from other ministries in selected economic sectors, public and private. The tracer survey is a questionnaire which includes basic demographic information and information on labor market outcomes of graduates including employment status, industry, etc. The results of the tracer survey, conducted by the firm to be contracted by PCU, are analyzed by the ONEFOP. ONEFOP will prepare a report, including policy recommendations, and publish this report on the MINEFOP website. Tracer studies will be carried out 3 times during the project implementation period (baseline, mid-line and end-line surveys).</p>				
<p>Improved strategic planning and management</p>	<p>This indicator measures DLI 6. NSDS will: (i) define general</p>	<p>NSDS - Years 1, 2, and 5 NQCF -</p>	<p>NSDS - MINEPAT NQCF - MINEFOP</p>	<p>For both NSDS and NQCF, MINEFOP sends the documents to PCU, independent</p>	<p>MINEFOP, PCU</p>



	framework for defining skills needs; (ii) define an overall vision of the skills development system; (iii) define the general objectives; (iv) define key policies (broad directions) including governance and sustainable financing, issues of standards, quality and certification, relationship to market needs, monitoring and evaluation, strengthening of human resources, issues of access and participation of key actors; (v) propose methods, approaches and tools for determining the skills of tomorrow and provide examples of the various measures taken to ensure that the available human resources match the needs of the labor market; (vi) establish the role of social partners in skills development policies; (vii) propose institutional mechanisms for forecasting, anticipating and matching	Annual		verification agency verifies and validates	
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	<p>skills; (viii) propose mechanisms to ensure that the results of skills identification and analysis activities are taken into account in the planning and design of education and training systems; and (ix) establish common terminology, language and measurement tools. The strategy development will be coordinated by MINEFOP, it will be validated by relevant stakeholders and signed by MINEPAT.</p> <p>The costed action plan will translate key policies into actions, interventions and targets and results and provide detailed costing on achieving the targets define roles and responsibilities in achieving this targets and provide detailed time schedule for implementation of these activities.</p>				
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	<p>The national qualification and certification framework (NQCF) is an instrument for the development and classification of qualifications. The NQCF will: (i) specify the relationship – horizontally and vertically - between different qualifications within a national system; (ii) covers all levels and types of technical education and training; and (iii) provide a way to compare qualifications and to describe the relation between the different levels of a national technical educational and training system, and the level, workload and learning outcomes of specific qualifications.</p>				
<p>Students benefiting from direct interventions to enhance learning-Workforce Development/Vocational Education (TVET), total (CRI sub-indicator)</p>	<p>This is the total number of individuals that has been trained through the support of SDF Window 1. It represents a sub-indicator</p>	<p>Annual</p>	<p>Project progress report</p>	<p>Grantees under SDF Window 1 will provide information to the SDF Secretariat/PCU, PCU compiles and sends to</p>	<p>Grantees under Window 1, PCU</p>



	of the total number of students benefiting from direct intervention to enhance learning (CRI indicator listed under Component 1).			independent verification agency which will verify	
Students benefiting from direct interventions to enhance learning- Workforce Development/Vocational Education (TVET) (CRI sub-indicator), female	Sub-indicator, see definition for indicator.	Annual	Project progress report	Grantees under SDF Window 1 will provide information to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Grantees under Window 1, PCU
Students benefiting from direct interventions to enhance learning- Adult Basic and Continuing Education, total (CRI sub-indicator)	This is the total number of individuals that has been trained through the support of SDF Windows 2 and 3. It represents a sub-indicator of the total number of students benefiting from direct intervention to enhance learning (CRI indicator listed under Component 1).	Annual	Project progress report	Grantees under SDF Windows 2 and 3 will provide information to the SDF Secretariat/PCU, PCU compiles and sends to independent verification agency which will verify	Grantees under Windows 2 and 3, PCU
Students benefiting from direct interventions to enhance learning- Adult Basic and Continuing Education (CRI sub-indicator), female	Sub-indicator, see definition for indicator	Annual	Project progress report	Grantees under SDF Windows 2 and 3 will provide information to the SDF Secretariat/PCU, PCU	Grantees under Windows 2 and 3, PCU



				compiles and sends to independent verification agency which will verify	
Completion of impact evaluation on girls' empowerment activities	The project incorporates a series of interventions related to girls' empowerment. An impact evaluation related to these interventions, both in secondary education and TVET, will be designed with the support of Gender Innovation Lab of the World Bank and carried out during the project implementation.	Year 1, Year 3, Year 5	MINEFOP and MINESEC	PCU designs, carries out and collects the data for the impact evaluation with MINEFOP, MINESEC and support from the Gender Innovation Lab	PCU-MINEFOP-MINESEC
Inclusion of gender specific content in each CBT package and in each teacher training module	For each CBT package and each training module for teachers, gender specific content will be developed. The content will discuss topics such as gender stereotypes and biases, sensitization for awareness of gender issues, gender-friendly behavior, gender-responsive teaching, equal treatment, and developing girls' voices in class.	Annual	MINEFOP and MINESEC	MINEFOP and MINESEC develop the gender specific content in each CBT package with the support of the PCU; MINESEC develops gender specific content for each teacher training module with the support of the PCU.	PCU-MINEFOP-MINESEC



SGBV sensitization kit available for SDF stakeholders	Sensitization kit includes specific SGBV prevention content in SDF grantee contracts and the availability of documents and posters to be distributed to relevant stakeholders and beneficiaries.	Annual	SDF Secretariat/PCU	SDF Secretariat/PCU compiles the information for each grantee and shares final information with the Bank	SDF Secretariat/PCU
SDF Evaluation report	The SDF evaluation report will include analysis of questionnaires of student beneficiaries/graduates, employers, beneficiaries under Windows 2 and 3. It will be conducted in the last year of the project.	Year 5	PCU	PCU will conduct the evaluation of the SDF and send to the Bank	PCU
Mid-Term Review Completed (Yes/No)	The Mid-Term Review reports on implementation of the project since its effectiveness, identifies emerging challenges and lessons learned, and summarizes proposed mid-course corrections.	Year 3	PCU	PCU will conduct the Mid-Term Review jointly with the Bank	PCU
Set of continuous professional development materials for general secondary education teachers developed	Set of continuous professional development materials composed of classroom observation tools and coaching tools for general secondary	Year 2 and Year 3	MINESEC	General inspectorate in charge of education at MINESEC provides information to PCU. PCU compiles and sends to WB for	PCU-MINESEC



	education teachers developed			approval	
Intermediation platform for access to employment is available	The job search tool will be a website and an app which will post job vacancies and contain information about job seekers. It will allow job-seekers apply to posted vacancies and recruiters to contact job seekers directly. The job search portals will be installed in regional delegations of MINEFOP.	Annual	MINEFOP	MINEFOP sends the documents to PCU, independent verification agency verifies and validates	PCU-MINEFOP
Number of secondary education and TVET institutions that developed their school project or an SDF proposal using a community-empowered approach	This is the number of education institutions supported by the project where the school council (secondary schools) or training center committee (SDF beneficiary) have participated in the development of the SIP or SDF proposal, respectively. A community empowered approach means that (i) the members of school communities will be represented on the school council; and (ii) the representatives of professional employer	Annual	Project progress report	General inspectorate in charge of education at MINESEC and Training and Vocational Guidance Directorate of MINEFOP provide information to PCU.	PCU-MINESEC-MINEFOP



	organizations, trainers and trainees will be represented on the training centers committee.				
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Performance-Based Conditions Matrix				
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<b>PBC 1</b>	Targeted secondary schools that comply with standards critical for learning environment and equity			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	No	Text	40,000,000.00	32.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	Poor learning environment in secondary education and quality standards are not available.			
Year 1	(a) Simplified School Manual adopted, including matrix of agreed standards.(b) List of targeted secondary schools adopted. (c) At least 80% of targeted secondary schools have publicly displayed their School Improvement Plan (SIP).		9,000,000.00	
Year 2	At least 50% of targeted secondary schools: (a) have received school grants to support the implementation of their SIPs; and (b) comply with 80% of the standards, including having: (i) their SIPs validated in accordance with the verification protocol, (ii) bank accounts opened in order to		9,000,000.00	



	receive school grants, and (iii) the Code of Conduct signed by their staff.		
Year 3	At least 70% of targeted secondary schools: (a) have received school grants to support the implementation of their SIPs; and (b) comply with 80% of the standards, including having: (i) their SIPs validated in accordance with the verification protocol, (ii) bank accounts opened in order to receive school grants, and (iii) the Code of Conduct signed by their staff.	9,000,000.00	
Year 4	At least 80% of targeted secondary schools: (a) have received school grants to support the implementation of their SIPs; and (b) comply with 80% of the standards, including having: (i) their SIPs validated in accordance with the verification protocol, (ii) bank accounts opened in order to receive school grants, and (iii) the Code of Conduct signed by their staff.	8,000,000.00	
Year 5	At least 80% of targeted secondary schools: (a) have received school grants to support the implementation of their SIPs; and (b) comply with 80% of the standards, including having: (i) their SIPs validated in accordance with the verification protocol, (ii) bank accounts opened in order to receive school grants, and (iii) the Code of Conduct signed by their staff.	5,000,000.00	





PBC 2		Head teachers of general secondary schools trained and accredited		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	5,000,000.00	4.00
Period	Value	Allocated Amount (USD)	Formula	
Baseline	No existing training and accreditation system for head teachers.			
Year 1	An accreditation program for head teachers of general secondary schools is developed and validated.	1,500,000.00		
Year 2	At least 18% of head teachers from all existing general secondary schools are trained and accredited.	1,000,000.00		
Year 3	(a) At least 50% of head teachers from all existing general secondary schools are trained and accredited. (b) The accreditation program for head teachers is evaluated and updated.	1,000,000.00		
Year 4	At least 75% of head teachers from all existing general secondary schools are trained and accredited.	1,000,000.00		
Year 5	At least 95% of head teachers from all existing general secondary schools are trained and accredited.	500,000.00		



PBC 3		Newly recruited teachers who have completed an on-boarding program		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	5,000,000.00	4.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	Absence of on-boarding program for new teachers.			
Year 1	On-boarding program for new teachers developed and validated.		1,500,000.00	
Year 2	At least 95% of newly recruited teachers have completed the on-boarding program.		1,000,000.00	
Year 3	(a) At least 95% of newly recruited teachers have completed the on-boarding program.(b) The on-boarding program for new teachers is evaluated and updated.		1,000,000.00	
Year 4	At least 95% of newly recruited teachers have completed the updated on-boarding program.		1,000,000.00	
Year 5	At least 95% of newly recruited teachers have completed the updated on-boarding program.		500,000.00	



<b>PBC 4</b>	New CBT packages in selected economic sectors are developed, approved and available at MINEFOP and MINESEC and are in use			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	No	Text	9,800,000.00	7.84
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	(a) 0 new CBT packages in selected economic sectors developed, approved, available and in use at MINEFOP. (b) 0 new CBT packages in selected economic sectors developed, approved, and available and in use at MINESEC.			
Year 1	(a) MINEFOP has approved a detailed and costed action plan for developing and rolling out CBT packages. (b) MINESEC has approved a detailed and costed action plan for development and rolling out CBT packages.		4,000,000.00	a) 2,000,000; b) 2,000,000
Year 2	(a) At least 15 (cumulative) new CBT packages in selected economic sectors have been developed and approved and are available on the MINEFOP website. (b) At least 19 new CBT packages in selected economic sectors have been developed and approved and are available on the MINESEC website.		2,100,000.00	a) 1,600,000; b) 500,000
Year 3	(a) (i) At least 30 (cumulative) new CBT packages in selected economic sectors have been developed, approved and are available on the		2,100,000.00	a) 1,600,000; b) 500,000



	MINEFOP website; and (ii) at least 10 (cumulative) new CBT packages approved by MINEFOP are in use in MINEFOP accredited centers. (b) At least 19 new CBT packages approved by MINESEC are in use in MINESEC accredited centers.		
Year 4	(a) At least 45 (cumulative) new CBT packages in selected economic sectors have been developed and approved and are available on the MINEFOP website. (b) At least 25 (cumulative) new CBT packages approved by MINEFOP are in use in MINEFOP accredited centers.	1,000,000.00	
Year 5	At least 45 (cumulative) new CBT packages approved by MINEFOP are in use in MINEFOP accredited centers.	600,000.00	
<b>PBC 5</b>	<b>Teachers trained on the use of the new CBT packages approved by MINEFOP and MINESEC</b>		
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>
Output	No	Text	4,500,000.00
<b>Period</b>	<b>Value</b>	<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	(a) No teachers trained on new CBT packages in MINEFOP. (b) No teachers trained on new CBT packages in MINESEC.		
Year 1	(a) MINEFOP has approved a detailed and costed operational plan for teacher training on new CBT packages. (b) MINESEC has approved a detailed	2,000,000.00	a) 1,500,000; b) 500,000



	and costed operational plan for teacher training on new CBT packages.		
Year 2	(a) At least 300 (cumulative) teachers have been trained on the new CBT packages approved by MINEFOP. (b) At least 250 teachers have been trained on the new CBT Packages approved by MINESEC.	1,000,000.00	a) 500,000; b) 500,000
Year 3	(a) At least 600 (cumulative) teachers have been trained on the new CBT packages approved by MINEFOP. (b) At least 400 (cumulative) teachers have been trained on the new CBT Packages approved by MINESEC.	1,000,000.00	a) 500,000; b) 500,000
Year 4	At least 900 (cumulative) teachers have been trained on the new CBT packages approved by MINEFOP.	500,000.00	
Year 5		0.00	
<b>PBC 6</b>	<b>Improved strategic planning and management</b>		
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>
Intermediate Outcome	No	Text	5,500,000.00
<b>Period</b>	<b>Value</b>	<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	(a) No strategy and plan for skills development. (b) No national qualification and certification framework.		



Year 1	(a) Draft National Skills Development Strategy and plan is available (the "NSDS").(b) Draft NQCF is available.	1,500,000.00	a) 500,000; b)1,000,000	
Year 2	(a) The NSDS, together with a costed action plan, has been endorsed by the Recipient.(b) The NQCF has been finalized and approved by MINEFOP.	1,100,000.00	a) 300,000; b)800,000	
Year 3	A sectorial qualification and certification framework has been piloted in at least one selected economic sector.	800,000.00		
Year 4	A sectorial qualification and certification framework has been piloted in at least three (cumulative) selected economic sectors.	1,200,000.00		
Year 5	(a)(i) A mid-term evaluation of the NSDS has been published on MINEFOP's website; and (ii) an updated implementation plan for the NSDS has been published on the MINEFOP website.(b) National and sectorial qualification frameworks for technical education and training have been finalized and approved by MINEFOP for each of the selected economic sectors.	900,000.00	a) 400,000; b)500,000	
<b>PBC 7</b>	<b>Strengthened information system and skills development sector monitoring</b>			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Text	3,700,000.00	2.96
<b>Period</b>	<b>Value</b>	<b>Allocated Amount (USD)</b>		<b>Formula</b>



Baseline	a) Information about availability of training centers is incomplete and not up to date. b) No tracer studies.		
Year 1	(a)(i) Concept note for the development of an integrated digital platform for skills development opportunities (“Skills Platform”) developed, and (ii) beta version of the Skills Platform is launched.(b) Methodology for tracer studies developed and piloted.	1,400,000.00	a) 700,000; b) 700,000
Year 2	(a) Launch of Skills Platform and a related application with information on training opportunities at MINEFOP and MINSEC. (b) Results of the baseline tracer study published by MINEFOP.	1,000,000.00	a) 500,000; b) 500,000
Year 3	Launch of Skills Platform and a related application with information on training opportunities in at least three ministries (active in the selected economic sectors).	300,000.00	
Year 4	(a) Updated version of Skills Platform and related application available. (b) Results of the midterm tracer study published by MINEFOP.	700,000.00	a) 200,000; b) 500,000
Year 5	Results of the final tracer study published by MINEFOP.	300,000.00	





**Verification Protocol Table: Performance-Based Conditions**

<b>PBC 1</b>	Targeted secondary schools that comply with standards critical for learning environment and equity
<b>Description</b>	This DLI rewards achievement of quality standards for learning environment by target secondary schools. Standards are detailed in the PIM and refer to the following four categories: (a) effective school management and budget transparency, (b) teaching and learning materials, (c) teaching and classroom management practices, and (d) safe environment. A fifth category will be added in four disadvantaged areas: (e) existence of equitable access programs for vulnerable girls. A sixth category, (f) addressing needs of schools receiving students from forced displacements, will apply for schools receiving an additional number of students in the context of the forced displacement. Year 1 DLR: (a) Simplified School Manual adopted, including matrix of agreed standards available. The Manual must be validated by MINESEC and satisfactory to the Bank. (b) List of targeted secondary schools adopted must comply with criteria agreed between the MINESEC and the Bank. (c) At least 80% of targeted secondary schools have publicly displayed their SIPs based on the Simplified School Manual. To count towards the successful achievement of DLRs for years 2-5, an individual targeted secondary school must have received funding to support the SIP, comply with 80% of standards, including having SIP validated, Bank account for SIP support and code of conduct signed by all staff.
<b>Data source/ Agency</b>	MINESEC and Project Coordination Unit
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	Disbursement for each DLI every year will be contingent upon achievement of every respective DLR for that year. Year 1 DLR: The Simplified School Manual, validated by MINESEC, is shared with the PCU, and the PCU shares this with the Bank. SIPs developed by targeted secondary schools are validated by the divisional delegation of MINESEC and shared with the PCU. IVA proceeds with validation and shares with the Bank. Documents should be acceptable to the Bank. To verify the achievement of DLRs for years 2-5: Each targeted secondary school reports on achievement of standards, which is validated by the divisional delegation of MINESEC and shared with the PCU. The IVA verifies that the assessment of each school is completed and randomly selects at least 20% of target schools for on-site verification. IVA validation results are shared with the Bank. Documents should be acceptable to the Bank.



<b>PBC 2</b>	Head teachers of general secondary schools trained and accredited
<b>Description</b>	Number of head teachers from all existing general secondary schools trained and accredited. The accreditation program will consist of both face-to-face and online training for head teachers and subsequent certification. The head teachers will be trained on: (a) school administration and management including financial management, procurement; (b) school governance and leadership including performance management, complaints management, supervision, monitoring and evaluation; (c) School Related Gender Based Violence (SRGBV), including safe schools, and code of ethics in line with a Whole School Approach; and (d) information on environment and climate change to increase their adaptive capacity and overall awareness. The online training will be self-paced, while each head teacher will receive two sessions of face-to-face training. The accreditation process should be completed by a head teacher within a year of starting the accreditation process or as explained in the accreditation program. The program will be reviewed and updated in year 3, validated by MINESEC and acceptable to the Bank.
<b>Data source/ Agency</b>	MINESEC and Project Coordination Unit
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	Disbursement for each DLI every year will be contingent upon achievement of every respective DLR for that year. Year 1 DLR: Accreditation program for head teachers developed and validated. Accreditation program for head teachers validated by MINESEC and satisfactory to the Bank. To verify the achievement of DLRs for years 2-5, the Department of General Secondary Education at MINESEC (DESG) provides information to PCU. PCU compiles and sends to IVA. IVA proceeds with validation and shares with the Bank. Documents should be acceptable to the Bank. DLR-specific guidance is as follows: Year 2 DLR: At least 18% of head teachers from all existing general secondary schools are trained and accredited. Year 3 DLR: The accreditation program for head teachers is evaluated and updated: Evaluation report of the accreditation program for head teachers available. Updated accreditation program validated by MINESEC and satisfactory to the Bank.
<b>PBC 3</b>	Newly recruited teachers who have completed an on-boarding program
<b>Description</b>	Percentage of newly recruited secondary school teachers completing on-boarding program focusing on key professional skills, including practical pedagogic and didactic contents, as well as cross-cutting issues such as GBV and climate change composed of face-to-face and online training, as well as mentoring program with experienced peers.



<b>Data source/ Agency</b>	MINESEC and Project Coordination Unit
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	Disbursement for each DLI every year will be contingent upon achievement of every respective DLR for that year. Year 1 DLR: On-boarding program for new teachers developed and validated: On-boarding program available, validated by MINESEC and satisfactory to the Bank. To verify the achievement of DLRs for years 2-5, the General Inspectorate in charge of education at MINESEC (IGE) provides information to PCU. PCU compiles and sends to IVA. IVA proceeds with validation and shares with the Bank. Documents should be acceptable to the Bank. DLR-specific guidance is as follows: Year 3 DLR: The on-boarding program for new teachers is evaluated and updated. Evaluation report of the on-boarding program for new teachers is available. The on-boarding program for new teachers is updated and validated by and updated on-boarding program for new teachers are available. Updated on-boarding program for new teachers validated by MINESEC and satisfactory to the Bank.
<b>PBC 4</b>	New CBT packages in selected economic sectors are developed, approved and available at MINEFOP and MINESEC and are in use
<b>Description</b>	Approved detailed and costed action plan for developing and rolling out CBT packages for MINEFOP and MINESEC should include sector and preliminary studies which contain details on which CBT packages will be developed and what content they should include, who will be responsible for developing them, timeline for the development and the plan for roll-out. CBT package for MINEFOP includes the following set of documents: (a) competencies (by occupation) reference guide; (b) training program (curriculum); (c) assessment package; (d) pedagogic guidelines; and (e) guidelines on workshop organization and materials. CBT package for MINESEC includes the following set of documents: (a) job analysis; (b) reference guide on professional capabilities; (c) competencies (by occupation) reference guide; (d) curriculum; (e) guidelines on workshop organization and materials; and (f) pedagogic guidelines including assessment and certification process, and content and practical works. Under the CBT process in both MINEFOP and MINESEC, representatives of industry/private sector, including GICAM, SYNDUSTRICAM, other industry associations, representatives of leading firms or local labor markets, are actively involved in the development of CBT packages. First, skills needs of the relevant industry are assessed, including skills mix, needs and gaps, specific tasks at each skill level, types of occupation, and projected human resources needs in industry/sector. Employers in relevant industries also detail the competency requirements in trades/professions for which CBT curricula will be developed. Using this information, a team, comprising staff from MINEFOP, MINESEC, and



	industry experts, develops a CBT package as defined and described above. These CBT packages are validated with relevant industry representatives, typically from industry associations or leading firms, and approved by the respective ministries. Availability of CBT packages entails publication of the packages on MINEFOP/MINESEC websites. Usage of CBT packages means that teaching in accordance with each of the new CBT packages has started at at least one center accredited by MINEFOP/MINESEC. Selected economic sectors have been identified by the government based on the greatest potential to drive economic growth and employment. These include agro-processing, energy, digital economy, and construction. Additionally, the project will attend to the needs of the local labor markets through Window 3 of the SDF. The allocated amounts for sub-DLRs (a) and (b) will be disbursed independently.
<b>Data source/ Agency</b>	MINEFOP/MINESEC
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	Disbursement for each DLI every year will be contingent upon achievement of every respective DLR for that year. To verify the achievement of the DLR for each year, the PCU compiles the necessary evidence as described, the IVA verifies the evidence, PCU sends the evidence and results of the verification to the Bank, the Bank reviews, requests clarification if needed and approves.
<b>PBC 5</b>	Teachers trained on the use of the new CBT packages approved by MINEFOP and MINESEC
<b>Description</b>	At MINEFOP, the training will include both theoretical and practical training. The training will take place over a period of 15-20 days divided into four phases in the centers which have required facilities. At the end of training the participants will receive a certificate. MINEFOP will be required to keep an attendance list of the trainees. At MINESEC, the training includes 5 training sessions (around 5 days each), including 2 theoretical and 3 practical sessions. The training will take place in specialized training centers and at the enterprises. At the end of training the participants will receive a certificate. MINESEC will be required to keep an attendance list of the trainees. The allocated amounts for sub-DLRs (a) and (b) will be disbursed independently.
<b>Data source/ Agency</b>	MINESEC/MINEFOP
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	To verify the achievement of the DLR for each year, PCU compiles the necessary evidence as described, and the IVA verifies



	the evidence, PCU sends the evidence and results of the verification to the Bank, the Bank reviews, requests clarification if needed and approves.
<b>PBC 6</b>	Improved strategic planning and management
<b>Description</b>	<p>NSDS will: (a) define general framework for defining skills needs; (b) define an overall vision of the skills development system; (c) define the general objectives of the strategy; (d) define key policies (broad directions) including governance and sustainable financing, issues of standards, quality and certification, relationship to market needs, monitoring and evaluation, strengthening of human resources, issues of access and participation of key actors; (e) propose methods, approaches and tools for determining the skills of tomorrow and provide examples of the various measures taken to ensure that the available human resources match the needs of the labor market; (f) establish the role of development partners in skills development policies; (g) propose institutional mechanisms for forecasting, anticipating and matching skills; (h) propose mechanisms to ensure that the results of skills identification and analysis activities are taken into account in the planning and design of education and training programs; and (i) establish common terminology, language and measurement tools for the skills development sector. NSDS development will be coordinated by MINEFOP, it will be validated by relevant stakeholders and signed by MINEPAT. The costed implementation plan will translate key policies into actions, interventions and targets and results and provide detailed costing on achieving the targets, define roles and responsibilities in achieving these targets and provide detailed time schedule for implementation of these activities. NQCF is an instrument for the development and classification of certifications and qualifications. The NQCF will: (a) specify the relationship – horizontally and vertically - between different certifications and qualifications within a national system; (b) cover all levels and types of technical education and training; and (c) provide a way to compare certifications and qualifications and to describe the relation between the different levels of a national technical educational and training system, and the level, workload and learning outcomes of specific certifications and qualifications. Sectorial qualification and certification framework refers to NQCF detailed in specific sector. Please note that the words "sectorial" and "sectoral" are used interchangeably. Sectorial qualification and certification framework (this means for training programs in selected economic sectors) piloted means that in selected economic sector supported by the project, the training programs accredited by all relevant ministries will be mapped out according to the NQCF, equivalencies will be established and the passages between different degrees/certificates/diplomas will be identified. Selected economic sectors include agro-processing, energy, digital economy, and construction. The allocated amounts for sub-DLRs (a) and (b) will be disbursed independently.</p>



<b>Data source/ Agency</b>	MINEPAT (Strategy), MINEFOP (NQCF)
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	PCU compiles the necessary evidence, the IVA verifies the evidence, PCU sends the evidence and results of the verification to the Bank, the Bank reviews, requests clarification if needed and approves. Year 5 DLR: The mid-term evaluation of the NSDS will be coordinated by MINEFOP, it will be validated by relevant stakeholders and signed by MINEPAT.
<b>PBC 7</b>	Strengthened information system and skills development sector monitoring
<b>Description</b>	The Skills Platform is an integrated digital platform on training opportunities in the form of a website, with a related application. These will contain information about the availability of training centers and types of programs offered by different regions, and contact information of these centers. They will also contain aggregated results of labor market outcomes of different programs from the tracer studies. The concept note for the Skills Platform will present information flows, roles and responsibilities for data collection, processing and publishing, the definition of indicators to be collected and published. The concept note will also explain how the Skills Platform is linked to the Education Management Information System. The tracer study will cover a representative sample of graduates from training institutions of MINEFOP, MINESEC (lycée technique) and TVET institutions from other ministries in selected economic sectors, public and private. The tracer survey is a questionnaire which includes basic demographic information and information on labor market outcomes of graduates including employment status, industry, etc. The results of the tracer survey, conducted by the firm to be contracted by PCU, are analyzed by the ONEFOP. ONEFOP will prepare a report based on the analysis of findings, including policy recommendations, and publish this report on the MINEFOP website. Tracer studies will be carried out 3 times during project implementation period. The allocated amounts for sub-DLRs (a) and (b) will be disbursed independently.
<b>Data source/ Agency</b>	ONEFOP/MINEFOP
<b>Verification Entity</b>	Independent Verification Agency (IVA)
<b>Procedure</b>	PCU compiles the necessary evidence as described, the IVA verifies the evidence, PCU sends the evidence and results of the verification to the Bank, the Bank reviews, requests clarification if needed and approves.



## ANNEX 1: Implementation Arrangements and Support Plan

COUNTRY: Cameroon

Secondary Education and Skills Development Project

### A. Project Institutional and Implementation Arrangements

1. **MINESEC and MINEFOP will be the main overseeing and implementing agencies for the project and will coordinate with other ministries and the private sector involved in implementation of the project.** The implementation arrangements aim at building government capacity to effectively implement, coordinate, and manage education/skills development projects. The implementation arrangements are informed by lessons learned from past World Bank-funded and other DP-funded projects in similar contexts. They rely on the existing institutional setup and are mindful of the considerable technical and organizational constraints of the public and private institutions involved. In this perspective, implementation arrangements have been tailored to each component to build on the competitive advantage of different actors within the operational context of each component. Under the project, four manuals will be prepared: (a) the PIM, which will have the prescribed rules and procedures for project execution at all levels of implementation; (b) the SDF implementation manual, which will have the rules and procedures related to SDF operation; (c) the standardized Procedures Manual (Administration, Finance, and Accounting), and (d) the Simplified School Manual which will describe the rules and the procedures related to fiduciary aspects. The four manuals shall be prepared and adopted no later than 60 days after project effectiveness. The risks of delays in preparation of these manuals are considered low as the Government has started their preparation with the PPA. To mitigate the risk of any delays, the World Bank team will be closely supervising the process to identify and address potential bottlenecks.

2. **The SC** is a high-level governing entity of the project. It is composed of the following members: a Minister of MINEFOP as president and a Minister of MINESEC as co-presidents, as well as representatives of MINEPAT, other ministries such as MINFI, MINESUP, MINADER, MINPMEESA, and private sector actors such as GICAM, Chamber of Commerce, Industry, Mines and Handicrafts (*Chambre de Commerce, de l'Industrie, des Mines et de l'Artisanat*), CAA, and Workers Union. The SC will be responsible for ensuring strategic oversight, including facilitating collaboration and buy-in among the different players, and major project decisions will require its endorsement. It will meet twice a year: (a) at the beginning of the year to approve the annual budgeted work and procurement plans and (b) midyear to assess implementation progress and make decisions relating to project implementation and assess results of previous years. The PCU will act as a secretariat to the SC with the General Coordinator of the PCU having the role of the secretary to the SC.

3. The SC will (a) define the strategic orientations of the project in general and of the SDF in particular and ensure compliance with its operating rules; (b) guide the implementation of project activities and ensure the coordination of all operational authorities of the project integrating the public and private sectors around a common objective; (c) make decisions on issues relating to the allocation of funds and/or their regional distribution and the selected economic sectors targeted by the project; (d) validate the essential steps of the project; (e) ensure the proper operationalization of the project; (f) ensure coordination between the various project authorities; (g) assume responsibility for monitoring the





progress of the project and use of the internal resources; and (h) arbitrate between the various instances of the project if necessary. Decisions will be made by a two-thirds majority.

4. **The PCU will be responsible for coordination of all project activities.** The PCU will be headed by the dedicated General Coordinator, recruited/appointed based on TORs and experience and qualifications acceptable to the World Bank. The unit will be accountable for achieving project objectives; coordinating technical, accounting, and financial activities of the project; liaising with all the actors involved in implementation of the project, and reporting to the SC. The PCU will consist of, at minimum, a General Coordinator, fiduciary (FM and procurement), and other critical staff as detailed in the PIM, selected on a competitive basis with ToRs and experience and qualifications acceptable to the World Bank. A gender focal point liaison will be nominated from among the PCU staff to ensure the integration of gender aspects in the project implementation, including the SDF. The PCU will manage a DA established for components 2 and 3 and will be in charge of recruiting the TA required to successfully implement the project. The PCU will also hire an IVA to verify results (DLRs) achieved under the DLIs.

5. The PCU will (a) prepare the implementation plan and the annual budgeted work plans; (b) make the appropriate operational decisions to promote the smooth running of the project; (c) review the performance of TA and, where appropriate, make recommendations to the SC; (d) manage the implementation and implementation of the project on a daily basis; (e) produce quarterly, semiannual, and annual M&E reports, as well as financial reports; (f) follow-up on all the activities needed for successful project implementation; (g) consider any other matter that may improve the progress of activities; (h) implement all of the guidance and recommendations of the SC; (i) serve as a secretariat to the SC; (j) contract additional expertise whenever needed; and (k) coordinate fiduciary arrangements. In addition, the PCU will be required to carry out any other work initiated for the project that will be requested by the SC.

6. **Component 1: Support to general secondary education sector.** The technical implementation of this component will be coordinated by the technical coordinator of Component 1 in the PCU. The component will be implemented by relevant directorates of MINESEC as detailed in the PIM. The technical coordinator will work closely with the focal points from MINESEC administrations responsible for implementation of the DLIs. The modality of their collaboration will be specified in the PIM. Particularly, the DESG and the General Inspectorate of MINESEC in charge of education will lead the implementation of both Subcomponents 1.1 and Subcomponent 1.2. The PCU will be responsible for monitoring the activities, reporting, and contracting additional expertise whenever needed. The PCU will be responsible for the fiduciary arrangements for this component.

7. **Component 2: Support to skills development sector.** The technical implementation of this component will be coordinated by the technical coordinator of Component 2 in the PCU. The activities related to the development of CBT packages and training of instructors and staff on use of these packages will be implemented by MINEFOP (IGF, DFOP) and MINESEC (Inspector General) with the participation of the private sector and other relevant stakeholders.

8. **The SDF GC** under the authority of the SC will oversee the operations of the SDF. The GC is the project's body for providing funding to TVET institutions (public and private); medium, small, and micro enterprises; and members of associations of craftsmen, coops, and farmers groups. For this purpose, the GC will (a) define and adopt transparent conditions for the granting of funds; (b) ensure broad





communication on the conditions of the fund; (c) review fund application files as a last resort; (d) select the eligible applications for funding; (e) decide on the maximum amounts to be granted to each grant agent; (f) allocate grants to TVETs, businesses, micro and small enterprises, and informal sector actors; (g) ensure the effective allocation of the fund amounts to the beneficiaries; (h) monitor the judicious use of funds; (i) report to the SC; and (j) guide the work of the SDF Secretariat. In addition, the SDF GC will be required to carry out any other works initiated for the project that will be requested by the SC. Specific functions of the SDF GC will also include:

- Approving plans and arrangements for the dissemination of information regarding the procedures and operation of the SDF, ensuring that all potential target audiences have access to the required information;
- Reviewing eligibility criteria to fund proposals in each of the windows;
- Reviewing procedures for prequalification and approval of applications to the SDF;
- Endorsing the quality assurance procedures for skills development initiatives supported by the SDF;
- Overseeing the progress of the SDF's operations;
- Recommending to the SC possible changes in the scope and operation of the SDF; and
- Investigating and acting on complaints received from learners—including on SGBV/SEA/SH-related cases, parents/guardians, employers, and other stakeholders—regarding the quality of training, assessment, and the award of qualifications of training initiatives supported by the SDF.

9. The SDF GC will be composed of

- A person nominated by GICAM (president of the SDF GC for the first two years, vice-president after two years);
- A person nominated by MINEFOP (vice-president of the SDF GC, president after two years);
- A person nominated by MINESEC;
- A person nominated by MINEPAT;
- A person nominated by MINPMEESA;
- A person nominated by *Comité de compétitivité*;
- A person nominated by *Chambre de Commerce, de l'Industrie, des Mines et de l'Artisanat*;
- A person nominated by the Interprofessional group of artisans (*Groupement Interprofessionnel des Artisans - GIPA*);
- A workers' representative; and
- A representative of TVET providers.

10. **The SDF Secretariat** is the unit under the PCU responsible for day-to-day management of the SDF. The Secretariat will be headed by the SDF manager and initially will have a staff of seven as shown in figure 1.1. The PCU will hire at least one procurement and one FM specialist who will be assigned to work on the SDF tasks. The Secretariat will be a separate unit within the PCU, but for certain specialized functions such as communications, information technology (IT), safeguards, and M&E it will share resources with the PCU. The SDF Secretariat members will be contracted on an individual basis with MINEFOP.

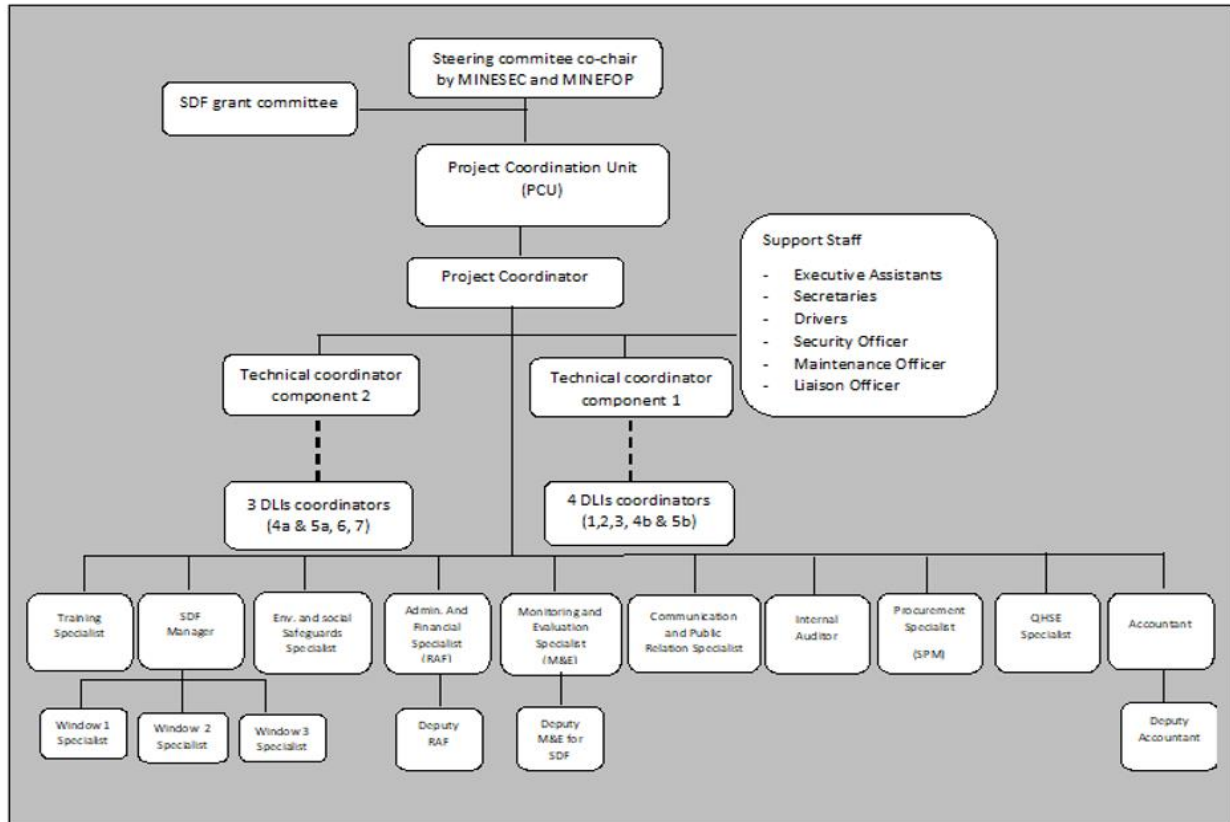
11. **Component 3: Project management and TA.** The PCU will have both technical and fiduciary responsibility for the implementation of this component. This component will be implemented by the PCU in close coordination with the concerned entities (for studies, capacity-building activities, and so on) such



as the MINEFOP, MINESEC, and others, with support from specialized private entities and individual experts.

12. **Component 4: Contingent emergency response component (CERC).** The PCU will have both technical and fiduciary responsibility for the implementation of this component. The detailed implementation arrangements will be designed if this component is activated.

Figure 1.1. Schematic of Institutional Arrangements of the Project



Note: DLI coordinators are not part of the PCU, but the focal points in the relevant administrations of the ministries.

### Financial Management and Disbursement Arrangements

#### Financial Management Arrangements

13. In line with the use of the country national system, the project’s FM arrangements will rely on the existing country FM arrangements put in place to manage donor-funded projects. These arrangements are centered on two main institutions: (a) the CAA, equipped with dedicated tools developed by the World Bank IDf, and (b) MINMAP, in charge of ex ante controls of all supplier invoices associated with a contract before any payment by CAA. Table 1.2 presents the FM Action Plan, describing actions to be undertaken by the Government.



**B. Financial Management (including risks assessments)**

**Table 1.1. Assessment Table and Mitigation Measures of Project Risks**

Risk	Risk Rating	Risk Mitigating Measures Incorporated into Project Design	Risk after Mitigation Measures
<p><b>Country level</b> Governance is widely acknowledged to be weak and may negatively affect the achievement of the development objectives of programs and projects implemented.</p>	<p><b>H</b></p>	<p>Donor community actions are oriented toward a Project Financial Management (PFM) reform agenda in support of the Government’s commitment to tackle cross-cutting issues of governance and public resource management. In addition to investment support operations, budget support is being used to accelerate the pace of the PFM and governance reform agenda.</p>	<p><b>H</b></p>
<p><b>Entity level</b> MINESEC and MINEFOP have no previous experience in managing World Bank-funded operations. The new PCU (to be created within MINEPAT), with MINESEC and MINEFOP/MINESEC responsible for implementation of Components 1 and 2, respectively, is yet to be established and capacitated, which has the potential to jeopardize project readiness. In addition, the high number of entities involved in project activities may lead to implementation delays.</p>	<p><b>H</b></p>	<p>The PCU will be created within MINEPAT (implementing entity) before the project becomes effective and will be staffed with a seasoned fiduciary team through the PPA. A general coordinator will be recruited and a technical coordinator for each Component 1 and 2 will be nominated by MINESEC and MINEFOP.</p> <p>An internal control system will be built to address coordination issues consistently with the PIM, that will define clearly the roles and responsibilities and provide clarity on the reporting lines.</p>	<p><b>H</b></p>
<p><b>Project level</b> The project will be performance oriented and will involve entities relatively new to the DLI concept, contributing to potential complexity in implementation and coordination of activities. In addition, the project will be implemented by two different ministries, MINESEC and MINEFOP.</p>	<p><b>H</b></p>	<p>Internal control will be premised on a standardized Procedures Manual (Administration, Finance, and Accounting) to ensure that the project is implemented in accordance with accepted procedures and a clearly defined allocation of duties. Roles and responsibilities for each stakeholder will be clearly defined. An SC co-chaired over by MINESEC and MINEFOP will be established to ensure overall coordination, cohesion, and strategic oversight over the project activities (ensuring buy-in among the different players and endorsing major decisions of the project).</p>	<p><b>S</b></p>
<p><b>Inherent Risk</b> <b>Budgeting</b> The project might experience a delay in the budget consolidation process as it involves several entities (MINESEC, MINEFOP, and others) and several activities are not yet framed.</p> <p>Delays may occur in budget preparation, with the potential for deviation from intended budget execution for some components. Some components risk not being executed (not disbursed), as a delay may lead to their omission from the finance law.</p>	<p><b>H</b></p>	<p>The standardized Procedures Manual (Administration, Finance, and Accounting) will be customized to provide a clear timeline and responsibilities for budget preparation, consolidation, and monitoring.</p> <p>Management will be clearly briefed/trained on the budget preparation and execution requirements and to ensure ownership for appropriate implementation. The budget will be prepared and approved early enough to ensure that it is taken into account in the finance law.</p>	<p><b>H</b></p>
<p><b>Accounting</b> Arrangements for the establishment of the PCU have been made but need to become operational with FM staff. As a consequence, the project may experience delays in the recording of the financial information and the analysis of the financial information.</p>	<p><b>H</b></p>	<p>The PCU will be established, with FM staff in place before project effectiveness, based on ToR acceptable to IDA to ensure the team is familiar with the World Bank FM procedures, and will properly handle accounting and reporting needs under the project using appropriate accounting software.</p>	<p><b>S</b></p>



Risk	Risk Rating	Risk Mitigating Measures Incorporated into Project Design	Risk after Mitigation Measures
<p><b>Internal Controls</b> Internal control systems are yet to be fully established and might lack appropriate segregation of duties and a clear description of roles.</p> <p>Payment for DLIs may be made without clear confirmation of the result achieved.</p>	H	<p>The standardized Procedures Manual (Administration, Finance, and Accounting) will include a clear description of the system for internal controls, including the roles and responsibilities of actors.</p> <p>An internal auditor will be recruited to conduct ex post reviews of the project transactions and procedures and ensure that the identified weaknesses are addressed in a satisfactory manner.</p> <p>Third-party verification (IVA) will be established to review achievement of agreed results and indicators under agreed verification protocols before any payment can be made.</p> <p>A specific manual for the SDF implementation will be developed and will detail its management arrangements (beneficiaries selection criteria, funds transfer conditions, management needs, financial reporting procedures, and so forth).</p>	H
<p><b>Funds Flow</b> As there is not yet a single dedicated account for the project there is a risk that project funds could be diverted and used for non-project purposes.</p> <p>The reform process might not receive further support as the funds obtained upon achievement of the DLIs are likely to flow to the treasury account.</p> <p>Funds transferred to schools might not be properly managed as schools lack appropriate management capacity.</p>	S	<p>One DA will be opened in a commercial bank acceptable to the World Bank and managed by the CAA. Procedures for its management and control will be established and described in the Disbursement Letter and in the standardized Procedures Manual (Administration, Finance, and Accounting).</p> <p>MINESEC and MINEFOP will ensure that an agreement is reached with the Ministry of Finance to enable the use of DLI funds to finance education sector reforms. A specific Transaction Account will be opened and managed by CAA for that purpose. Funds from DLIs will be channeled to that account and used to finance the reform effort.</p> <p>Simplified management procedures will be elaborated and taught to managers.</p>	S
<p><b>Financial Reporting</b> Delays in the submission of agreed consolidated interim financial reports (IFRs) and annual project financial statements are possible as the reporting scheme is yet to be established and operationalized.</p>	S	<p>Accounting software will be procured, installed, and customized at the PCU to ensure timely recording of financial information as well as timely production of in-year and annual financial statements. The reporting scheme will be clearly defined in the standardized Procedures Manual (Administration, Finance, and Accounting).</p>	S
<p><b>Auditing</b> The project's financial statements might not be audited as no auditor has yet been recruited for the project. In addition, the national audit entity, the Chamber of Accounts, might not be able to carry out an audit based on ToR acceptable to IDA.</p>	S	<p>An external auditor will be recruited in line with ToR acceptable to IDA.</p>	S
<p><b>CONTROL Risk</b></p>	H		S
<p><b>Overall FM risk</b></p>	H		H

Note: H = high; L = low; M = moderate; S = substantial.



**Table 1.2. FM Action Plan**

Action to Be Undertaken	Time Frame	Responsible Body
1. Recruit an FM officer based on ToR acceptable to the World Bank	Before project effectiveness	PPA Unit (coordinated by the Cameroon Mining Sector Technical Assistance Project)
2. Recruit an accountant based on ToR acceptable to the World Bank	No later than two months after effectiveness	PCU
3. Customize the standardized Procedures Manual (Administration, Finance, and Accounting) to reflect the project specificities as part of the PIM	No later than two months after effectiveness	PCU
4. Complete the SDF implementation manual	Disbursement condition under the SDF (Component 2)	PCU
5. Elaborate a Simplified School Manual	Disbursement condition under the SIP (Subcomponent 1.1)	PCU
6. Procure and install an accounting software to handle accounting and reporting needs under the project	No later than three months after effectiveness	PCU
7. Recruit an internal auditor to conduct ex post reviews of the project transactions and procedures	Within four months of effectiveness	PCU
8. Recruit an external auditor to conduct annual financial audit of the financial statements of the project along with the review of the internal control system	Within four months of effectiveness	PCU
9. Recruit a third-party IVA	Within three months of effectiveness	PCU

14. **Staffing.** The PCU will be responsible for the day-to-day implementation of FM activities and will be staffed with a qualified FM team comprising an FM officer and an accountant using funds from the PPA. The team will be supported by an internal auditor. The team will ensure the transmission of financial data, archiving of financial data, and additional controls to be implemented to ensure accuracy and completeness of the project financial data. This also includes ensuring that every transaction is duly authorized and properly recorded and that assets are safeguarded.

15. **Budgeting.** Overall responsibility for preparing an annual work plan and related budget will lie with the PCU. The different steps of budget elaboration and management (preparation, revision, adoption, and execution) will be detailed in the FM section of the PIM. The annual work plan and budget will be prepared annually for approval by the SC and submitted to the World Bank for approval early enough to have them approved and included in the national finance law. A budget execution report will be included in the reporting scheme to enable the monitoring of the project implementation.



16. **Accounting policies and procedures.** The PCU's FM team will assume the overall responsibility for maintaining accounts associated with project activities and ensuring that annual financial statements are produced on time and in accordance with accounting standards that are in effect in Cameroon.<sup>77</sup> This will be ensured through the procurement and the use of an accounting software that will be parameterized accordingly. The software will be capable of keeping records of the project financial activities and generating financial statements that are in line with the project reporting requirements. The software might be able to also record procurement transactions and keep track of the project assets. The budget and accounting modules of the integrated FM system for donor-funded projects (SIGED) is being used by the CAA; for the sake of consolidation and ease of data sharing, the project will procure, install, and use the same system, TOMPRO developed by TOMATE .It is expected that the information system will be in place and customized to record the project's transactions and to produce periodic reports not later than three months after effectiveness.

17. Furthermore, an interface will be developed between SIGED and existing systems within the Directorate of Public Treasury (PATRIOT) and the Directorate of Investment Projects (PROBMIS) will allow for the easy incorporation of project transactions into national financial statements. Processes and procedures governing sound project records will be detailed in the standardized Procedures Manual (Administration, Finance, and Accounting) to ensure the consistency of practices within the FM team.

18. **Internal control and internal auditing.** Administrative, financial, and accounting procedures will be specified in the standardized Procedures Manual (Administration, Finance, and Accounting). The document will include a clear description of initiation and approval processes, and the designation of duties and responsibilities. The standardized Procedures Manual (Administration, Finance, and Accounting), developed by the CAA with World Bank IDF support, will be customized to reflect the specificities of the project. The PCU will make use of the computerized accounting system to capture all project-related transactions. The FM officers will be responsible for maintaining all controls to ensure that (a) the project funds are used only for the purposes they were intended in an efficient and economical way; (b) regular, accurate, reliable, and timely consolidated financial reports are prepared; and (c) the project's assets are adequately safeguarded. These internal control arrangements are reinforced by the Government's internal control arrangements, such as the prior visa payment by the Ministry of Public Contracts, that will apply to project invoices and the CAA controls regarding withdrawal applications and payment requests.

19. To sustain the capacity-building initiatives for the project team, the World Bank will provide training to the project FM team on disbursement and FM procedures. All these measures will aim to further enhance the project's internal control system.

20. Given the complex nature of the project, and to ensure the integrity of the internal control environment and associated systems throughout the life of the project, an internal auditor will be recruited. The internal auditor will conduct ex post reviews EEPs executed in support of the achievement of DLI targets and the implementation of TA activities. In addition, the internal auditor will be required to conduct a periodic review of the continuing adequacy of the internal control environment in general and report on its status to project management and the SC. Internal audit reports will be produced quarterly, or within a shorter period, depending on the risk matrix and

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<sup>77</sup> The accounting principles set out by the Organization for the Harmonization of Business Law in Africa (*L'Organisation pour l'Harmonisation en Afrique du Droit des Affaires - OHADA*).



its associated audit plan, both of which must be elaborated during the first month of the internal auditor's assignment.

21. A specific manual for the SDF implementation will be developed and will detail its management arrangements (beneficiaries selection criteria, funds allocations and transfer conditions, management needs, financial reporting procedures, and so forth. A revolving fund is included in the SDF design in Window 1 for competitively selected private TVET institutions. It aims to help expand and perpetuate government support to larger number of institutions to improve their performance. The management system for this fund will be detailed in an SDF implementation manual which will specify the internal control arrangements necessary for its proper implementation set up in accordance with the World Bank procedures. These will include the selection criteria of beneficiary TVET institutions (public and private), the mechanisms and conditions for funds allocation and disbursement, the control system and the loans reimbursements scheme, which would include management fees, grace period and reimbursement schedule.

22. **Financial Reporting and Monitoring.** IFRs will be generated using the computerized FM system. They will be prepared and submitted to the World Bank within 45 days of the end of each calendar semester. The contents of the IFR will typically include (a) the sources and uses of funds by the classification of project expenditures (detailed by components and activities); (b) a comparison of budgeted and actual project expenditure (commitment and disbursement) by date and for the quarter; (c) a statement on the use of funds by component or activity; (d) the DA activity; and (e) a physical progress report on project implementation.

23. At the end of each fiscal year, the project will prepare annual financial statements that will be subject to external audit.

24. **External auditing.** The annual financial statements prepared by the PCU and the internal control system will be subject to an annual audit by a reputable and independent auditing firm based on ToR satisfactory to IDA.

25. The scope of the audit will be tailored to the project's specific risks in accordance with World Bank requirements and will be agreed upon with the Government. In particular, the independent auditor will audit the use of all funds flowing from the DA to beneficiaries. The project will comply with the World Bank's Access to Information Policy by making all disclosable audit reports (opinion report only) promptly available to the public after receiving them. The project's external auditor will be hired within four months of project effectiveness. A single audit opinion, in compliance with International Standards on Auditing, will be issued and will cover all project receipts, payments, and accounts. The audited financial statements, along with the auditor's report and management letter (incorporating management's comments), covering any identified internal control and accounting system weaknesses, will be submitted to IDA within six months of the end of each financial year.

### **C. Disbursement Arrangements**

26. **Funds flow and disbursement arrangements.** The flow of funds will rely on the Government's banking arrangements through the CAA. In this regard, the CAA's managing directors will continue to act as public accountants. This includes signing authorization for all means of payment using the automated payments module of the CAA information system for donor financed projects. The project will have three components, using different financing modalities: Component 1 and Component 2 (except for the SDF) will use an RBF approach with DLIs and Components 2 (SDF) and 3 will be executed using the traditional IPF approach.





27. The disbursement scheme will rely on the current arrangement involving the CAA as public accountant. No advance will be made for the DLIs; hence, only one DA will be opened for the TA activities and the SDF. Funds will flow from the DA to contractors, suppliers, and other service providers and to the SDF beneficiaries (TVET institutions, firms associations, and so on) to pay for eligible expenditures. This DA will be in XAF with a fixed ceiling and justified on a monthly basis. Additional information on DA Arrangements are included in the DFIL.

28. The following are the disbursement arrangements under Subcomponent 1.1, which relates to DLI 1 “Targeted secondary schools that comply with standards critical for the learning environment and equity”: grants to eligible schools to support the transition from input-based to results-based management will be financed through the transaction account. The funds will be transferred directly to schools from the transaction account to finance eligible expenditures under the SIPs. School communities, including parents, will be closely involved in the development of the SIP or selected schools. SIP financing amounts (that will be capped at US\$50,000) will be based on some criteria that include the school’s size, existence of a SIP, and effective needs. The selection methodology, management of the funds including FM and procurement, eligible expenditures and reporting scheme, will be detailed in the dedicated simplified procedures manual. Its elaboration and the training of the school staff in the management of the funds (including procurement activities) will be a prerequisite for transferring the funds to the schools. Similar to other DLIs, upon achievement and reporting of eligible expenditure per the protocols defined in the Financing Agreement and DFIL, the Recipient will be reimbursed per the mechanism described below.

29. Upon achievement of the DLIs, ascertained through an agreed verification protocol, the amounts claimed would make it up to the agreed amount for the DLIs. The final amount approved by the World Bank will be transferred from the financing account into a transaction account (not included in the Single Treasury Account) opened and managed by the CAA in a financial institution acceptable to the World Bank. The call of funds will be done using the reimbursement method and based on a certification report issued by an IVA. Disbursements against verified DLIs can only be made in full if the amount to be disbursed is lower than the actual annual expenditure related to agreed EEPs (table 1.3). Funds deposited in the transaction account, will be used to finance reforms activities supported under the project. The EEPs that include items such as salaries, training, supplies, and workshops are established based on the following specific criteria: (a) relevance to the DLIs, that is, they have a direct link to the general reform objective expected to be met through achievement of all DLIs; (b) they occurred before the date the DLI is achieved; (c) they are specific to each ministry (MINEFOP and MINESEC) i.e. EEPs from MINEFOP cannot justify DLIs achieved by MINESEC; and (d) they are mostly related to non-procurable items; otherwise they should follow World Bank procurement guidelines. For EEP procurable items (for example, supplies and small office maintenance), all of which will be procured at the school level, simplified procurement procedures to be detailed in a dedicated simplified manual will apply. The internal control system including the procurement process and the required sound funds management that will apply to these items will contribute to building the school institutional and governance capacity. The EEPs reported to the Bank during the processing of withdrawal applications will be verified by the relevant Administrative Authority (MINEPAT, MINESEC, MINEFOP, schools Directors, etc.). Detailed procedures for the disbursement of Specific EEPs are presented in the DFIL.





Table 1.3 Specific EEP Arrangements

Agency-Budgetary Institutions (Line Ministry/ Institution Code)	Item Code	Description	Program Code	Program Description
MINEFOP (35)	6171	In-country mission allowances ( <i>Indemnités de mission à l'intérieur</i> )	453	Vocational training development
	6172	Abroad mission allowances ( <i>Indemnités de mission à l'extérieur</i> )		
	6187	Training costs ( <i>Frais de formation, stage et organisation de séminaire</i> )		
	6263	Specific allowances ( <i>Indemnités spécifiques</i> )		
	6240	Salary ( <i>Personnel à solde globale</i> )		
	6217	Compensation linked to status ( <i>Indemnités liées au statut general</i> )		
	6218	In-kind benefits ( <i>Avantages en nature liés à la fonction</i> )		
	6219	Support for creation of new posts ( <i>Prise en charge des nouveaux postes à créer</i> )		
MINESEC (25)	6171	In-country mission allowances ( <i>Indemnités de mission à l'intérieur</i> )	333	Secondary education (intensification of professionalization)
	6187	Training costs ( <i>Frais de formation, stage et organisation de séminaire</i> )		
	6101	Purchase of supplies and minor office maintenance ( <i>Achat de fournitures et petit entretien de bureaux</i> )		
	6210	Gross salaries ( <i>Salaires brut du personnel sous statut général de la fonction publique</i> )		
	6171	In-country mission allowances ( <i>Indemnités de mission à l'intérieur</i> )	332	Secondary Education (improvement of the quality of education in the general secondary education)
	6187	Training costs ( <i>Frais de formation, stage et organisation de séminaire</i> )		
	6101	Purchase of supplies and minor office maintenance ( <i>Achat de fournitures et petit entretien de bureaux</i> )		
	6210	Gross salary ( <i>Salaires brut du personnel sous statut général de la fonction publique</i> )		

30. Project amounts to be allocated per DLI and year are provided in table 1.4.



**Table 1.4. Funds Allocated for Each DLI by Year (US\$)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
DLI 1: Targeted secondary schools that comply with standards critical for the learning environment and equity	9,000,000	9,000,000	9,000,000	8,000,000	5,000,000	40,000,000
DLI 2: Head teachers and deputy head teachers of general secondary schools trained and accredited	1,500,000	1,000,000	1,000,000	1,000,000	500,000	5,000,000
DLI 3: Newly recruited teachers have completed the on-boarding program	1,500,000	1,000,000	1,000,000	1,000,000	500,000	5,000,000
DLI 4: New CBT packages in selected economic sectors are developed, approved and available at MINEFOP and MINESEC and are in use	4,000,000	2,100,000	2,100,000	1,000,000	600,000	9,800,000
DLI 5: Teachers trained on use of the new CBT packages approved by MINEFOP and MINESEC	2,000,000	1,000,000	1,000,000	500,000		4,500,000
DLI 6: Improved strategic planning and management (DLI 6a National Strategy, and DLI 6b NQCF)	1,500,000	1,100,000	800,000	1,200,000	900,000	5,500,000
DLI 7: Strengthened information system and skills development sector monitoring	1,400,000	1,000,000	300,000	700,000	300,000	3,700,000

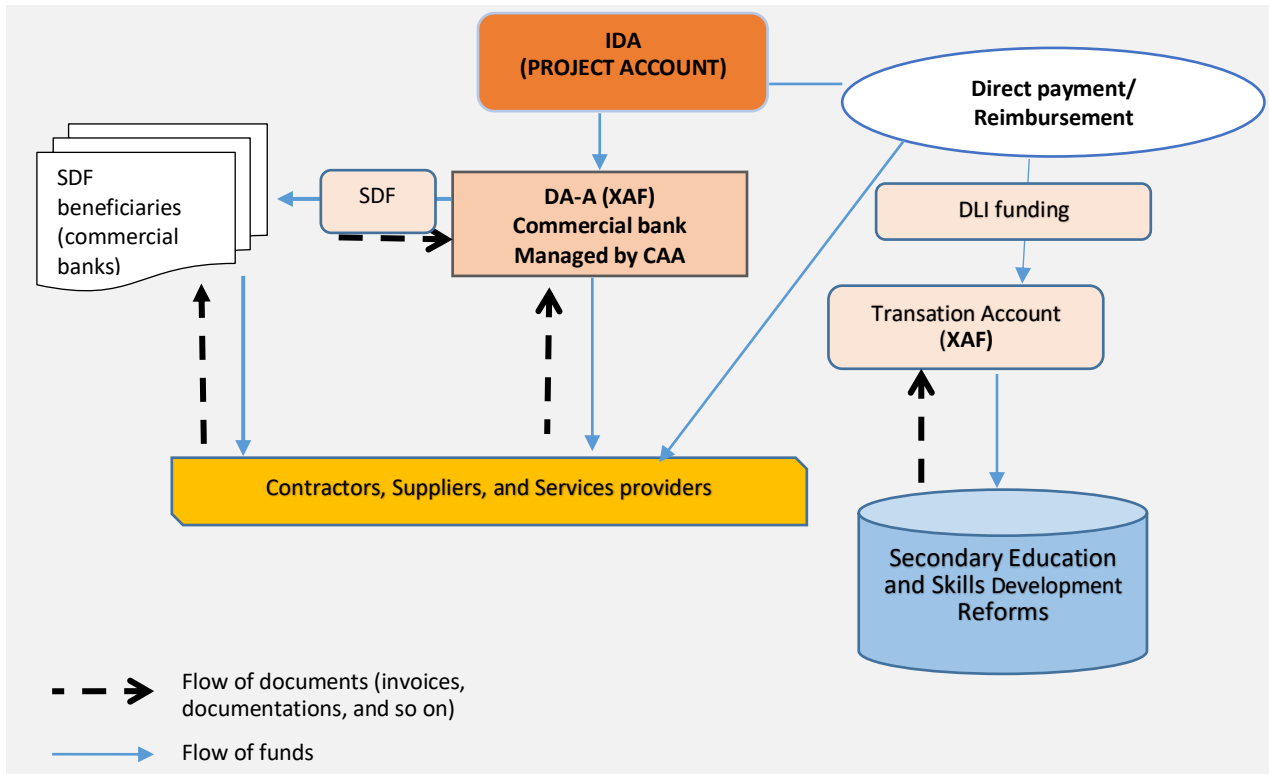
31. Disbursement of funds under the SDF will follow different procedures for the different windows. For Window 1 (Support to TVET institutions), release of funds will be based on the costed business plan negotiated with each of the 26 selected institutions. While selected public TVET institutions will receive grants, selected private institutions will receive loans. The loans reimbursement scheme will be the responsibility of the government through the SDF Secretariat during and after the project implementation period. For Window 2 and Window 3, the disbursement will typically take place in three tranches: one-third of the grant upon signing of the grant agreement; one-third after half of the planned activities have been carried out, based on satisfactory documentation; and the remaining third after the SDF Secretariat has received the required documentation upon completion of the planned training activities, to the satisfaction of the grantee. The management system for this fund will be detailed in the SDF implementation manual which will specify the internal control arrangements necessary for its proper implementation

32. The administration modality of the SDF grants may be selected by the Government, based on an assessment of the grantee’s administration capacity, as detailed in the SDF implementation manual, from the following options: (a) delegated to the PCU or (b) carried out by the grantee. If the administration modality of the Skills Development Grant is delegated to the PCU, the PCU will perform all fiduciary functions required to carry out the grant activities, including procurement and FM. If the Skills Development Grant administration modality is carried out by the grantee, the grantee shall (i) maintain an FM system and prepare financial statements in accordance with consistently applied accounting standards acceptable to IDA, both in a manner adequate to reflect the operations, resources, and expenditures related to the grant activity, and (ii) undertake procurement



to be financed out of the Skills Development Grant in accordance with the World Bank guidelines and procedures in a manner satisfactory to IDA. Figure 1.2 schematically represents the disbursement channel under the project.

Figure 1.2. Disbursement Channel



33. **Implementation support plan (ISP) for FM.** FM implementation support will be made available depending on intensity and frequency in line with a risk-based approach and will involve a collaborative approach with the entire task team. An initial implementation support mission will be undertaken three months following project effectiveness. Thereafter, implementation support missions will be scheduled using the risk-based approach model and will include the following activities: (a) monitoring of FM arrangements during the supervision process at intervals determined by the risk rating assigned to the overall FM assessment at entry, and subsequently during implementation (included in the Implementation Status and Results Report); (b) integrated fiduciary review of key contracts; (c) review of the IFRs; (d) review of the audit reports and management letters from the external auditors and follow-up on material accountability issues by engaging with the task team leader, client, and/or auditors; the quality of the audit (internal and external) will also be monitored closely to ensure that it covers all relevant aspects and ensure confidence with regard to the appropriate use of funds by recipients; (e) on-the-ground supervision; and (f) assistance to build and maintain appropriate FM capacity and efficient systems of internal control.

34. **Conclusions of the FM assessment.** The overall FM residual risk is considered High. The proposed FM arrangements for this project are considered adequate and meet the World Bank’s minimum fiduciary requirements.



#### D. Procurement

35. **Applicable policies and procedures.** Component 1 will use DLIs. It has been agreed that payments will be based on eligible expenditures that are not procurable items but considered to directly affect the achievement of the project development objectives. Component 2 (Subcomponent 2.2 SDF) and Component 3 will be carried out in accordance with the requirements set forth or referred to in the 'World Bank Procurement Regulations for IPF Borrowers' (July 2016, revised November 2017 and August 2018) and the provisions stipulated in the Financing Agreement.

36. **Fraud, coercion, and corruption.** Procurement activities will be carried out in accordance with the World Bank's Anticorruption 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants', dated October 15, 2006 and revised in January 2011 and as of July 1, 2016.

37. **Procurement documents.** For international competitive procurement of goods, works, non-consulting services, and consulting services, the Borrower shall use the applicable World Bank standard procurement documents with minimum changes, acceptable to the World Bank, as necessary to address any project-specific conditions.

38. **Requirement for national competitive procurement.** For National Competitive Procurement of Goods, as of today, the National Standard Bidding documents in Cameroon contain majors' deviations from the World Bank's procedures. The Recipients shall use World Bank's Standard Procurement Documents with minimum changes, acceptable to the World Bank, as necessary to address any project-specific conditions

39. **Procurement information and documentation—filing and database.** Procurement information will be recorded and reported as follows:

- (a) Complete procurement documentation for each contract, including bidding documents, advertisements, bids received, bid evaluations, letters of acceptance, contract agreements, securities, related correspondence, and so on, will be maintained at the level of respective ministries in an orderly manner and will be made readily available for audit.
- (b) Contract award information will be promptly recorded, and contract rosters as agreed upon will be maintained. Comprehensive quarterly reports will be produced indicating (i) revised cost estimates, where applicable, for each contract; (ii) status of ongoing procurement, including a comparison of originally planned and actual dates of the procurement actions, preparation of bidding documents, advertising, bidding, evaluation, contract award, and completion time for each contract; and (iii) updated Procurement Plans, including revised dates, where applicable, for all procurement actions.

40. **Advertising procedures will include the following:** General Procurement Notice, Specific Procurement Notices, Requests for Expression of Interest, and results of the evaluation and award of contracts should be published in accordance with the advertising provisions in the Procurement Regulations.

41. For requests for Bids and Request for Proposals that involve international consultants and contract awards shall be published in United Nations Development Business in line with the provisions of the Procurement Regulations. For goods and works, information to be published shall specify (a) the name of each bidder who



submitted a bid; (b) bid prices as read out at bid opening; (c) the name and evaluated prices of each bid that was evaluated; (d) the name of bidders whose bids were rejected and the reasons for their rejection; and (e) the name of the winning bidder, the price it offered, as well as the duration and summary scope of the contract awarded.

42. For consultants, the following information must be published: (a) the names of all consultants who submitted proposals; (b) technical points assigned to each consultant; (c) the evaluated prices of each consultant; (d) the final point ranking of consultants; and (e) the name of the winning consultant and the price, duration, and summary scope of the contract. The same information will be sent to all consultants who submitted proposals.

43. For other contracts, the information should be published in the national gazette periodically (at least quarterly) and in the format of a summarized table covering the previous period with the following information: (a) name of the consultant to whom the contract was awarded, (b) price, (c) duration, and (d) scope of the contract.

44. **PPSD and Procurement Plan.** The different approaches, selection methods, the need for prequalification, estimated costs, prior review requirements, and time frames are agreed between the Recipient and the World Bank in the Procurement Plan. Major procurements will include the following:

- (a) **Recruitment of individual consultants** to support project implementation, or carry out training and studies, through the comparison of curricula vitae collected following a Request for Expression of Interest advertised in the local press for permanent tasks (open market approach/selection of individual consultants), or qualified curricula vitae collected directly from the best knowledge of the client (limited market approach/selection of individual consultants), or direct selection of individual consultants in line with the provisions of 7.39 of the Procurement Regulations.
- (b) **Recruitment of firms** to carry out specialized studies, training, or TA (open market approach/Quality- and Cost-Based Selection or open market approach/Selection based on Consultants' Qualification); in specific cases, direct selection will be use in compliance with the provisions of the Borrower regulations.
- (c) **Procurement of vehicles.** Package of vehicles for the PCU to be procured by the project with Request for Quotations through the limited national market approach.
- (d) **Procurement of computers** for the PCU will be procured with Request for Bids through the limited national market approach.
- (e) **Procurement of office equipment machinery and furniture** for the PCU will be procured with a Request for Bids through the International market approach.
- (f) Works will be procured with a Request for Bids through the open National market approach

45. All procurement related to the SDF will be managed by the PCU according to the procedures specified earlier. The relationship between the SDF/PCU and the grantees, including procedures for procurement, will be specified in the contract to be signed by the grantee.

46. Table 1. presents procurement methods for key items to be procured.



**Table 1.1. Procurement Methods for Key Procurement Packages**

#	Contract Description	Budget Estimate (US\$ millions)/Risk rating	Procurement Method/Market approach	World Bank's Review Yes/No	Evaluation Method • Rated Criteria (VfM) • Lowest Evaluated Cost
<b>Works</b>					
1	Rehabilitation in centers benefitting from window 1	5 250 000 /High	RFB/National, Open	Yes	Lowest Evaluated Cost
<b>Goods</b>					
2	Supply of equipment/machinery under window 1	15 300 000 /High	RFB/International, Open	Yes	Lowest Evaluated Cost
3	Supply of computers and ICT equipment under window 1.	2 133 800 /Low	RFB/National, Open	Yes	Lowest Evaluated Cost
	Supply of learning and teaching materials under window 1	1 597 500 / Low	RFB/National, Open	Yes	Lowest Evaluated Cost
<b>Consulting Services</b>					
5	Contracting training institutions/entities services for carrying out training under window 3	3 000 000/ High	QCBS/International, Open	Yes	• Rated Criteria (VfM)
6	Contracting training institutions/entities or consultants' services for carrying out training under window 2	2 000 000 / High	QCBS/International, Open	Yes	• Rated Criteria (VfM)
7	Contracting consultancy service for the remodeling of the FNE's intermediation platform	1 500 000 / High	QCBS/International, Open	Yes	• Rated Criteria (VfM)
8	Contracting consultancy Service for the complete project management for TVET-MINESEC schools	960 000 / Low	QCBS/International, Open	Yes	• Rated Criteria (VfM)
9	Recruitment of an independent verification agency	600 000 / Low	QCBS/International, Open	Yes	• Rated Criteria (VfM)
10	Recruitment of consultants for PCU and key ministries stakeholder's capacity building on the design and management of an in-service and initial teacher training policy	400 000/Low	QCBS/International, Open	Yes	• Rated Criteria (VfM)
11	Recruitment of consultants for PCU and key ministries stakeholder's capacity building on the strategic human resources management: Coordination and steering of human resources deployment program	400 000 /Low	QCBS/International, Open	Yes	• Rated Criteria (VfM)
12	Recruitment of consultants for PCU and key ministries stakeholder's capacity building on the integration of ICT in classroom practices, and on innovative good pedagogical practices; Coaching, class observations etc.	300 000 /Low	QCBS/International, Open	Yes	• Rated Criteria (VfM)

RFB: Request for Bidding

QCBS: Quality Based Selection

CQS: Consultant's Qualification Based Selection



47. During project implementation, the Procurement Plan will be updated as required but, at a minimum, on an annual basis, to reflect actual program implementation needs and improvements in institutional capacity.
48. **Special procurement commission.** The project will set up and operationalize a special tender board for the project in line with Cameroon procurement regulations to oversee reviewing procurement documents.
49. **Training, workshops, and conferences.** Training (including training material and support), workshops, and conference attendance will be carried out on the basis of an approved annual training and workshop/conference plan. A detailed plan providing the nature of training/workshop, number of trainees/participants, duration, staff months, timing, and estimated costs will be submitted to IDA for review and approval before initiating the process. The appropriate methods of selection will be derived from the detailed schedule. After the training, each beneficiary will be requested to submit a brief report indicating what skills have been acquired and how these skills will contribute to enhance his/her performance and contribute to the attainment of the PDO. Reports by the trainees, including completion certificate/diploma upon completion of training, shall be provided to the General Project Coordinator and Technical Coordinators, will be kept as parts of the records, and will be shared with the World Bank if required.
50. **Manual.** Procurement arrangements, roles and responsibilities, methods, and requirements for carrying out procurement activities shall be elaborated in detail in the Procurement section of the PIM. The manual shall be prepared/updated by the Recipients and agreed with the World Bank.
51. **Operating costs.** Operating costs financed by the project are incremental expenses, including office supplies; vehicles operation and maintenance; maintenance of equipment; communication costs; supervision costs (that is, transport, accommodation, and per diem); and salaries of locally contracted staff. They will be procured using the procurement procedures specified in the standardized Procedures Manual (Administration, Finance, and Accounting).

#### **Assessment of the Capacity of the Agency to Implement Procurement**

52. Procurement activities for the project will be executed by a PCU to be created under the project that will report to MINEFOP and MINESEC.
53. The PCU will carry out the following activities: (a) managing the overall procurement activities and ensuring compliance with the procurement process described in the relevant manuals; (b) ensuring compliance of bidding documents, draft Requests For Proposals, evaluation reports, and contracts with World Bank procedures; (c) preparing and updating of the Procurement Plan in relation to the beneficiaries; (d) monitoring the implementation of procurement activities; (e) developing procurement reports; and (f) seeking and obtaining the approval of national entities and IDA with regard to procurement documents as required.
54. Beneficiary agencies will participate in the processing of all procurement activities and will support the following activities: (a) preparation of ToRs and the bidding documents; (b) preparation of evaluation reports and contracts related to World Bank procedures; and (c) participation in procurement commission activities and in all related meetings.





55. An assessment of the capacity of the Client to implement procurement activities of the project was carried out during project preparation. The assessment reviewed the organizational structure for implementation of the project, the planned procurement capacity of the PCU, and the interaction between the different agencies involved in the project.

56. The assessment revealed that (a) beneficiary agencies have sufficient technical expertise to prepare the technical documents (ToRs, bidding documents, technical specification), subject to the recruitment of consultants to reinforce specific activities and that (b) procurement capacity within MINMAP, particularly with regard to IDA financing, is acceptable, but that procurement capacity within MINEFOP is limited.

57. The key risks identified for procurement under the project are as follows: (a) staff involved in the project may not have sufficient knowledge of the NPF and/or there is a risk of confusion with previous sets of guidelines, (b) there is lack of procurement staff proficient in implement procurement actions on time and in line with World Bank procurement procedures, (c) inadequate communication and interaction between the beneficiaries and the PCU may lead to delays in procurement processes and poor cost estimations; (d) administrative routines may increase delays in the procurement processes and affect project implementation; (e) poor contract management and administration of contracts; and (f) poor filing may lead to the loss of documents.

58. The overall procurement risk for the project is rated High. The residual risk will be Substantial after adopting the measures of the agreed mitigation action plan summarized in table 1.6.

Table 1.6. Action Plan Mitigation Measures

Risk	Action	Responsibility	Date
1. Staff involved in the project who may not have sufficient knowledge of the NPF and there may be risk of confusion with the former guidelines	Hire, on a competitive basis, a qualified procurement specialist experienced with World Bank procurement procedures and policies to be located at the PCU. If by project effectiveness such condition is not met, the procurement specialist hired during the preparation of the project will support procurement activities of this project until the procurement specialist of the project is recruited.	MINEFOP/MINESEC	3 months after effectiveness
2. The lack of proficient procurement staff to implement procurement actions on time and in line with World Bank procurement procedures	Organize workshop sessions to train on the NPF all staff involved in the procurement of the project.	PCU/World Bank	2 months after effectiveness
	Continuous hands-on trainings on the NPF with identified key staff. (MINEFOP/MINESEC/PCU)	PCU/World Bank	During the life of the Project
3. Inadequate communication and interaction between the beneficiaries and the PCU, which may lead to delays in procurement processes and poor estimation of the costs	Develop a standardized Procedures Manual (Administration, Finance, and Accounting) to clarify the role of each team member involved in the procurement process of the project and the maximum delay for each procurement stage, specifically with regard to the review, approval system, and signature of contracts.	MINEFOP/MINESEC/PCU	2 months after effectiveness
4. Administrative routines may increase delays in the	Set up and operationalize a special tender board for the project in line with Cameroon procurement regulations to oversee reviewing procurement	MINMAP/MINEPAT/MINEFOP/MINESEC	6 months after effectiveness





Risk	Action	Responsibility	Date
procurement processes and affect project implementation	documents. The MINEFOP internal tender board will oversee reviewing such procurement documents up to the operationalization of the special tender board.		
	Exercise quality control on all aspects of the procurement process, including developing ToRs, technical specifications, bidding documents, proposals, request for quotations, evaluation, and award.	PCU	During the life of the project
	Monitor on a regular basis the Procurement Plan implementation and set up a close follow-up in relations with beneficiaries and official bodies involved (MINMAP and CAA) to ensure that appropriate actions are taken on time.	MINEFOP/MINESECMINE DUB/PCU	During the life of the project
5. Poor contract management and administration of contracts	Develop contract management plans for prior review contracts.	PCU	Two months after effectiveness
	Keep the large value contracts on team radar for regular follow-up with support from technical team members, as may be needed review	PCU/World Bank	During the life of the project
6. Poor filing can lead to loss of documents	Set up an appropriate filing system at the PCU level to ensure compliance with the World Bank procurement filing manual.	PCU/procurement specialist	During the life of the project

59. **Frequency of procurement reviews and supervision.** The World Bank’s prior and post reviews will be carried out on the basis of thresholds indicated in table 1.7. IDA will conduct six-monthly supervision missions and annual post-procurement reviews; the standard post-procurement reviews by World Bank should cover at least 20 percent of contracts subject to post review. Post reviews consist of reviewing technical, financial, and procurement reports on project procurement actions by the World Bank. Project supervision missions shall include a World Bank procurement specialist or a specialized consultant. IDA may also conduct an independent procurement review at any time until two years after the project Closing Date.

60. **Procurement prior review.** Table 1.7 **Table 1.** summarizes the procurement prior review for high risk. These prior review thresholds can evolve according to the variation of procurement risk during the life of the project.

**Table 1.2. Procurement Prior Review Thresholds (US\$, millions)**

Type of Procurement	Thresholds
Works	5
Goods, IT, and non-consulting services	1.5
Consulting firms	0.5
Individual consultants	0.2

**E. Monitoring and Evaluation**

61. The PCU will be responsible for monitoring the project results and reporting biannually to track progress toward the achievement of the PDO, including progress on the PDO-level and intermediate results indicators. Periodic evaluations will also be undertaken. Information campaigns, developed through the communication



strategy, will assist in disseminating information relating to project activities and ensure public monitoring of project activities.

62. MINEFOP, MINESEC, and the SDF Secretariat will compile their respective progress reports and formally transmit them to the PCU which, in turn, will elaborate a synthesis report to be transmitted to the SC. The PIM will establish the format and reporting periods for the compilation of reports.

63. The SDF Secretariat is responsible for monitoring the results and outputs of the SDF grants. Participating training providers will need to report on the number of people receiving training. They will also report on other activities undertaken in accordance with the performance contracts. Participating enterprises will need to report on the number of employees receiving training and/or the number of internships and apprenticeships conducted. In addition to monitoring these results, the SDF Secretariat will also conduct regular monitoring of activities to validate that the grantee (training institution, company, organization/association) uses the funds received from the SDF in accordance with the objectives and principles stipulated in the contract, as well as monitoring and assessing the effect of the supported activities. The SDF will adopt a management information system (MIS) to facilitate the collection, collation, and reporting of progress of implementation and achievement of results in a real-time manner to support evidence-based decision-making and management.

#### **F. Implementation Support Plan**

64. The implementation support strategy moves away from direct attention to the delivery of inputs, to a focus on building capacity to deliver results. This approach will maintain the usual functions of due diligence in fiduciary and safeguard oversight of procedures, transactions, and activities. Successful implementation will require continuous dialogue with the Government to identify emerging difficulties with the potential to hamper progress toward the achievement of agreed results (DLIs and other) and provide the needed TA and capacity building within and outside the ministries to overcome identified difficulties and associated risks.

65. Joint Reviews with the Government, DPs, and NGOs and civil society will play an important role in executing the ISP strategy and will take place twice a year. In April/May, the primary objective of the Joint Review will be to assess progress and focus on whether the agreed-upon results have been achieved. The second review, in October/November, while still reviewing progress, will focus also on identifying in advance likely impediments to smooth implementation. During Joint Reviews, particularly the October/November review, the type of implementation support needed will be identified, where appropriate, followed by joint decisions to provide TA, particularly to MINEFOP, and/or other ministries and structures involved in the project's implementation.

66. A second part of the strategy requires continuous dialogue with the Government, which would provide an opportunity for discussing options and responding to specific requests for advice or addressing emerging issues. This approach is informal and can take place outside of formal missions.

#### **Safeguards**

67. MINEFOP and MINESEC do not have experience in implementing World Bank-financed projects. Therefore, there will be a need for institutional capacity building of the PCU to ensure that the project will adhere to safeguards policies and World Bank safeguards procedures. The project will provide this capacity-building support, which is summarized in table 1.8.



**Table 1.8. Implementation Support Plan**

Time	Focus	Skills Needed	Resource Estimate (Staff weeks)
First 12 months	<b>Technical Review:</b>		
	<ul style="list-style-type: none"> <li>M&amp;E (reporting for DLIs and KPIs, tracer study instruments, SDF M&amp;E)</li> <li>SDF operationalization</li> <li>General TVET expertise</li> </ul>	<ul style="list-style-type: none"> <li>M&amp;E specialist, economist</li> <li>SDF specialist</li> <li>Senior TVET/education specialist</li> </ul>	15 15 25
	<b>Fiduciary Oversight</b>		
	<ul style="list-style-type: none"> <li>FM</li> <li>Procurement</li> </ul>	<ul style="list-style-type: none"> <li>FM specialist</li> <li>Procurement specialist</li> <li>Procurement consultant</li> </ul>	15 10 5
12–48 months	<b>Safeguards</b>		
	<ul style="list-style-type: none"> <li>Social Safeguards</li> <li>Environmental Safeguards</li> </ul>	<ul style="list-style-type: none"> <li>Specialist(s)</li> <li>Specialist(s)</li> </ul>	10 5
	<b>Task Team Leader</b>		15
	<b>Technical Review</b>		
12–48 months	<ul style="list-style-type: none"> <li>M&amp;E (data validation, third-party validations, designing surveys, analysis of survey data and reporting)</li> <li>SDF functioning</li> <li>General TVET expertise</li> </ul>	<ul style="list-style-type: none"> <li>M&amp;E specialist, economist</li> <li>SDF specialist</li> <li>Senior TVET/education specialist</li> </ul>	60 30 60
	<b>Fiduciary Oversight</b>		
	<ul style="list-style-type: none"> <li>FM</li> <li>Procurement</li> </ul>	<ul style="list-style-type: none"> <li>FM specialist</li> <li>Procurement specialist</li> <li>Procurement consultant</li> </ul>	30 15 15
	<b>Safeguards</b>		
Other	<ul style="list-style-type: none"> <li>Social Safeguards</li> <li>Environment Safeguards</li> </ul>	<ul style="list-style-type: none"> <li>Specialist(s)</li> <li>Specialist(s)</li> </ul>	10 15
	<b>Task Team Leader</b>		45
	<b>Technical Review</b>		
	<ul style="list-style-type: none"> <li>Third-party evaluation of SDF</li> <li>Gender interventions evaluation</li> <li>Operations support</li> </ul>	<ul style="list-style-type: none"> <li>Research firm</li> <li>Consultants: <ul style="list-style-type: none"> <li>International</li> <li>National</li> </ul> </li> </ul>	30 20 10 20

68. The required skills mix of World Bank staff is summarized in table 1.9.



**Table 1.9. Required Skills Mix of Staff**

<b>Skills Needed</b>	<b>Number of Staff Weeks</b>	<b>Number of Trips</b>	<b>Comments</b>
M&E specialist	80	Field trips as required	International and national
Senior economist	40	Field trips as required	International
SDF specialist	Individual specialist(s) 45	Field trips as required	International and national
Senior education specialist	25 annually	Field trips as required	International and national (based in country office)
Research consultants	50	Field trips as required	Local
Social specialist	5 annually	Field trips as required	International
Environmental specialist	5 annually	Field trips as required	Country office based
Procurement	10 for Year 1; 6 annually thereafter	Field trips as required	Country office based
Procurement (consultants)	6 annually	Field trips as required	Country office based
Senior FM specialist	15 for Year 1; 10 annually thereafter	Field trips as required	Country office based
Operations support	3 annually	As required	Country office based
Task team leader	15 annually	Field trips as required	International and national (based in country office)



ANNEX 2: Sector and Specific Project Design Analysis

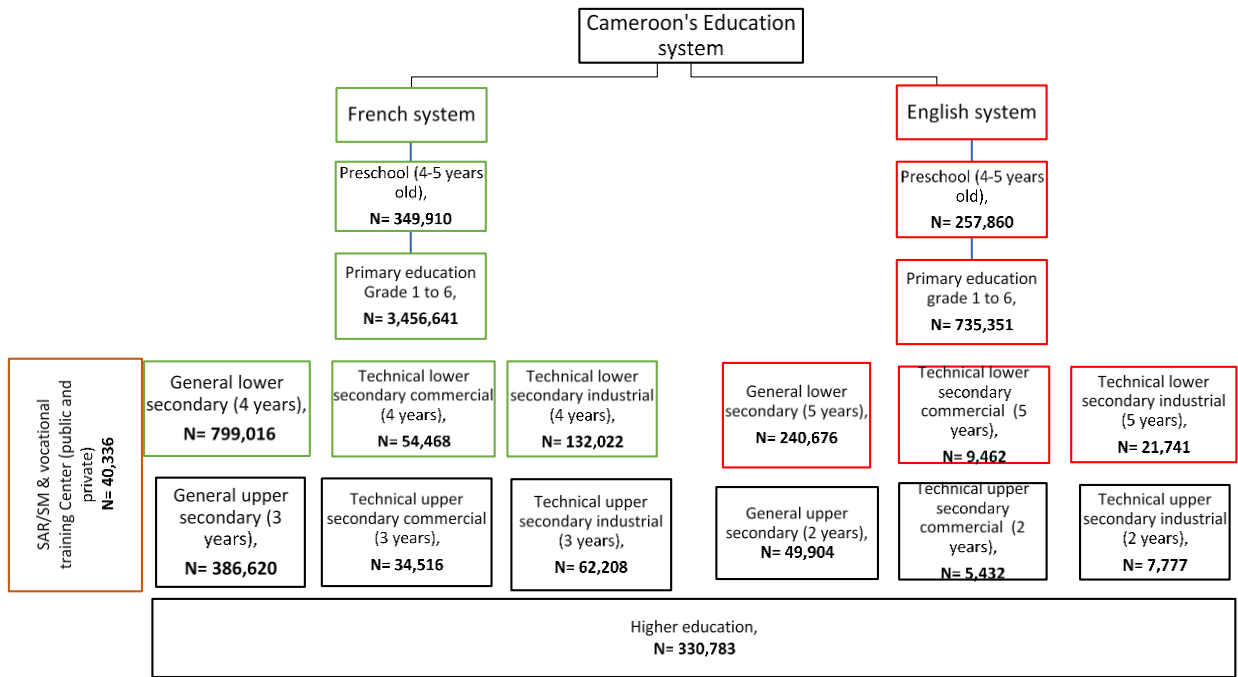
COUNTRY: Cameroon

Secondary Education and Skills Development Project

A. Sector Context

1. The formal educational and training system in Cameroon consists of two sub-systems: the francophone and the anglophone sub-systems. From pre-school to end of secondary school, these systems evolve in parallel. At the tertiary level, they are consolidated into one system, although tertiary education institutions adopt different academic cultures based on the language of teaching. The summary of the system and enrollments in each level is presented in figure 2.1.

Figure 2.1. Education and Training System in Cameroon (2017–2018)



B. Detailed Project Design

Component 1: Support to general secondary education sector (US\$50 million equivalent)

2. This component will improve the learning environment in selected general secondary schools nationwide support girl's retention and completion rate in disadvantaged areas. This component will be implemented using a holistic approach improving SBM, teacher performance, and school environments. Raising student learning achievement requires evidence-based action to address impediments at multiple levels: classroom, school, and system. High-performing systems have a clear national commitment to high standards for learning as well as policy



coherence. Evidence shows that raising school accountability and autonomy through SBM increases teacher and student attendance and decreases student dropout. Finally, interventions at the classroom level for boosting learning outcomes cover include improvements in pedagogy, teacher knowledge and skills, learning materials, physical conditions in classrooms, and especially interventions aimed at strengthening teacher effectiveness. This component underpins 'Quality and Relevance' and 'Access and Equity' priority areas of the draft Education Sector Strategy 2020-2030. Under this component some interventions will be systemwide and some will be focused on a selection of targeted schools. Based on the issues identified in the sector context section and technical underpinnings as described above, this component will specifically focus on interventions at school and classroom levels.

*Subcomponent 1.1: Improving the quality of the learning environment in general secondary education (US\$40 million equivalent)*

3. **Detailed standards for learning environment, divided into six thematic areas (as explained above) will be included in the PIM.** Standards for learning environment will be included in the PIM and will include budget transparency, lessons preparation monitoring, availability of sufficient school benches, signing of a code of conduct by staffs (with unambiguous language on the prohibition of SEA, SH, teachers and other school staff having sex with students, and corporal punishment), existence of a mechanism to support vulnerable girls for the description of agreed standards for learning environment. Indicative agreed standards for Quality Learning Environment are detailed in the table 2.1 below. Funds may be used to face costs associated to the necessary adjustment of schooling due to COVID-19 crisis including interventions needed to mitigate a potential widening in gender parity in education as noted in the text box above.

**Table 2.1. Indicative Standards for Quality Learning Environment**

Effective School Management and Budget Transparency	Efficient Teaching and Classroom Management Practices	Teaching and Learning Conditions	Safe School Environment	Support to Vulnerable Girls (in selected regions)	Addressing Needs of Schools Receiving Students from Forced Displacements
SIP and budget validated by deconcentrated local authority and school council and by Direction of Secondary General Education	Regular teacher meetings: all the teaching force meets twice a quarter (minutes recorded and submitted to DRES)	Availability of key teaching and learning materials such as learning materials, ICT equipment etc.	Signing of code of conduct for staff	Implementation of a free school program for vulnerable girls, supported by the project in 4 regions	Implementation of specific support program in schools receiving additional students
Availability of a dedicated bank account for targeted schools funded by the project	Lesson preparation	Availability of adequate quantity of school benches	Availability of a local GRM		
Budget transparency principles respected	Participation of teachers on continuous teacher training in selected subjects		Availability of gender-sensitive latrines		

4. **At the school level, the achievement of standards as well as broader improvement of learning**



environment will be operationalized through a SIP which will give larger responsibility and accountability to schools in funds management. Schools will receive school improvement grants, complementary to the regular school financing, to support implementation of the SIP. Rehabilitation of facilities will be allowed up to 30 percent of the school grants amount (up to a total of US\$12 million of the total subcomponent cost). In the four disadvantaged regions, the grants will also support the financing of school fees for the most vulnerable girls (expected about US\$4 million for girl fees) and activities supporting girls’ enrollment and retention. The grant amount will depend on the school size and specific needs as defined by the SIP and will be based on the following rules:

- The SIP will be prepared at the school level using a participatory approach (including teachers, parents’ association, school administration) and will be validated by the divisional delegation of MINESEC.
- SIP grants will not exceed US\$25,000 per school during the project’s life.
- SIP grants will not exceed US\$50,000 per school implementing a program supporting girls during the project’s life.
- Top-up to SIP grant for schools receiving additional students from forced displacement will not exceed US\$10,000 per school.
- The positive and negative lists of activities to be financed under the school grant are provided in table 2.2 and will be further detailed in the PIM.

Table 2.2. Positive and Negative List of Expenditures

Positive List	Negative List
<p><b>School facilities (Minor repairs, minor rehabilitation)</b> with a maximum of 30 percent of total grant amount.</p> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Staff room (for teachers)</li> <li>• Storage room (for books and teaching and learning materials)</li> <li>• Labs</li> <li>• Library</li> <li>• Fence/boundary wall</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activities that are not priorities or are not captured in SIP</b></li> <li>• <b>Activities that are not aligned with project’s objectives.</b></li> <li>• Routine transport allowances to teachers and head teachers</li> <li>• Land acquisition</li> <li>• Construction of new classrooms</li> <li>• Construction of teacher residences</li> <li>• Construction of head teacher offices</li> <li>• Salaries of teachers</li> <li>• Fees to SMC members</li> <li>• Lending</li> <li>• Saving to earn interest</li> <li>• Clothes for teachers and students (excluding poor students)</li> <li>• Materials that do not support learning process</li> <li>• Activities already funded by other agencies</li> <li>• Financing activities run by government offices</li> <li>• Activities unrelated to school operations (for example, festivals, events)</li> <li>• Vehicles for staff/administration</li> </ul>
<p><b>School facilities (construction)</b></p> <ul style="list-style-type: none"> <li>• Latrines on school premises</li> </ul>	
<p><b>Materials to adapt schooling to COVID-19</b></p> <ul style="list-style-type: none"> <li>• Provision of safe water</li> <li>• Handwashing stations</li> <li>• Cleaning supplies</li> </ul>	
<p><b>Classroom furniture</b></p> <ul style="list-style-type: none"> <li>• Storage for school material</li> <li>• School benches</li> </ul>	
<p><b>Teaching and learning materials</b></p> <ul style="list-style-type: none"> <li>• Books (textbooks, supplementary books)</li> <li>• Teaching aids (blackboard, chalk, pens, chart papers, stationery, notebooks, and so on)</li> <li>• Lab equipment</li> </ul>	
<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Tests and examinations, report cards</li> <li>• Health and physical education of students</li> </ul>	
<p><b>Teachers’ in-service training</b></p>	



Positive List	Negative List
<ul style="list-style-type: none"> <li>• Transportation fees</li> <li>• Daily allowance</li> </ul>	
<p><b>Contributions for vulnerable students only</b></p> <ul style="list-style-type: none"> <li>• Transport,</li> <li>• Uniforms, shoes</li> <li>• Books</li> <li>• Examination fees</li> </ul>	
<p><b>Communication activities around new enrollment</b></p> <ul style="list-style-type: none"> <li>• Outreach to primary schools for encouraging transition to secondary</li> <li>• Outreach to communities for encouraging enrollment, retention and attendance, and so on)</li> </ul>	
<p><b>Operational Costs</b></p> <ul style="list-style-type: none"> <li>• Utilities</li> <li>• Consumables (for example, stationery, notebooks, registers)</li> </ul>	
<p><b>Safe spaces</b></p> <ul style="list-style-type: none"> <li>• Costs associated to safe space functioning</li> <li>• Training of animator</li> <li>• Reproduction of materials (curricula)</li> </ul>	
<p><b>Other expenditures not on list of ineligible expenditures and included in SIP</b></p>	

5. **The SIPs will be prepared by the school with the participation of parents and community, validated by MINESEC divisional delegation and financed through school grants.** Activities will be implemented by the SMC.

- **Development of the SIP.** The development of the SIP will be participative and will include the parents and local communities through the school boards (*conseil d'établissement*). The policies and procedures for school improvement planning will be detailed in a SSM to be prepared by MINESEC with TA from the project. The SSM will describe grant implementation procedures, including fiduciary procedures requirements and M&E processes. Therefore, school boards, including head teachers as well as district officers, will be trained on SIP development, design and implementation.
- **Validation of the SIP.** The divisional delegation of MINESEC will have the responsibility of ensuring compliance of SIP with the SSM. The validated SIP will be shared with the DESG and with the PCU.
- **Implementation of SIP.** After approval of the SIP by the divisional delegation, the school will receive a first tranche of the grant to finance expenditures listed in the PIM. Activities will be implemented by the SMCs under the supervision of the divisional delegation at the local level and by the DESG at the central level. To ensure compliance with fiduciary rules, administration staff in selected schools will benefit from a basic training supported by simple tools. The provision of school grants for financing the SIPs will be accompanied by strengthening capacity at the school level to monitor school performance, in general, and progress on SIP implementation.
- **Monitoring of SIP implementation will be undertaken by MINESEC and disbursement to schools will be contingent on successful implementation of activities as defined in the SIP for each school.** Support to schools will be provided through two distinct channels, depending on the amount and the nature of expenditures: (a) school grants for items to be procured locally; and (b) through the PCU when





procurement at the national level.

- **FM of the SIP.** Each targeted school is required to establish a commercial bank account that is dedicated to the SIP grant and monitored by the school board. The PCU, upon notification by the divisional delegation of the schools with approved SIPs, will transfer the appropriate funds to the bank accounts of those schools. Head teachers will be required to account for and report on SIP expenditures. SIP implementation will be subject to supervision from deconcentrated services (divisional and regional delegations) and from third-party verification of a sample of schools. The disbursement of, and financial accounting/reporting for, the SIP grants will be detailed in the SSM.

6. **Beneficiary schools will be selected according to the predefined criteria determined by MINESEC to maximize the impact on the general secondary education system.** A selection of at least 350 public secondary schools enrolling a minimum of 400 students nationwide will be eligible and will benefit from the program. Beneficiary schools will be selected according to the predefined criteria determined by MINESEC to maximize the impact of the intervention on the general secondary education system. Selected schools located in the four disadvantaged regions and schools receiving an additional number of students in the context of forced displacements will benefit from a specific support. The potential beneficiaries include about 300,000 students enrolled in targeted schools among which about 10,000 vulnerable enrolled girls will directly benefit from interventions supporting equitable access at the school level.

7. **Eligible schools (a) from one of the four disadvantaged regions (Adamawa, Far North, North, East) and/or (b) hosting a substantial number of refugee or displaced children will benefit from specific support from the project.** Based on latest data described in the context section, the establishment of an equitable access program will be included as an additional standard for targeted schools in the four most disadvantaged regions of North, Far North, Adamawa, and East regions, where the completion rate of girls is the lowest. The most vulnerable students will be targeted by using safety net mechanisms and a dedicated beneficiary identification mechanism including (a) families/individual eligible for the cash transfer mechanism from the SSNP; (b) age; and (c) proof of enrollment in a public secondary school. The inclusion of this standard will support the access, retention, and completion rates of girls from the poorest households. Although economic factors (particularly direct cost for schooling) are known as the main reason for dropping out from school, research highlights the importance of other parameters related to learning environment such as school safety. For this reason, the project will finance a package of interventions in selected public secondary schools and located in targeted areas (see annex 3, Table 3.1 for the summary of gender-related interventions).

- (a) **Additional equitable access standard for girls in disadvantaged regions.** The establishment of an equitable access program will be included as an additional standard in targeted schools in the four regions of North, Far North, Adamawa, and East, where the completion rate of girls is the lowest. The most vulnerable girls will be targeted by using safety net mechanisms and a dedicated beneficiary identification mechanism including (i) families/individuals eligible for the cash transfer mechanism from the World Bank-financed SSNP, (ii) age,<sup>78</sup> and (iii) proof of enrollment in a public secondary school. The equitable access standard will include (i) a basic communication campaign to raise the awareness of households about the intervention and to promote schooling for all; (ii) the financing of (annual) school fees in the amount of about US\$100 for at least 10,000 girls and disadvantaged students at the secondary level,

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<sup>78</sup> This will only serve as a limit to focus on school-age adolescents and young adults (below 23 years of age).



directly paid to public secondary schools; and (iii) a package of activities at the school level that will benefit all girls. These activities will include (i) training and group activities on socio-emotional skills, problem solving, decision-making, growth mindset, self-awareness, self-efficacy, and so on; (ii) use of role models (each school will be encouraged to hire women guidance counselors who will serve as entry points to the GRM and can proactively support any students who they may observe are having challenges at school and will serve as a safe space for girls to confide any safety concerns, including those related to SEA/SH, to the school); (iii) strengthening of the existing sexual and reproductive health (SRH) education program and ensuring that teacher training plans include SRH and gender-sensitive instructions, such as boys' and girls' socioemotional skills, girls' aspirations and empowerment, GBV/SEA/SH, and positive masculinity; (iv) gender sensitization for teachers, including gender-responsive teaching (such as classroom practices, positive discipline, and equal treatment in class), tracking absenteeism and retention, developing girl's voices, and working with communities; and (v) establishment of key measures at the school level to develop the safest environment for all. This includes awareness raising for students, training in and adoption of a code of conduct for staff and teachers (zero-tolerance policies for GBV/SEA/SH), an immediate and anonymous reporting mechanism, and safe spaces. In line with the broader gender lens of the project and to address issues related to the ways that girls and women are portrayed in pedagogical materials, these interventions will integrate and reinforce the strong roles that women and girls can play in their broader society. The program will benefit from an impact evaluation to be financed under Component 3.

- (b) **Boys' and girls' clubs:** The project will establish girls' and boys' club programs tailored to each context with the objective to protect girls at risk of early pregnancy; prevent pregnant girls from lagging behind, GBV/SEA/SH, and dropping out; and to promote positive masculinity. The establishment of girls' and boys' clubs will be supported to improve study skills, prevent adolescent childbearing, and increase the likelihood of pregnant girls being successful in school. The girls' and boys' clubs will be overseen by a well-trained female (or male) guidance counselor who will also serve as a key focal point at schools to whom students can raise any concerns related to SRGBV or incidents GBV/SEA/SH that they might experience or witness. The girls' and boys' clubs will also be sensitized -to unacceptable behaviors and how to seek help and report incidents.
- (c) **Additional equitable access standard for schools receiving additional students:** Thirty targeted schools receiving an additional number of students in the context of forced displacements will be eligible to apply for an additional allocation in a maximum amount of US\$10,000 during the project's lifetime to help the school maintain the level of service delivery and to maintain overall quality standards. To be eligible to the additional grant, a minimum number of children from forced displacement (at least 100) needs to be met and formally validated by a divisional delegation. Expenditures will follow the SSM procedures.

8. **School improvements will generate climate co-benefits.** In terms of mitigation, education facilities to be upgraded will be more energy-efficient than the prevalent standard in the area (achieved, for example, by installing solar panels and using energy-efficient appliances and equipment). Specifically, building on a partnership already existing in MINESEC, latrine designs will include water-saving solutions and waste management principles. In terms of adaptation, the project will include climate-friendly content in program design. This will include content such as renewable energy and water purification in project-based learning.

9. The release of IDA funds under this subcomponent will be linked to DLI 1: Targeted secondary schools that comply with standards critical for learning environment and equity. DLI 1 provides incentives to improve the



quality of learning environment by disbursing project funds against improvements in the share of targeted secondary schools which successfully complied with standards. The achievement of DLI 1 will be measured against the following results: adoption of a SSM (including standards), availability of the list of targeted schools and schools publicly display SIPs (year 1), and share of schools complying with standards (years 2–5).

*Subcomponent 1.2: Strengthening the capacity of head teachers and new teachers (US\$10 million equivalent)*

10. To make sure that teachers are effective, policies and systems should be designed to support teachers' focus on improving what is happening in the classroom, and there should be human resource policies to develop a teacher workforce that is equipped and motivated to ensure learning. As such interventions are complex and would require in-depth diagnostic analysis beyond what is already provided under the RESEN, this project will address only critical and urgent reforms regarding head teachers and new teachers. In addition, a comprehensive analysis on teacher management will be conducted under Component 3. The objective of this subcomponent is to improve leadership and management capacities of head teachers and new general secondary teachers' preparedness. As teachers are the most important factor affecting how much students learn, they have to be well prepared to undertake their job; head teachers have a critical role in enhancing teacher effectiveness at the classroom and school level, and in leading SBM and interventions. This subcomponent will support the Government to (a) reinforce head teachers' capacity to become instructional leaders and coaches at the school level, and (b) introduce an innovative on-boarding program for new teachers. The following two cross-cutting activities on GBV and on climate change are for both head teachers and new teachers and are part of the accreditation program for head teachers and the on-boarding program for new teachers.

11. **Modules on GBV.** In line with a Whole School Approach to addressing SRGBV, including safe school, code of ethics, the leadership strengthening and accreditation program for head teachers and the on-boarding program for newly recruited teachers will integrate modules on SEA and SH for teachers, school directors, and inspectors. These modules will be based on a broader behavioral assessment that will be conducted in the context of this project and underline the consequences of engaging in these activities. This activity will complement activities on GBV/SEA/SH in targeted schools in the four disadvantaged regions and/or hosting a substantial number of refugee or displaced children under Subcomponent 1.1.

12. **Climate co-benefits.** Interventions under these activities for head teachers and new teachers will generate climate co-benefits. In terms of mitigation, content on climate change mitigation (such as GHG reduction) will be included in head teacher and teacher training materials. In terms of adaptation, teachers and head teachers are expected to become the drivers of change, including behavioral changes at classroom and school levels. Both head teacher and new teachers will benefit from concerted official efforts in their skills development, thereby boosting their ability to act as first defense in schools against extreme climate events. Therefore, the training modules for head teacher accreditation and the on-boarding program for new teachers will integrate content on climate change adaptation. Head teachers and new teachers will also be trained to prepare and carry out evacuations at the onset of climate-induced emergencies, such as cyclones and floods. Therefore, head teacher and teacher training on climate resilience will significantly increase their awareness of climate adaptive measures but also help to spread that knowledge across the community at large. The positive impact on the school community including students, teachers, administrative staff, and parents, would be to increase their resilience and reduce their vulnerability to climate change.



13. This subcomponent will follow an RBF approach to incentivize the Government to design and implement structural reforms on (a) professionalizing head teachers to become effective school leaders through an accreditation program and (b) enhancing new teachers' capacity to effectively become drivers of change at the classroom level through an on-boarding program.

**Improved Capacity of Head Teachers (US\$5 million equivalent)**

14. The accreditation program for head teachers is part of the training of supervisory staff and key stakeholders in public schools under the decree No. 2001/041 of 19 February 2001 on the organization of public schools and the roles and responsibilities of school administrators. Interventions under this first activity will address issues related to the absence of a training and accreditation program for head teachers, as well as their limited leadership to conduct school-level reforms and to supervise and coach teachers. In Cameroon, head teachers lack leadership and managerial capacity. Head teachers do not receive any initial training and in-service trainings are on ad hoc basis. There is no accreditation program and the appointment of head teachers and deputy head teachers is not based on any transparent and rigorous criteria. An accreditation program for head teachers is the first step on strengthening their leadership and managerial capacity. Given the sensitivity of the head teacher issues in Cameroon, overall head teacher deployment will be part of teacher management analysis under Component 3. Head teachers accredited through this program are expected to become effective school managers and leaders. They will also be able to provide support to new teachers and all other teachers in the school through classroom observation, coaching, incentivization for peer learning, distance learning, or project-based learning. Required TA for these activities will be financed under Component 3.

15. The project will support the development and implementation of an accreditation program for head teachers. The accreditation program will consist of face-to-face and online training modules for head teachers and subsequent certification. The head teacher performance will be subsequently assessed by the DESG. The head teachers will be trained on (a) school administration and management including FM and procurement; (b) school governance and leadership including complaints management, supervision, and M&E; (c) SRGBV, including safe schools, and code of ethics in line with a Whole School Approach; and (d) information on environment and climate change to increase their adaptive capacity and overall awareness. Head teachers from beneficiary schools under Subcomponent 1.1 will also be trained on classroom observation and coaching of teachers.

16. During the first year of the project, the accreditation program will be developed by the DESG, supported by a consulting firm. The trainings under the accreditation program will also be managed and carried out by the DESG. Each head teacher will have online and face-to-face training. The online training will be self-paced, while each head teacher will receive two sessions of face-to-face training. However, the accreditation process should be completed by a head teacher within a year of starting the accreditation process or as explained in the accreditation program.

17. After validation of the program by MINESEC, the PCU will request an approval from the World Bank. DESG will use modern technology tools for implementation and monitoring of secondary school management performance of head teachers through a standardized indicator system. The standardized indicator system will be defined in the accreditation program. The first assessment on the competency of head teachers compared to the standards will be recorded by the DESG, which will provide trainings and mentoring for head teachers to improve their performance. After a year of implementation of the training (that is, during the third year of implementation), the accreditation program for head teachers will be evaluated by the IVA, and DESG will update



the program accordingly. The accreditation program will also be updated based on the findings from the assessment results of form 2 and form 4 student learning outcomes under the ESRP project and from the findings from the classroom observation carried out under Component 3. After completion of the program for head teachers, head teachers will be accredited.

18. **Beneficiary head teachers.** A total of 1,938 head teachers (*proviseurs* and *directeurs de collèges d'enseignement général*) from all existing junior and senior secondary schools and 1,500 deputy head teachers (*censeurs* and *surveillants généraux*) from secondary schools with student enrollment more than 400 students will benefit from this program. It is expected that all existing head teachers and at least 50 percent of deputy head teachers (among which 11 percent are women) will be accredited by the closing of the project. All newly appointed head teachers will also benefit from the accreditation program.

19. The release of IDA funds under this subcomponent will be linked to the following DLI 2: Head teachers of general secondary schools trained and accredited. The achievement of DLI 2 will be measured against the following results: availability of the accreditation program for head teachers (year 1) and the number of head teachers of general secondary schools trained and accredited (years 2-5). Achievement of standards will be independently verified by the IVA.

#### **Improved Capacity of New Teachers (US\$5 million equivalent)**

20. Teachers must be engaged and have the right skills and professional development opportunities to be effective. At present, Cameroon does not have a teacher onboarding program for the approximately 3,000 new teachers which are appointed annually. Interventions under this activity will address the issues which were identified as critical constraints leading to low learning outcomes as measured by the standardized exams especially after lower secondary. These constraints are namely: (a) limited preparedness of new teachers for their teaching career; (b) limited classroom exposure of new teachers due to overly theoretical preservice training; and (c) weak pedagogical knowledge, subject integration teaching, and gender awareness and classroom management competencies.<sup>79</sup> The project will support an on-boarding program for newly recruited teachers focusing on key professional skills, including practical pedagogic and didactic content, as well as gender and vulnerability sensitization, and climate change (see paragraphs 12 and 13 on cross-cutting training activities for head teachers and teachers). New teachers who completed this on-boarding program are expected to become effective teachers and drivers of changes at the classroom level. They will also be able to effectively interact with peers and seek and provide support to other teachers.

21. The on-boarding program for newly recruited will combine both face-to-face training and online training, as well as mentoring program. The face-to-face and online training of newly recruited teachers will include content on (a) school functionality and management; (b) pedagogical orientation; (c) SRGBV, including safe schools, and deontology and ethics in line with a Whole School Approach; and (d) information on environment and climate change to increase their adaptive capacity and overall awareness. Teachers from beneficiary schools supported under Subcomponent 1.1 will also be introduced to classroom observation practices and will benefit from the continuous professional development program which is financed under Component 3. The program will start by a face-to-face training in collaboration with the teacher training institutes will be for three to five days followed

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<sup>79</sup> Newly recruited teachers graduate from normal schools. Although the courses are theoretical, graduates are qualified and have good content knowledge of their respective subjects.



by online training. The online training will be self-paced but should be completed within six months. Once at school, the new teachers will benefit from a mentoring program with experienced peers. The length of the mentoring program at the school level as well as other details on the training length and modality will be specified in the on-boarding program which will be developed through a TA to the IGE under Component 3 during the first year of the project.

22. The on-boarding program will be implemented by the IGE. After validation of the program by MINESEC, the PCU will share with the World Bank for approval. At least 95 percent of the new teachers will benefit from the on-boarding program. After a year of implementation (during the third year of implementation), the on-boarding program will be evaluated by the IVA and the IGE will update the program accordingly. The on-boarding program will also be updated based on the findings from the assessment results of form 2 and form 4 student learning outcomes under the ESRP project and from the findings from the classroom observation carried out under Component 3. The updated program will have to be approved by MINESEC and receive approval from the World Bank. After completion of the on-boarding program (face-to-face training completed by online training as well as mentoring), teachers will be certified and continuously coached by the *Conseillers d' Enseignement* and head teachers while in service. The training modules will be accessible to all teachers.

23. **Beneficiary teachers.** All newly recruited teachers will benefit from the on-boarding program. The number of teachers to be targeted under this subcomponent is around 10,000 (approximately 3,000 teachers are recruited each year), of which 45 percent are women. Online on-boarding materials will be available to all teachers.

24. The release of IDA funds under this subcomponent will also be linked to the following DLI 3: Newly recruited teachers who have completed the on-boarding program. The achievement of DLI 3 will be measured against the following results: availability of on-boarding program for new teachers (year 1), evaluation of the program (year 3) and the percentage of newly recruited teachers who completed the on-boarding program (years 2–5).

### **Component 2: Support to skills development sector (US\$63.5 million equivalent)**

25. *Subcomponent 2.1: Improving the quality and relevance of skills development programs (US\$14.3 million equivalent)*

26. **Development of CBT packages in selected economic sectors (US\$9.8 million equivalent).** The majority of training packages used by MINEFOP and MINESEC employ a traditional syllabus-based approach that focuses on the trainees meeting the input requirements of the course and passing the exam. Nevertheless, both ministries have some experience with developing and introducing CBT packages in selected programs. CBT is demand-based and designed to fit job requirements; it ultimately reflects the expectations of employers and increases the employability of graduates.

27. The list of CBT packages to be developed under the project will be based on the sectoral needs assessment. Given the institutional structure in Cameroon, each ministry is responsible for developing training packages (either syllabus-based or CBT) for their respective training programs and is responsible for quality assurance of the programs. There is no unified qualification framework/system or single autonomous quality assurance agency. Under the project, MINEFOP and MINESEC will work together to ensure that the CBT packages are consistent between the two ministries and of good quality.





28. The training packages will be developed and validated jointly with private sector participation, endorsed by respective ministries, and made publicly available through official publication and online. The training packages will consist of (a) a sectoral needs assessment; (b) competency standards for each occupation (necessary knowledge, skills, and competencies to operate in a specific occupation); (c) a training program (learning objectives, curricula, necessary background knowledge, if any); (d) an assessment guide (describes standards to be assessed and minimum criteria for passing); and (e) teaching/learning material/equipment and guides for training program implementation.

29. Under the CBT process in both MINEFOP and MINESEC, representatives of industry/private sector, including GICAM, other industry associations, and representatives of leading firms or local labor markets,<sup>80</sup> will be actively involved in the development of CBT packages. First, the skills needs of industry are assessed, including skills mix and gaps, specific tasks at each skill level, types of occupation, and projected human resources needs in industry/sector. Employers also detail the competency requirements in trades/professions for which CBT curricula will be developed. Using this information, a team, comprising staff from MINEFOP, MINESEC, and industry experts, develops a CBT package as defined and described above. These CBT packages are validated with relevant industry representatives, typically from industry associations or leading firms, and approved by respective ministries. After CBT packages are rolled out in the institutions, industry representatives also participate in the final assessment of students.

30. Finally, considering the lower levels of participation and completion of girls in TVET, training packages will systematically include gender-specific content, designed to foster girls' participation and retention in the training. Further, there is well-established literature on the importance of socio-emotional skills for improving labor market outcomes and productivity of trainees, such as ability to work in teams, reliability, and responsiveness. For example, as related to girls, the evidence shows<sup>81</sup> that negotiations training can significantly improve educational outcomes and school retention among adolescent girls as well as improve their labor market opportunities. Socio-emotional skills, including negotiations techniques, will be adapted and included in the CBT packages. The evaluation of these interventions will be supported under Component 3.

31. The release of IDA funds under this subcomponent will be linked to DLI 4: New competency-based training (CBT) packages in selected economic sectors developed, approved, available at MINEFOP and MINESEC and are in use. This DLI has been chosen as it integrates the whole chain of CBT package development and emphasizes the application of the packages by the training institutions. The achievement of DLI 4 will be measured against the following DLRs: CBT packages in MINEFOP and MINESEC developed, approved, and available (year 1) and in use (years 2–5).

32. **Training teaching and administrative staff on the use of the CBT packages (US\$4.5 million equivalent).** After the CBT packages are developed and validated, MINEFOP and MINESEC will train instructors, assessors, and

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<sup>80</sup> Note that in other countries the process of industry contribution in development of CBT packages sometimes is more formalized through industry skills councils. However, evidence of the effectiveness of skills development councils is mixed. The project will capitalize on existing arrangements in the system where industry associations, representatives of leading firms, or local labor markets participate in development and validation of training packages.

<sup>81</sup> Ashraf, Nava, Natalie Bau, Corinne Low, and Kathleen McGinn. 2018 "Negotiating a Better Future: How Interpersonal Skills Facilitate Inter-Generational Investment." No. 2018-023, Working Papers, Human Capital and Economic Opportunity Working Group. <https://EconPapers.repec.org/RePEc:hka:wpaper:2018-023>.



staff in the application of the packages, assessment of the trainees, and the CBT approach. Each ministry will select relevant trainers and staff to participate in the training.<sup>82</sup> Trainers from private training institutions will be eligible for participation in this training as well. Experts who worked on CBT package development, industry professionals, and technical assistants will carry out training sessions for instructors and staff. In cases where local trainers are not available, international expertise might be brought in. Teacher training will have two phases: (a) classroom-based training on the pedagogical aspects of the CBT approach and (b) technical skills training on site at the company or equipped training center. Firms will be encouraged to supervise the practical training according to a preestablished schedule.

33. Training modules for teachers will include sensitization on gender participation, disability inclusion, and retention aspects, and how to tackle gender stereotypes in different fields of training and employment. This will help teachers and staff develop awareness of gender and disability inclusion issues and promote gender and disability-friendly approaches to ensure increased participation and retention of girls and persons with disabilities. In addition, considering existing risks in training institutions, teachers and staff will be sensitized to GBV, SEA, and SH awareness and prevention based on the policy and legal framework. In line with this training module, the project will also develop a code of conduct for teachers and other education personnel which will emphasize a positive and safe school environment, include key definitions of specific types of prevalent SRGBV, particularly SEA/SH; integrate expected conduct toward GBV/SEA/SH and child protection; provide unambiguous zero tolerance for any forms of SRGBV; and include mechanisms for reporting, addressing, monitoring, and sanctioning.

34. Training of certain staff will directly address issues of climate change mitigation as some will be trained on the CBTs related to renewable energy or improved efficiency of energy and water use for agriculture and construction.

35. The release of IDA funds under this subcomponent will also be linked to DLI 5: Teachers trained on use of the new CBT packages approved by MINEFOP and MINESEC. This DLI has been chosen to ensure that the teaching staff who are the key to delivery of the new approach are fully trained on the CBT packages. The achievement of DLI 5 will be measured against the following DLRs: Costed operational plans for teacher training approved by MINEFOP and MINESEC (year 1) and teachers trained (years 2–4).

*Subcomponent 2.2: Expanding access to market-relevant skills development programs (US\$40 million equivalent)*

36. Under this intervention, the SDF will support demand-led skills development and will benefit employers (both in the formal and informal sectors), training providers, trainees, and employees. The SDF will give special attention to women and youth from underserved areas. The SDF aims to (a) stimulate delivery of quality TVET offerings in selected economic sector through a CoE approach; (b) promote collaboration between enterprises and training centers and institutions; (c) address skills shortages of the existing workforce in formal and informal sectors; (d) increase access to apprenticeships and internships; and (e) increase access to skills acquisition opportunities among disadvantaged groups. The governance arrangements of the SDF are presented in box 2.2.

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<sup>82</sup> Consistent with their respective mandates, MINEFOP and MINESEC also assess and certify students/trainees upon completion of training with instructors and industry representatives serving as assessors. The training of the instructors and staff will thus also include the training on assessment.





**Box 2.1. Governance of the SDF**

Under the authority of the SC, the SDF GC ensures that the SDF becomes an efficient and acknowledged instrument for strengthening the skills and competence base of the Cameroon youth and makes the country's private sector more competitive. In this capacity, the SDF GC oversees the activities of the SDF Secretariat, sets the priorities of the SDF in consultation with the SC, and approves requests for support by the SDF. Membership of the 10-person SDF GC will be divided equally between the private sector and the Government. The SDF GC will report to the SC, the World Bank, and MINEFOP.

The specific functions of the SDF GC include the following: (a) approve procedures for the operation of SDF; (b) approve eligibility criteria for each of the windows; (c) approve specific grant applications; (d) oversee the progress of SDF operations; (e) recommend to the SC and the World Bank possible changes in the scope and operation of the SDF; and (f) investigate and act on complaints from learners, parents/guardians, employers, and other stakeholders regarding the quality of training and the operation of SDF.

Day-to-day management of the SDF will be in the hands of the SDF Secretariat to be headed by the Fund Manager. The Secretariat will have a staff of 5–7 specialists. The Secretariat will be a separate unit within the PCU, but for certain specialized functions such as communication, IT, procurement, FM, and M&E, it will share resources with the rest of the PCU. It is expected that the SDF Secretariat will need external expertise in a number of fields, especially development of the M&E system, due diligence, evaluation of funding requests, and MIS. The SDF Secretariat will be responsible for all administration, supervision, and logistics required to operate the SDF. On strategic matters, the SDF Manager is accountable to the president of the SDF GC, and on operational issues to the General Coordinator of the PCU.

On behalf of MINEFOP, the General Coordinator of the PCU will sign all grant agreements (contracts) between the SDF and the grantees (beneficiaries).

37. The SDF will have three windows, catering to different target groups:

**Window 1: Labor market-relevant quality TVET (US\$30.6 million equivalent)**

38. The objective of this window is to improve the quality and labor market relevance of existing TVET programs. The target group (beneficiaries) includes existing accredited public and private TVET institutions providing officially recognized vocational and/or technical education and training at the senior secondary level.

39. **Approach.** Window 1 will apply a CoE approach. At least 33 existing training institutions (public and private) will be selected through a competitive process to be upgraded to CoEs within a specific sector or region. The training center committee will participate in elaboration of the proposal to be submitted to the SDF. In the context of the SDF, a CoE is defined as a TVET institution providing CBT-based courses of high quality and labor market relevance within a specific occupational area. It is expected that the selected CoEs will benefit from the CBT packages to be financed under Component 1. The SDF will assist the selected TVET institutions to create adequate conditions for implementation of the CBT packages. MINEFOP and MINESEC will identify a number of existing training institutions, which will be presented to the SDF GC as candidates to become a CoE. MINEFOP has agreed to include training centers under MINADER and MINEPIA<sup>83</sup> as part of its pool of CoE candidates as they will be implementing CBT packages developed and approved by MINEFOP. Based on regional and sectoral considerations, the SDF GC will select approximately 26 existing public TVET institutions to be upgraded to CoEs, 10 among the pool nominated by MINEFOP (including MINADER and MINEPIA centers) and 16 from the pool nominated by MINESEC. The remaining 7 CoEs will be selected among accredited private TVET institutions through

<sup>83</sup> Training institutions from other ministries could be also potentially considered.



open competition. During the selection process, consideration will be given to the level of access women and disadvantaged youth would have to quality training in the applicant institution.

40. It is expected that the CoEs will establish and maintain a functional link with relevant employer representatives as well as provide student counselling and placement support. Furthermore, the CoEs could generate additional revenue by providing short-term training courses to firms in their sector, for a fee. Once the CoEs are fully established, they are expected to function as regional resource centers within their areas of specialization, providing teacher training and other services to other training centers. They may also, in time, become centers for research and innovation. Successful rolling out the CoE concept is highly dependent on the competencies and capacity of the management team of the selected TVET institutions. Therefore, the grants will include management capacity development assistance, tailored to the needs of each of the selected TVET institutions. It will be a pre-condition for support from the SDF that the applying TVET institution has prepared a detailed and costed business plan for the upgrading of the institution to become a CoE.

41. Successful applicants under Window 1 may also receive financial assistance to seek internships for their students. The support will include compensation of costs associated with the students' industrial attachment such as transport, feeding, insurance, and special protective gear. The TVET institution will take the lead on this and identify relevant partner companies.

42. Priority in selection of CoEs will be given to TVET institutions that demonstrate a commitment to strengthen their engagement with industry and/or the private sector. This could be demonstrated through a letter of intent signed by the training provider and private sector partner(s) (employers/firms) or industry association to collaborate on the design and/or delivery of the proposed training.

43. **Activities eligible for support.** Under Window 1, the following activities will qualify for support:

- Training of managers and senior staff of selected training institutions.
- Purchase of machinery, learning materials, equipment and furnishings, and minor rehabilitation works in training centers. Equipment and infrastructure cannot exceed 50 percent of the grant.
- Collaboration arrangements with the private sector.
- Seed money for establishment of sustainable income-generating activities.
- Twinning (with regional, national, or international training institutions).
- Industrial attachment programs (for trainers and students).
- Career counseling/employment facilitation, including job fairs.
- Capacity development activities for management of TVET institution.
- Market research, training needs assessment.
- Social activities among students.

44. Details concerning the selection process will be elaborated in the SDF implementation manual. For private training institutions the resources will be allocated on a revolving basis. The details of grant parameters will be documented in the SDF implementation manual.

45. Activities to be financed under Window 1 are as follows: grants to public training institutions and loans to



private training institutions (compensation [cash transfers] for internships are included in grants/loans). The PCU will have fiduciary responsibility for grants management (including cash transfers for internships).

**Window 2: Skills shortages in the formal sector (US\$4 million equivalent)**

46. The objective of this window is to increase the competitiveness and profitability of formal enterprises by upgrading the skills and competencies of the workforce. The target group (beneficiaries) includes existing small and medium enterprises in the four priority sectors: agro-processing, construction, digital economy, and energy (including renewable energy).

47. **Approach.** Window 2 is expected to address skills gaps experienced by enterprises in the formal sector and to promote collaborations between industry and training providers. Under this window, the SDF will co-finance short-term skills upgrading training courses for workers in the process of being employed or already employed by the applicants.

48. To be considered for funding, the applicant (enterprise) needs to define the content and duration of the proposed training, to demonstrate how it will benefit the company and how it will lead to increased productivity and competitiveness of the enterprises. The applicant will be asked to identify the training provider with whom it wants to partner, but the SDF Secretariat may assist with this process, as needed. The applicant can be a single employer or an association/group of employers as this window can support provision of training to (a) a single employer with a sufficient number of workers in need of upgrading their skills or (b) multiple employers with similar training needs. The enterprise will also indicate how it intends to continue the training activities on its own upon completion of the SDF-supported training.

49. The organization to provide the training must be a private or public TVET institution accredited by appropriate local or international authorities and have a demonstrable capacity (knowledge, skill, practical experience, training facilities, necessary machines/tools, and the most current technology) to provide the specific training requested by the applicant. The nominated training provider will be subject to a quality check by the SDF Secretariat. The training may take place at the facilities of the applying enterprise if more convenient. For skills where no expertise is available in Cameroon, the trainer can be from abroad. Furthermore, in rare cases, training abroad can be financed. The contract regulating the delivery of the training will be a tripartite agreement between the applying enterprise, the training provider, and the SDF. The agreement will be signed by the PCU General Coordinator on behalf of MINEFOP, which is the legal host of the SDF.

50. Under Window 2, the SDF will also support the design and/or implementation of apprenticeships programs. **Apprenticeships** are defined as temporary positions with an emphasis on on-the-job training rather than merely employment and can be paid or unpaid. MINEFOP has received support from Switzerland to develop an apprenticeship scheme based on the so-called dual apprenticeship model. The model combines college-based theoretical training (20 percent) with workplace-based practical training (80 percent). Typically, apprentices have contracts with the company for the duration of the apprenticeship. Presently, MINEFOP is working out the details of the apprenticeship scheme, including the necessary legal requirements.



51. **Activities eligible for support.** Under Window 2, the following activities will qualify for support:
- The cost of training, including salary of trainers and teaching material. The training should not exceed three weeks (90 hours). Equipment and machinery are not eligible for support, as the training provider (or company) is supposed to possess this.
  - Curriculum development.
  - Development and production of learning material.
  - Development of training plans for the applying enterprise's staff.
  - Consultant costs of foreign instructors, if no qualified person is available in Cameroon.
  - Scholarships for short-term training in other countries within the region (on an exceptional basis).
  - Cash transfers financing selected costs related of apprenticeships (transport, meals, stipends, and so on).
52. Eligible enterprises will be required to submit a detailed application on which selection will be based. Further details on the selection process are elaborated in the SDF implementation manual. Preferably, the skills training supported with SDF funding under this window will be for a minimum of 15 individuals. However, for specialized courses it is expected that there will be fewer trainees. The grantee is required to cover 30 percent of the cost of the training (matching grant). Grant parameters will be detailed in the SDF implementation manual. For apprentices, the SDF may cover up to 100 percent of the cost.
53. Activities to be financed under Window 2 are matching grants to the companies, including the following activities: cash transfers to apprentices, scholarships to selected trainees, and consultancy and non-consultancy goods and services for training providers. The PCU will have fiduciary responsibility for grants management (including cash transfers for internships).

**Window 3: Skills upgrading for microenterprises, coops, and farmers' groups (US\$5.4 million equivalent)**

54. The objective of this window is to increase access to short-term quality skills training for microenterprises, self-employed, members of farmers' groups, and coops, thereby improving the market value of their products. The SDF will target these groups through their associations/organizations and not as individuals. Although priority will be given to applicants from the four priority sectors, applications from other sectors will also be considered.
55. **Approach.** Under Window 3, the focus will be on improvement of the practical, technical, business, and foundational skills of the beneficiaries, thereby enhancing their competitiveness. Due to the fragmented nature of these target groups, it is expected that intermediary institutions such as trade associations of informal sector enterprises, cluster associations, registered coops, and NGOs will be in the lead position to define the content and duration of the training and, thus, to apply on behalf of their members. The applicant may also be a national umbrella organization, applying on behalf of a number of chapters of the organization.
56. Training activities supported under Window 3 will primarily focus on strengthening the beneficiaries' practical skills; in rare cases, relevant theoretical training may be supported as well. Furthermore, the SDF under Window 3 may support short-term training related to basic business and management skills, and IT.



57. The applicant (association/organization) is expected to define the areas in which the members would like to upgrade their skills or acquire new ones and how the proposed training will lead to improvements in the productivity of core business activities. The applicant is also expected to identify the training provider(s) to deliver the skills training/upgrading (though if necessary, the SDF will help to identify an adequate training provider). The exact content and duration of the training will be defined in collaboration with the preferred providers of the training. The provider may be a private or public TVET institution, but NGOs, business support agencies, advisory centers, and/or rural technology facilities with the relevant capacity are also eligible to deliver the training under this window, provided they meet the set criteria. The training provider should be accredited by MINEFOP or another recognized body and have a demonstrable capacity (knowledge, skill, practical experience, training facilities, and necessary machines/tools, the most current technology) to provide the training requested by the applicant. The training provider must have a proven track record for successfully implementing of training programs for the specified target group. The selected training provider will be subject to a quality check in connection with the evaluation of the grant application.

58. Experience from other countries shows that intensive outreach activities are important for the skills development funds to make themselves known to potential beneficiaries. This includes media campaigns, roadshows, and spreading of information through relevant organizations. Furthermore, weak applicants will need assistance to prepare quality proposals. The SDF Secretariat will coordinate this.

59. **Activities eligible for support.** Under Window 3, the following activities will qualify for support:

- The cost of training, including salary of trainers, teaching material and minor equipment. The training should not exceed 90 hours.
- Development of curricula.
- Development and production of learning/instruction material.
- Development of training plans for the applying association/organization.

60. Eligible candidates will be required to submit a detailed application on which the selection will be based. Further details on selection process are elaborated in the SDF implementation manual. To optimize utilization of the SDF's resources, the training requests will be structured as packages for a minimum of 15 individuals (members of associations, coops). The same skills training course may be provided to groups with the same skills challenges; the SDF will coordinate this. The grantee must contribute 10 percent of the cost (matching grants); in-kind co-funding will be accepted (such as feeding of participants, training venue). Grant parameters will be detailed in the SDF implementation manual.

61. Activities to be financed under Window 3 are as follows: matching grants to the beneficiaries (trade associations of informal sector enterprises, cluster associations, registered coops, and NGOs), as well as consultancy and non-consultancy services. The PCU will have fiduciary responsibility for grants management (including cash transfers for internships).

62. For Windows 1 and 2, to manage individual transfers to interns and apprentices, the PCU may want to hire a financial intermediary/institution to manage cash transfers in accordance with the guidelines specified in the SDF implementation manual and World Bank policies and procedures.



63. For Windows 2 and 3, the grants will be disbursed in three tranches. The first one will be disbursed when the grant agreement is signed, the second one when at least half of the planned activities have been carried out, and the last tranche upon submission of adequate documentation on the completion of the planned activities. For Window 1, a detailed plan for disbursement of funds will be negotiated between the SDF Management and the selected TVET institution.

*Subcomponent 2.3: Strengthening institutional capacity of skills development system (US\$9.2 million equivalent)*

64. The objective of this subcomponent is to support the Government in implementing critical reforms in management of the skills development sector, including strategic planning, qualification and certification, and sector monitoring. The interventions under this subcomponent will support improving the Government's capacity to deliver quality and market-relevant skills development programs. The project will support the Government in (a) the development of the NSDS and costed plan; (b) the development of national and sectoral qualification and certification frameworks for technical education and training; (c) the availability of information on training programs through development of integrated digital platform on training opportunities; (d) the introduction and operationalization of a post-training tracking mechanism of TVET graduates; and (e) the modernization of the job search/matching tools of the NEF under the MINEFOP.

65. **Development of NSDS and costed plan.** Currently, there is no single strategic document for skills development in Cameroon. The Government expressed interest in preparing an integrated skills development strategy and a costed action plan. The NSDS will be designed in conjunction with a revised DSCE and a new Education Sector Strategy for 2020–2030, both of which are currently under preparation. Furthermore, this strategy will be designed in line with the 2018 law on professional training.<sup>84</sup> The strategy will also provide the targeted objectives, the M&E mechanism, the financing modalities of the sector, the implementing texts, and the institutional arrangements.

66. **Development of national and sectoral qualification and certification frameworks for technical education and training.** Furthermore, there is no unified NQCF in the area of skills development that would specify the relationship (horizontal and vertical) between different qualifications within the national skills development system. Under this subcomponent, the Government will also elaborate an NQCF, based on the work launched by MINEFOP in 2017. An inter-ministerial working group is already in place, including staff from various ministries and the private sector. The NQCF will (a) specify the relationship—horizontal and vertical—between different qualifications within a national system; (b) cover all levels and types of technical education and training; and (c) provide a way to compare qualifications and to describe the relation between the different levels of a national technical educational and training system and the level, workload, and learning outcomes of specific qualifications.

67. The release of IDA funds under this subcomponent will be linked to DLI 6: Improved strategic planning and management. This DLI has been chosen to incentivize the Government's coordination across multiple ministries. The achievement of this DLI will be measured against the following results: development and adoption of the NSDS and the costed plan and development and adoption of the NQCF (years 1–5).

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<sup>84</sup> *Loi N°2018/010 du 11 Juillet 2018 Régissant la Formation Professionnelle au Cameroun.*





68. **Improved availability of information on training programs through development of integrated digital platform on training opportunities.** The project will support the development of an integrated digital information system on training opportunities and the introduction and operationalization of post-training tracking mechanisms of graduates. A digital system will provide updated information on training opportunities to all stakeholders, including students and employers. The system will capitalize on existing but limited information, for example, in databases of ONEFOP, the NEF, COSUP, and the NIS, as it will also strengthen/upgrade some of the existing tools, expand data collection, and increase transparency.

69. **Design and implementation of tracer studies.** Currently, neither MINEFOP nor MINESEC track their graduates in a systematic way and do not collect information about their labor market outcomes. Under the project, three tracer surveys (baseline, mid-term, and final) are planned to monitor labor market outcomes of TVET graduates from different streams of both public and private institutions. These surveys will be supervised by ONEFOP and conducted by a survey company. The surveys will provide baseline data and yearly information on the external effectiveness of the training system. Data collected will cover the insertion rates of TVET graduates, the sectors of employment, the sustainability and the type of employment, and the relation between training received and occupied positions. This information will be used for monitoring the implementation of the NSDS and a costed plan also supported under this subcomponent. Furthermore, recommendations from the tracer studies will be useful for decision-making at several levels, including (a) training delivery (for training institutions); (b) program design (for technical actors); (c) central management (operationalization and orientation of the skills strategy); and (d) the sector's steering bodies (the political level). ONEFOP will supervise the surveys in partnership with an inter-ministerial technical team (including the NIS). External expertise will be recruited to support the national team in defining and implementing the following elements: (a) overall design of the survey; (b) targeted indicators and setting up of a database; (c) study methods (sampling, questionnaires, organization of the survey); (d) actual survey implementation; (e) analysis; and (f) dissemination of the results. The support will include reinforcement of human and technical capacities necessary to achieve the desired results.

70. The project will also support the modernization of the job search tool of the NEF for improved access to information. The project will support the development of an application intending to serve as a one-stop shop for public and private job offers in Cameroon, easily accessible to youth all over the country. Content update will be coordinated by MINEFOP and the project will be an open platform to interface with private sector employment platforms. The project will support dialogue between private job providers and the NEF to design a regular and safe intermediation process. The project will also support the pilot deployment of employment terminal centers in selected locations to provide increased access for unemployed people to this digital platform.

71. The release of IDA funds under this subcomponent will also be linked to DLI 7: Strengthened information system and skills development sector monitoring. This DLI has been chosen to incentivize the Government to undertake reforms in how the skills development sector is monitored and to strengthen information sharing between the Government and private sector related to job search. The achievement of this DLI will be measured against the following results: development and completion of tracer studies and development and functioning of the digital platform on training opportunities (years 1–5).



### **Component 3: Project management and technical assistance (US\$11.5 million equivalent)**

#### *Subcomponent 3.1: Project coordination and M&E (US\$7 million equivalent)*

72. This subcomponent will support the PCU, M&E activities, and capacity-building activities associated with the implementation of the project. The PCU would be responsible for overall coordination and management of project activities, as well as FM and procurement. The project would finance the salaries of PCU staff, operational costs, and the cost of equipment.

#### *Subcomponent 3.2: Technical assistance (US\$4.5 million equivalent)*

73. This subcomponent would cover specific TA and capacity-building needs for project implementation and M&E (including third-party validation, surveys, and impact evaluations). In addition to TA to support the DLIs under Component 1 and Component 2, the proposed TA will include a full diagnostic survey on secondary education teacher issues in Cameroon and a set of policy notes on teacher management, including initial training of teachers, teacher recruitment, teacher induction program, teacher deployment and redeployment, teacher incentives, teacher in-service training, teacher professional development, and so on. The objective of this in-depth analysis and the set of policy notes is to provide policy recommendations for the teacher management reform in the secondary education. The General Inspectorate in charge of Education will be in charge of this intervention on teacher policy. The proposed capacity-building activities under this component could include (a) trainings, study tours, and other initiatives to enhance the capacity of relevant ministry or agency staff to implement, coordinate, and monitor their programs; (b) capacity building of secondary education and TVET institution administrators to increase their ability to conduct tracer studies and use their results; (c) capacity building of secondary school administrators to monitor the implementation of SIP in accordance with accounting, procurement, and transparency best practices; (d) development and implementation of continuous professional development strategy for teachers (classroom observation, coaching, in-service training etc.) for selected schools under Subcomponent 1.1; and (e) improvement of the job-search intermediation platform.

74. **Development and implementation of continuous professional development strategy for teachers.** As part of the capacity strengthening of head teachers, TA will be provided to develop and implement a continuous professional development strategy for teachers. The strategy will comprise classroom observation, coaching, incentivization for peer learning, distance learning, or project-based learning. During the first year of the project, MINESEC will develop innovative supervision and coaching mechanisms to help teachers reach standards. These mechanisms consist of classroom observation tools TEACH for secondary education currently under development by the World Bank and will be adjusted for Cameroonian secondary school teachers. The classroom observation tools will be adjusted to the Cameroon context, and head teachers will be trained on the tools so they can utilize them to enhance classroom practices. Although the focus will be primarily on head teachers, inspectors at central, district, and arrondissement levels will be involved in the program. They will provide support for head teachers during implementation as needed. During the third year, MINESEC will also develop a coaching strategy for head teachers so they will be able to support teachers based on the classroom observation. The coaching tools will help ensure that issues identified during the implementation of classroom observation tools are addressed. As part of the continuous professional development for teachers, access to online materials aligned with the national curriculum will be facilitated by the project. These online materials would enhance teachers' didactic and pedagogical knowledge in selected core subjects including mathematics, science, and language and would embed a combination of K-12 core curriculum and project-based learning to enhance teamwork and problem solving. The





IGE will be in charge of this intervention on continuous professional development for teachers. This TA will specifically target teachers in selected schools under Subcomponent 1.1.

75. The project will also support the modernization of the job search tool of the National Employment Fund (NEF) for improved access to information. The project will support the development of an application intending to serve as a one-stop-shop for public and private job offers in Cameroon, easily accessible to youth all over the country. Content update will be coordinated by the MINEFOP and the project will be an open platform to interface with private sector employment platforms. The project will support dialogue between private job providers and the NEF to design a regular and safe intermediation process. The project will also support the pilot deployment of employment terminal centers in selected locations to provide increased access for unemployed people to this digital platform.

76. An impact evaluation will be conducted to assess the effects of key gender-sensitive project activities delivered under Components 1 and 2. The interventions to be evaluated may include socio-emotional and technical skills development activities, cash transfers for girls, gender-sensitive latrines, and interventions to improve quality and relevance of teacher training. The impact evaluation will provide evidence on whether the project activities resulted in better education outcomes and improved labor market outcomes for program beneficiaries.

#### **Component 4: Contingent emergency response (US\$0 equivalent)**

77. A CERC will be included under the project in accordance with paragraph 12 of the World Bank Policy on Investment Project Financing (Projects in Situations of Urgent Need of Assistance or Capacity Constraints) to help the Government improve response times in the event of future situations of urgent need of assistance or capacity constraints. The CERC allows for rapid reallocation of project proceeds in the event of a future natural or man-made disaster or crisis that has caused or is likely to imminently cause, a major adverse economic and/or social impact. This component will have no funding allocation initially. In the event of a future emergency, it could be used to draw resources from the unallocated expenditure category and/or allow the Government to request the World Bank to re-categorize and reallocate financing from other project components to cover emergency response and recovery costs, if approved by the World Bank.



ANNEX 3: Gender Gap Analysis

COUNTRY: Cameroon  
Secondary Education and Skills Development Project

A. Analysis of Gender Gaps

1. The existence of gender gaps in education and skills development sectors in Cameroon are highlighted by several indicators, including in the SCD, the recent PLR for the CPF, and evidence from the MTR of the Education Sector Strategy 2013–2020 and the ESA. Table 3.1 presents a schematic results chain for gender gap analysis under this project. Gender gaps are revealed along the following key dimensions.

Table 3.1 Schematic Gender Gap Analysis under the Project

Gender Gaps	Drivers	Responses	Measures
<ul style="list-style-type: none"> <li>Enrollment</li> <li>Completion</li> <li>Transition</li> <li>Learning outcomes</li> <li>Gender segregation in fields of study</li> </ul>	<ul style="list-style-type: none"> <li>Poor learning conditions (for example, lack of toilets)</li> </ul>	<ul style="list-style-type: none"> <li>Improvement of school learning conditions through SIP and SDF</li> </ul>	<ul style="list-style-type: none"> <li>DLI 1</li> </ul>
	<ul style="list-style-type: none"> <li>Poor pedagogical practices</li> <li>Gender stereotypes and biases</li> </ul>	<ul style="list-style-type: none"> <li>Training—to address pedagogical practices and gender stereotypes and biases, sensitization for awareness of gender issues, gender-friendly behavior; gender-responsive teaching, equal treatment, developing girls’ voices in class</li> </ul>	<ul style="list-style-type: none"> <li>DLIs 2, 3, 5</li> <li>Improved knowledge; improved demonstrated behaviors; improved experience of girls in class</li> </ul>
	<ul style="list-style-type: none"> <li>Lack of safety</li> <li>Discrimination</li> <li>Conflict areas—risk/violence</li> </ul>	<ul style="list-style-type: none"> <li>Safety—training for GBV/SEA/SH prevention; awareness raising among students for violence prevention, code of conduct, grievance redress mechanism (GRM), safe spaces</li> <li>Communications—importance of girls’ schooling</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of GBV, increased knowledge among teachers</li> </ul>
	<ul style="list-style-type: none"> <li>Early pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Girls and boys education programs focused on SRH (including where possible facilitated access to SRH services)</li> </ul>	
	<ul style="list-style-type: none"> <li>Poverty/costs</li> </ul>	<ul style="list-style-type: none"> <li>Elimination of school fees for the poorest girls</li> </ul>	<ul style="list-style-type: none"> <li>PDO indicator 2</li> </ul>



2. **Enrollment, completion, and transition rates.** There are wide gender disparities in enrollment, completion, and transition rates at the secondary level between boys and girls. At the national level, the GER<sup>85</sup> in lower secondary for girls (45 percent) is 3 percentage points lower than for boys (48 percent) in 2018. This national GER hides wide gender disparities in enrollment at lower secondary in the North (girls, 24 percent and boys, 47 percent); the Far North (girls, 25 percent and boys, 45 percent); and Adamawa (girls, 26 percent and boys, 39 percent). There is also a significant difference in the completion rate for girls (50 percent) and boys (60 percent). In addition, the girls' transition rate<sup>86</sup> (68 percent) from primary to secondary education is 5 percentage points lower than the rate among boys (73 percent). This difference is amplified in rural areas or by wealth quintile. Regarding the transition from primary to secondary education, the net intake rate to lower secondary<sup>87</sup> also illustrates gender disparities in access. In 2018, lower secondary education access for boys (52 percent) was 8 percentage points higher than for girls (44 percent). Furthermore, girls are less likely to enroll and are more likely to drop out of TVET/skills development programs.

3. **Learning outcomes.** While there are no standardized assessments at the secondary level in Cameroon, there are significant gender and regional differences in the pass rates on the standardized exam taken at the end of lower secondary education. For example, in 2018, in the Extreme North the pass rate for girls was 22 percent versus 29 percent for boys, while at the national level the pass rate for girls was higher (60 percent for girls and 57 percent for boys).

4. **Gender segregation in learning streams.** Girls are less likely to enroll in STEM fields of secondary education than boys. For example, in 2018 at the national level, girls accounted for 29 percent (5 percent of applicants were girls from the East region) of applicants to the francophone subsystem baccalaureate in mathematics and physics. In addition, girls are more likely to enroll in skills development programs for female-dominated trades of TVET, such as home economics, thus perpetuating occupational gender segregation and lower earnings.

5. **These gaps can be explained by both demand- and supply-side factors.** On the supply side, data highlight the preponderance of schools with a poor learning and schooling environment, poor pedagogical practices, and gender stereotypes. In addition, the limited number of secondary schools with gender-sensitive latrines and running (safe) water points makes the school environment less suitable for girls, affecting their enrollment and attendance. Further, a recent study<sup>88</sup> shows that girls do not feel safe in schools (38 percent of survey respondents mentioned that there is a risk of SH in schools). This was confirmed by the recent GBV portfolio risk assessment for Cameroon,<sup>89</sup> stating that, "Even if a girl is enrolled in school, she is likely to face discrimination and sexual abuse both from fellow male students and teachers." In addition, high school fees at the secondary level make enrollment of children in secondary school prohibitive for the poorest households and frequently leads to students dropping out. This is also exacerbated by the costs of public exams, which makes it difficult for girls from poor

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<sup>85</sup> GER is the number of students enrolled in a lower secondary, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.

<sup>86</sup> The transition rate from primary to lower secondary is the number of new entrants to the first grade of general secondary education in a given year, expressed as a percentage of the number of students enrolled in the final grade of primary education in the previous year.

<sup>87</sup> The net intake rate to lower secondary education is new entrants to grade 1 of general secondary education, expressed as a percentage of the official general secondary school entrance age population.

<sup>88</sup> Mengue and Kayo. 2019. "Etat des lieux des plaintes relatives au mariage et harcèlement sexuel des enfants au Cameroun." APDEL.

<sup>89</sup> Bakayoko-Topolska, Monika. 2018. *GBV Portfolio Risk Assessment - Cameroon*. Washington, DC: World Bank.



families to pass exams that determine access to further education. These exams are also a key driver of gender differences in transition rates between primary and lower/upper secondary education levels.

6. On the demand side, primary factors driving gender disparities include poverty, household responsibilities, early marriage and early pregnancy (which are often both a cause and consequence of dropping out), social norms (traditional values), and opportunity costs, especially for girls at the upper secondary and TVET programs. Moreover, precarious living conditions, especially in rural areas; food insecurity; and the engagement of children in the agropastoral labor force and in income-generating activities to support the household appear to be the main factors explaining the early dropout of children from rural areas, especially girls. This situation is worse in crisis-affected areas, further reducing the demand for school among the most vulnerable in these regions. In some places, girls might be withdrawn from schools if the road to school is seen as long or unsafe.

7. Many of these factors are not unique to Cameroon, including, for example, costs of education, household responsibilities, social norms, and early marriage.

#### **B. Interventions under the Project to Address the Gaps**

8. Considering the importance and the sensitivity of gender issues in Cameroon as well as gender gaps presented earlier, the project will pay attention to ensure substantial participation of female beneficiaries in the project and ensure that the protection of girls is accounted for in the project's activities. For that reason, gender intervention will be transversal in project's design, implementation, and evaluation. Table 3.2 provides a summary of specific interventions aiming to (a) foster girls' participation and (b) protect girls throughout the project's life.



**Table 3.2. Gender-related Interventions under the Project**

	<b>Fostering Girls' Participation and Empowerment</b>	<b>Protecting Girls throughout the Project Life</b>
Project design and implementation	<p><b>Component 1</b> In selected areas, a specific package will include (a) a communication campaign to raise awareness of households about the intervention and to promote schooling for all; (b) the financing of (annual) school fees, in the amount of about US\$ 100, for at least 10,000 girls and disadvantaged students at the secondary level, directly paid to public secondary schools; and (c) a package of activities at the school level that will benefit all girls. These activities will include (a) training and group activities on socio-emotional skills, problem solving, decision-making, growth mindset, self-awareness, self-efficacy, and so on; (b) utilization of roles models; (c) improved health and reproductive health information access; and (d) gender sensitization for teachers including gender-responsive teaching (including classroom practices, positive discipline, and equal treatment in class), tracking absenteeism and retention, developing girl's voices, and working with communities; and (e) establishment of key measures at the school level to develop the safest environment for all. This includes awareness raising for students and training in and adoption of a code of conduct for staff and teachers (zero-tolerance policies for sexual violence), an immediate and anonymous reporting mechanism, and safe spaces. Girls and Boys clubs will also be implemented to promote sexual and reproductive health, relationship negotiation, and positive masculinities.</p> <p><b>Component 2</b> CBT packages will include prevention messages, and teacher training modules will include sensitization for teachers and trainers on gender stereotypes.</p> <p>Socio-emotional learning programs can significantly improve educational outcomes, school retention for adolescent girls, and labor market opportunities. The CBT curricula will include a range of socio-emotional skills, including foundational socio-emotional skills (problem solving, decision-making, growth mindset, self-awareness, and self-efficacy); negotiation techniques; and intrapersonal versus interpersonal skills training.</p> <p>Training modules for teachers will include sensitization to gender participation and retention aspects and combating gender stereotypes in the field of training and employment. This will help teachers and staff develop awareness of gender issues and promote gender-friendly behavior to ensure maximal participation and retention of girls. In addition, considering the existing risks in training institutions, teachers and staff will be sensitized to GBV/SEA/SH prevention.</p> <p>Each of the three SDF windows will develop specific tools to foster girls' active participation and retention in training programs. Grantees will be asked to include active attraction and retention mechanisms for girls and strategies in their proposals to ensure equal access to opportunities and resources.</p> <p><b>Component 3</b> Analysis, tools, and surveys developed under Component 3 will systematically promote and assess the active participation of women and girls.</p>	<p><b>Components 1 and 2</b> Develop a GBV Action Plan including the Accountability and Response Framework as part of the ESMP. The contractor/consultant's response to these requirements will be required to be reflected in their contractor ESMPs.</p> <p>The on-boarding teacher training program will focus on key professional skills, including practical pedagogic and didactic contents, as well as gender and vulnerability sensitization (including modules on school-related GBV, SEA, SH, and their harmful repercussions on girls as well as the consequences of engaging in these behaviors).</p> <p>The project will support the development of a code of conduct that clearly outlines both acceptable and unacceptable behavior and unambiguous consequences for GBV/SEA/SH. The code will be designed for teachers, administrative staffs, trainers, and other relevant stakeholders (including staffs in enterprises) from the SDF grant beneficiaries. This code of conduct will be associated with a training on gender and GBV/SEA/SH to ensure that all stakeholders understand the consequences for violence against women.</p> <p>The project will prepare a sensitization kit, including specific GBV/SEA/SH prevention contents, in the SDF grantee contracts. The project will ensure the availability of documents and posters to be distributed to relevant stakeholders and beneficiaries.</p> <p>The project will establish a solid GRM. If GBV/SEA/SH occurs, confidential and safe reporting is essential. For this reason, the PCU will ensure that cultural- and age-appropriate entry points for survivors are identified, beneficiaries are formally educated on the existence of the GRM, and adequate responses are provided for situations involving GBV/SEA/SH. A mapping of service providers will be conducted first to ensure a solid referral system for medical, psychosocial, legal, and security services for survivors, and protocols will be established for referrals to happen quickly and efficiently.</p>
	A gender focal point liaison will be nominated from among the PCU staff to ensure the integration of gender aspects in the different aspects of project implementation, including the SDF.	
Project evaluation and knowledge building	The Results Framework will include (a) one specific indicator to track inclusion of gender contents in CBT and teacher training modules and (b) the disaggregation of key indicators by gender, for both participation in and completion of project activities. Further, to better inform policies and practices, a tracer study will systematically include gender disaggregated data. Finally, under Component 3 financing, the project will conduct an impact evaluation of innovative gender-related interventions.	One specific indicator will track the availability of a GBV/SEA/SH sensitization kit for the SDF stakeholders. GRM will include a tracking mechanism of cases.



**ANNEX 4: Technical Secondary Education Analysis**

**COUNTRY: Cameroon**

**Secondary Education and Skills Development Project**

1. In all countries, policy makers and practitioners strive to create a vocational education system that gives young people the knowledge and skills required for entry into tertiary education or the labor force. In their approach to vocational education, governments are trying to provide training that will create a smoother transition to the workplace or to provide prevocational education as a way of increasing job awareness. Vocationalization of secondary education is seen as one of the means to achieve this.

2. Essentially, introduction of vocational subjects in the secondary curriculum has been driven by two motives: (a) as a response to the reality that traditional academic secondary education has failed to provide the youth population entering the labor market with competencies enabling engagement in gainful economic activities and (b) as a means to ease the transition to post-secondary and tertiary education for those who want to pursue this opportunity—early specialization is believed to facilitate this. Furthermore, some argue that the introduction of vocational programs at secondary level has the potential to create a more inclusive environment for youth who are not academically oriented. Studies have shown that vocational education increases school engagement and reduces the risk of pupils leaving the education system with no qualifications.

**Technical Secondary Education**

3. The education system in Cameroon reflects this global trend. Secondary education consists of two streams - general and technical secondary education. The technical and vocational stream covers lower (four years) and upper secondary (three years) education. More than half of all students in secondary TVET enroll in three areas: accounting and management, information science, and construction.

4. Similar to other countries, technical secondary education is supposed to serve a dual purpose: (a) to prepare the best performing graduates for higher education in technical fields and (b) to provide the graduates with intermediate-level technical skills that will prepare them to become supervisors and technicians. As table 4.1 suggests, only a fraction of the youth who complete upper secondary education proceed to higher education. Although no exact figures exist, this seems to be even more so for graduates from the technical stream than the general academic stream.

**Table 4.1. Indicative Enrollment Figures for Secondary and Higher Education, 2017–2018**

Education Level		Enrollment Figures
<b>Secondary education</b>		1,800,000 <sup>a</sup>
	Lower secondary	1000,000
	Upper secondary	500,000
	Technical secondary education (both levels)	300,000 (approximately 17 percent of secondary students)
<b>Higher education</b>		300,000 <sup>b</sup>

Source: MINESEC and Statistical Yearbook for Employment and Vocational Training.

Note: a. Different sources report conflicting numbers of secondary students.

b. 6 percent are enrolled in in technical fields.



5. Although technical secondary education is supposed to provide graduates with intermediate-level technical skills, the reality is quite different. Most technical secondary schools (known as colleges) suffer from lack of learning materials, poor infrastructure, and low qualifications and limited industry exposure of teaching staff. In addition, the curricula are highly theoretical without much emphasis on contemporary competencies such as critical thinking, problem solving, and socio-emotional skills. Only basic exposure to digital skills and other high-tech areas takes place. As a result, students do not develop the practical competencies required by labor markets. Another challenge concerns the fact that MINESEC, the ministry in charge of technical secondary education, employs a traditional syllabus-based approach that focuses on preparing students to meet the input requirements of the course and passing the exam.

### Vocational Training

6. Vocational training outside of secondary education is provided by a network of more than 800 private and public (fee-charging) training centers. The private sector plays a dominant role in the provision of this type of training, operating three-quarters of all centers. While these centers provide a relatively wide variety of training, the courses offered are mostly tailored to social demand and non-capital-intensive trades, for example, accounting and management, basic IT skills, tailoring, and hairdressing. The duration of the training varies from a few months to four years. MINEFOP is the regulating body for this category of vocational training.

7. In general, centers regulated by MINEFOP tend to be slightly better equipped than the colleges regulated by MINESEC, and for some centers, interaction with industry is reasonable. However, overall, the situation is the same as that for technical colleges: outdated curricula and learning material, obsolete equipment, teachers in need of skills upgrading, and so on.

8. In 2017, approximately 39,000 persons were enrolled in some sort of vocational training course or program.<sup>90</sup> This includes short courses of a few months' duration. Hence, enrollment in technical secondary education (table 4.1) is many times higher than that in basic vocational training.

### Pros and Cons of Vocationalization of Secondary Education

9. **Inclusion of technical and vocational subjects in the curriculum of secondary education has been a rather controversial subject in the international debate.** Introducing vocational education into the school curriculum is a major investment and its purpose needs to be clear from the outset: is the focus to be on allowing a smoother transition to the workplace or is it to be on prevocational education as a way of increasing job awareness?<sup>91</sup> Another conceivable purpose for vocationalization is to better prepare graduates for further studies in technical and engineering subjects. International experience suggests that in-depth vocationalization of secondary education can be justified under circumstances where the resources required to provide students with employable skills can be mobilized and the education system is capable of responding to the steady changes in the labor market. In situations where this is not possible, a less strict form of vocationalization that affects only a small proportion of the students' curriculum appears to be the best option (see box 4.1 and box 4.2).

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<sup>90</sup> Due to the establishment of a number of new centers, the current number might be slightly higher today.

<sup>91</sup> Dunbar, Muriel. 2015. *Secondary Vocational Education: International Experience. Final Report, April 2015 (English)*. Page 5. Washington, DC: World Bank Group. <http://documents.worldbank.org/curated/en/470241468000264353/Secondary-vocational-education-international-experience-final-report-April-2015>.





**Box 4.1. Vocational Education as Preparation for Tertiary Education**

Historically, many vocational programs were conceived as a stepping-stone to a single target occupation. But increasing educational opportunities have challenged this. More and more young people, including students in vocational programs, now expect to enter tertiary and other post-secondary education. For example, one-quarter of Dutch upper secondary vocational students continue into tertiary vocational education and training as do three-quarters of upper secondary vocational students in the Republic of Korea. To reflect this new reality, vocational programs must be designed not only to prepare students for the labor market but also for entry into tertiary education. This means ensuring sufficient attention to general academic skills and practical skills in these programs.

*Source:* OECD (Organisation for Economic Co-operation and Development). 2010. *Learning for Jobs. Synthesis Report of the OECD Reviews of VET.* Paris: OECD. Page 5.

**Box 4.2. Problematic Vocationalization of Secondary Education in Nigeria**

It is argued that vocationalization of secondary education in Nigeria became necessary because the traditional academic education failed to meet the needs of a vastly increased youth population who require manual and technical skills for gainful employment. However, vocationalization of secondary education as practiced in many African countries, including Nigeria, is often ineffective in preparing youth for jobs. This is because the curriculum content is not rich enough. Besides, the kind of secondary school vocationalization that affects a minor proportion of the students' total curriculum does not equip students for paid employment let alone self-employment. Exposure to vocational subjects may only enhance students' interest in the type of work for which these subjects are broadly preparatory.

Challenges working against effective vocationalization of secondary education in Nigeria include lack of qualified vocational teachers, inadequate facilities, and administrators' misconception of the nature of vocational education.

*Source:* Okoye, K. R. E., and Ekereobong S. Udouo. 2015. "Vocationalisation of Secondary Education in Nigeria: Issues, Challenges and Prospects." *Journal of Education and Practice* 6 (30): 71–76.

10. **Given the circumstances of serious underfunding of technical secondary education, which is the case for most African countries including Cameroon, it may be argued that strengthening of general secondary education would be a better option.** However, in the case of Cameroon, two circumstances contradict this: (a) the vocational training centers under the auspices of MINEFOP to cater to less than 2 percent of all youth in the country and tend to focus on social demand and non-capital-intensive trades and (b) in spite of the many challenges experienced by the existing technical secondary education, it provides graduates with a better foundation for entry into the labor market than general secondary education (but not necessarily in terms of entry into higher education institutions).

11. **In the long run, the network of MINEFOP-accredited training institutions may build up its capacity to provide quality TVET for a substantial part of the Cameroon youth.** However, this is a long-term perspective that goes far beyond the present project. Therefore, in a medium-term perspective, in addition to strengthening the institutions under MINEFOP, it is essential to assist selected technical secondary schools (colleges) to provide quality skills training meeting the needs and opportunities of the Cameroon economy.





## ANNEX 5: Economic and Financial Analysis

### COUNTRY: Cameroon

#### Secondary Education and Skills Development Project

1. This annex summarizes the economic rationale for the Secondary Education and Skills Development Project and is organized as follows. First, it presents the rationale for public investment. Second, it describes the expected development impact of the project. Then it discusses fiscal impact of the project. The last section focuses on the World Bank's value added.

#### Rationale for Public Investment

2. Public investments in education or skills are warranted under several conditions: (a) if the private sector or individuals fail to invest sufficiently in education or skills development because they do not internalize the externalities that skills create for society; (b) if market failures exist, such as imperfect financial markets or information asymmetries; (c) if redistribution implications exist; or (d) if social and political concerns exist. The individual benefits of public investment can be measured by returns to education and skills. The social benefits of public investment in skills can be represented by growth and productivity externalities and positive spillovers that education or skills could create in other sectors, such as health. Individuals, when deciding on which level of education to obtain, frequently do not internalize the externalities that education brings to society and underinvest. Furthermore, in developing countries the lending markets are often underdeveloped, and students might not be able to afford obtaining higher levels of education. For these reasons, public investment in education and skills development sectors is justified.

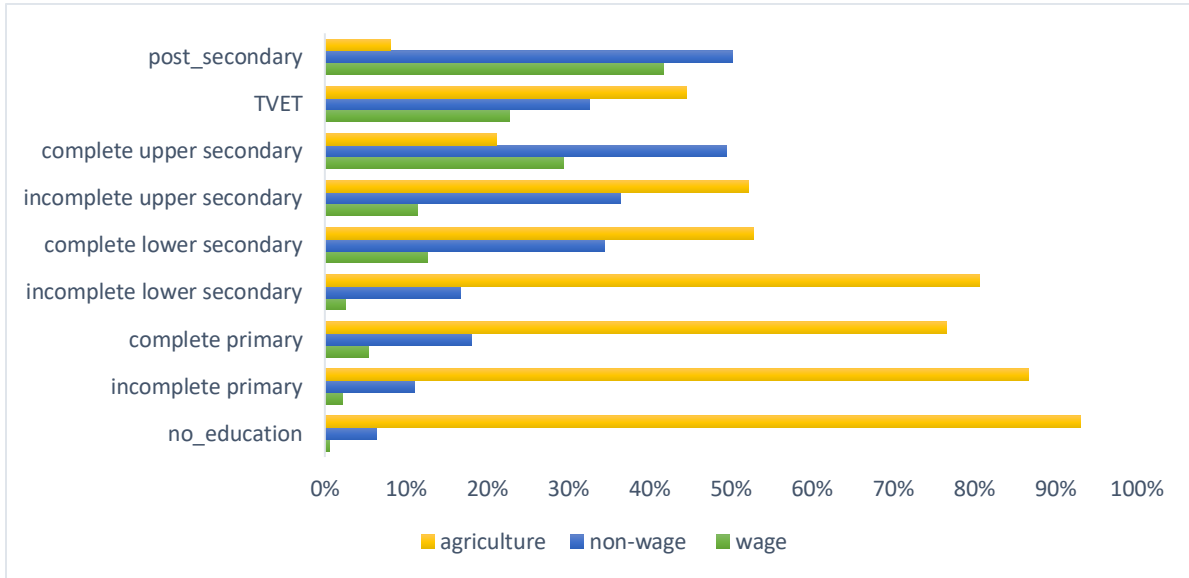
3. **Returns to education.** Returns to TVET and secondary education are high. The rate of returns of one year of education is estimated at 14.1 percent (Montenegro and Patrinos 2014<sup>92</sup>) in Cameroon. For secondary education, the rate of returns is estimated at 12.1 percent, that is, more than the average for Sub-Saharan Africa (10.6 percent) and high-income countries (6.6 percent). The rate of return to TVET diplomas is higher than for general education at the upper secondary and tertiary levels. At the tertiary level, the rate of return is 65 percent higher for workers with a Advanced Technician Certificate (*Brevet de Technicien Supérieur* -BTS) degree relative to those with a license degree. At the upper secondary level, the marginal return to the additional year to complete a TVET diploma is 20 percent higher than that for a general diploma.<sup>93</sup> Overall, returns to education of TVET and lower secondary graduates have increased from 2007, when TVET graduates earnings were lower than those of upper secondary graduates, to 2014, when TVET (lower secondary) graduates' earnings were higher than those of the graduates from general secondary (figures 5.1–5.4). This explains the emphasis placed on education, especially TVET, in Vision 2035 and underscores the need to support the Government in improving this sector to have a real impact on the country's economic growth.

<sup>92</sup> Montenegro, C. E., and H. A. Patrinos. 2014. "Comparable Estimates of Returns to Schooling Around the World." Policy Research Working Paper 7020, World Bank, Washington, DC.

<sup>93</sup> Sosale, S., and K. Majgaard. 2016. *Fostering Skills in Cameroon: Inclusive Workforce Development, Competitiveness, and Growth*. Washington, DC: World Bank. <https://doi.org/10.1596/978-1-4648-0762-6>.



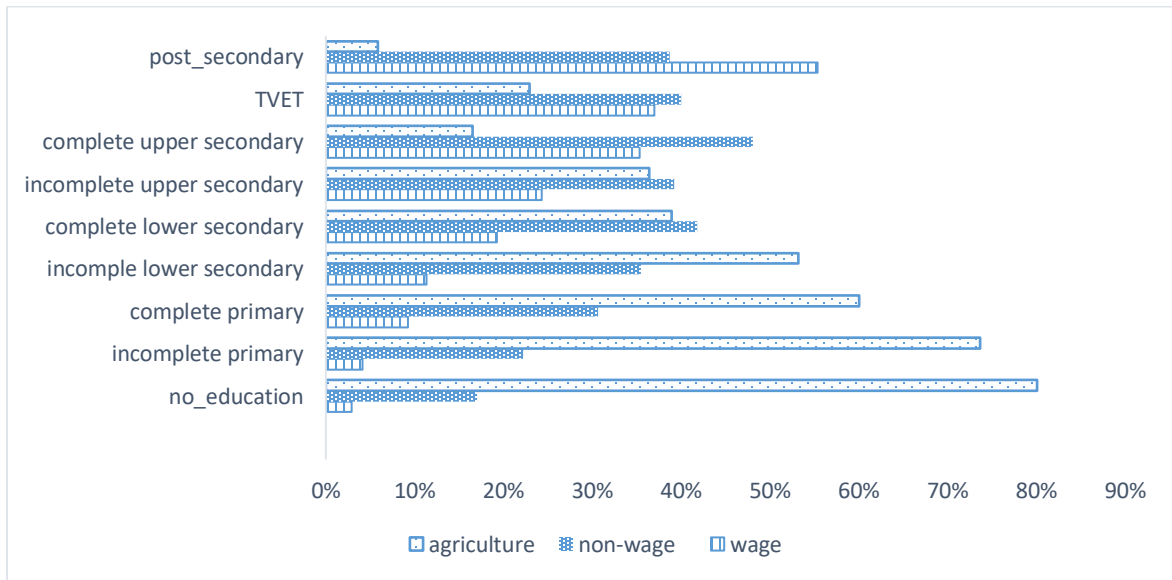
Figure 5.1. Education Levels and Wage, Nonwage and Agriculture, 2007



Sources: Third Cameroon Household Survey (ECAM3), 2007 of the NIS; World Bank staff estimates.

Note: The wage category includes those employed in the public sector receiving wages plus those working in the private, nonagricultural sector receiving wages. The nonwage category includes those working in the nonfarm sector (small enterprises and informal sector). The agriculture category includes those employed in the private agriculture sector receiving wages plus those working in the farm sector (small and family farms).

Figure 5.2. Education Levels and Wage, Nonwage, and Agriculture, 2014



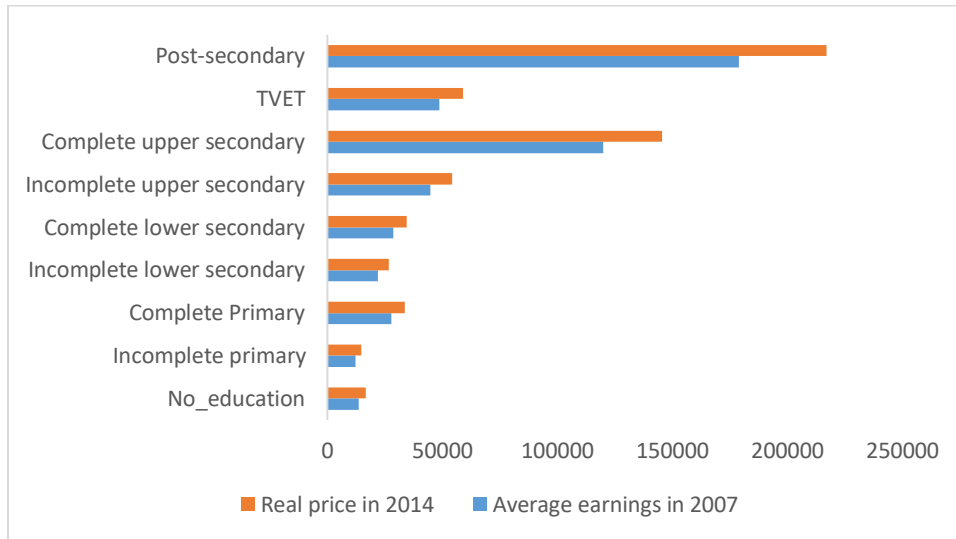
Source: Fourth Cameroon Household Survey (ECAM4) 2014 of the NIS; World Bank staff estimates.

Note: The wage category includes those employed in the public sector receiving wages plus those working in the private, nonagricultural sector receiving wages. The nonwage category includes those working in the nonfarm sector (small enterprises, informal sector). The agriculture category includes those employed in the private agriculture sector receiving



wages plus those working in the farm sector (small, family farms).

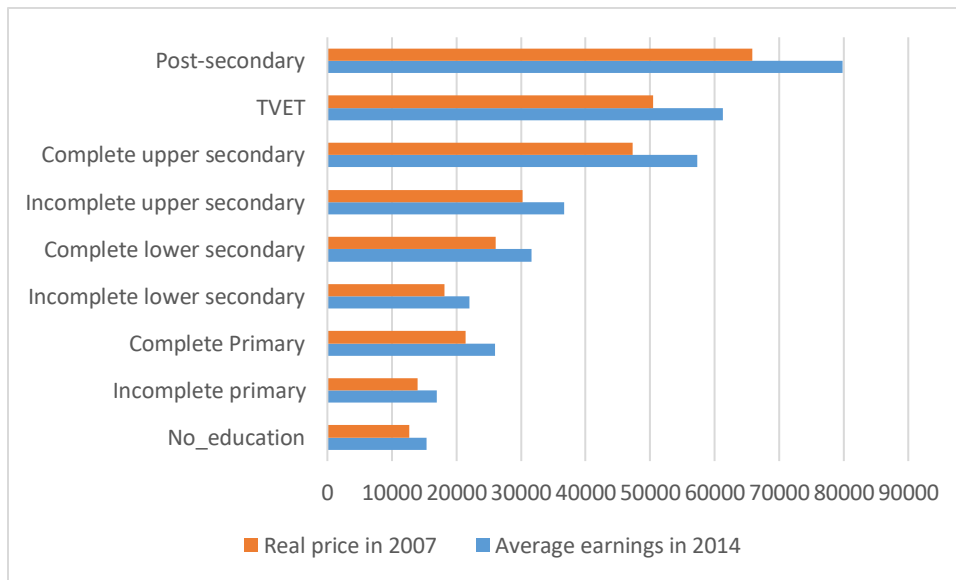
Figure 5.3. Average Earnings by Educational Level in 2007



Sources: ECAM3; World Bank staff estimates.

Note: The average earning in 2007 was nominal. It is translated into its real price in 2014 price by using the 2014 consumer price index. This facilitates comparisons and shows how important the TVET diploma had become in 2014.

Figure 5.4. Average Earnings by Educational Level in 2014



Sources: ECAM4; World Bank staff estimates.

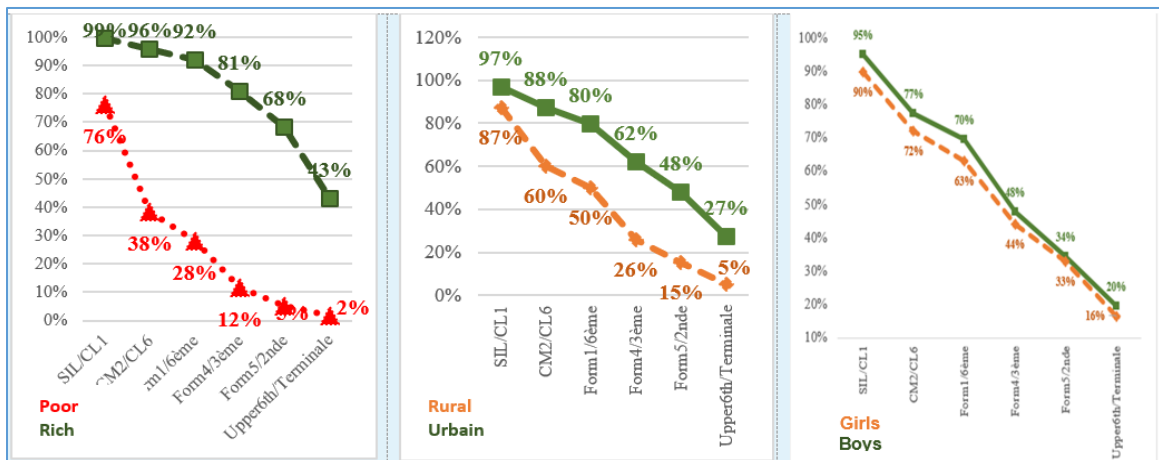
Note: The average earning in 2014 was nominal. It is converted into its real price in 2007 by using the 2014 consumer price index.



4. **Social benefits.** A literature review shows that there are large and significant direct economic benefits associated with education, training, and skills in the form of enhanced employment and earnings outcomes, improved social status, and integration. Benefits associated with education, training, and skills also accrue to the community and the larger society. A well-trained workforce is more likely to participate in the job market, help a country increase its economic growth, increase firm productivity and competitiveness, improve social integration, and lift populations out of poverty. The following factors provide justification for public intervention in the education sector:

- **Addressing inequity in secondary education.** There are wide disparities associated with socioeconomic characteristics (poverty, area of residence, and gender) in retention and access in secondary education. While 81 percent of the rich population reach the last class of lower secondary, only 12 percent of poor are able to do so. Therefore, as shown in figure 5.5, it appears that the poorest people and individuals living in rural areas have less access to school and drop out more in secondary education, while girls have less access than boys.

Figure 5.5. Access to Levels of Education by Standard of Living, Area of Residence, and Gender



Source: Education Sector Diagnostic (2019).

- **Improving equitable access to TVET service delivery.** The public sector is a critical vehicle for the equitable delivery of education in Cameroon as in many Sub-Saharan African countries. However, generally TVET institutions remain weak (see figures 5.6 and 5.7) and have poor management.<sup>94</sup> Furthermore, there is inequity in training provision by region. For example, the majority of private training institutions are located in Doula and Yaoundé. Inadequate training and the provision of low-quality education have an obvious negative impact on society, specifically in terms of high youth unemployment and low labor productivity. The GDP annual growth rate in Cameroon averaged 4.64 percent from 2003 to 2016, which is relatively low compared to other Sub-Saharan African countries. For example, Ghana has a more robust skills training system and had an average GDP annual growth rate of 6.84 percent from 2000 to 2017.<sup>95</sup> Several interventions supported under the project aim to

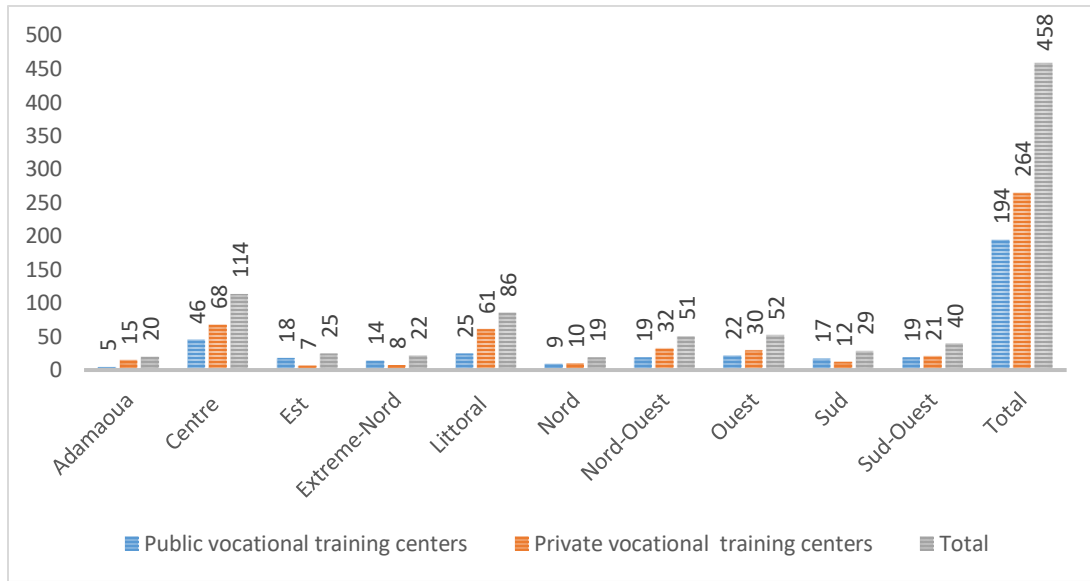
<sup>94</sup> Zouliatou, M. 2017. "TVET and Economic Development in Cameroon: Lessons from China." *Journal of Education and Practice* 8 (33): 178–189.

<sup>95</sup> World Bank. 2017. *Africa at a Glance*. Retrieved from <http://www.worldbank.org/en/region/afr>.



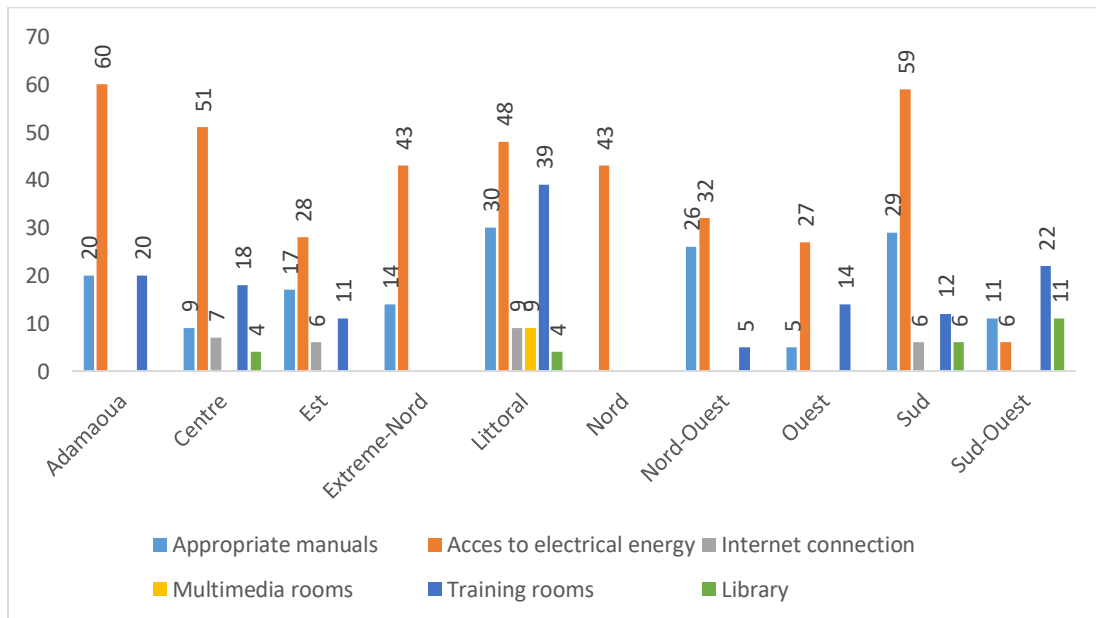
address the challenges of TVET in Cameroon, such as poor quality and relevance of skills development programs, especially in the selected economic sectors; limited access, especially to mid-level skills training programs in the key economic sectors; weak management and governance, including poor sector coordination, planning, and M&E; and inadequate resources and limited internal inefficiency.

Figure 5.6. Distribution of Vocational Training Centers by Sector and Region, 2013



Source: MINEFOP/INS, 2013.

Figure 5.7. Distribution of Public Training Centers with Certain Equipment by Region, 2013





Source: MINEFOP/NIS, 2013.

- **Growth and productivity externalities.** An educated and well-trained labor force is one of the major drivers of firm productivity and a country's economic growth. Individuals do not account for the externalities when making educational and training choices, which leads to underinvestment in education and training. Creating incentives for individuals to invest in training may help optimize the supply of educated and trained workers. Such investments could include public provision of skills training and stipends for economically and socially disadvantaged groups and for private providers to expand training provision.
- **Efficiency gains from policy reforms.** System-wide and institutional reforms focused on improving the management of the education system and education quality are essential to improve the efficiency of the system. A better education system will improve labor force quality and generate the market-relevant skills required by a changing economy—helping Cameroon achieve its development goals as specified in Vision 2035.
- **Addressing political and social instability.** The influx of the refugees in the Far North, East, Adamawa, and North regions and the large number of IDPs in Cameroon create social and political pressures with the potential to compromise peace, stability, and service delivery. The public sector, and particularly education and training, is well positioned to address social and political concerns in this context.
- **Solving information asymmetry.** Inefficiencies in the labor market are a result of the lack of basic information on labor market demand, the shortage of skills development programs, and the mismatched skills produced by the current system. Collection, analysis, and dissemination of skills supply and demand information represent a public good that can help narrow skills gaps and mismatches.
- **Correcting market failures.** Profit-oriented private providers typically tailor their offerings to social rather than market demand. This contributes to education and skills gaps and mismatches in Cameroon.

### Development Impacts

5. The cost-benefit analysis suggests that economic benefits outweigh the costs. For both components, assumptions to derive the economic internal rate of return and NPV of the project are presented in box 5.1. Under the preferred scenario, the NPV of the project is US\$117.8 million (the estimated NPV of the economic benefit of the project is US\$336.1 million) and the IRR is 16.1 percent. These values are comparable with similar World Bank-financed projects.

### Fiscal impact analysis

6. Under Component 1, the Government will strengthen effectiveness school management and budget transparency as well the leadership and management capacities of head teachers. This will allow the Government to rationalize and improve effectiveness of the fiscal spending in the secondary education sector. Under Component 2, the Government will develop the National Skills Development Strategy and costed plan which expected to allow the Government to rationalize the spending in skills development sector. Furthermore, since training centers will be preparing centers development plan to access SDF funding, this will result in more efficient spending and higher budget transparency at the center level. Also, the revolving nature of the SDF to the private training providers will contribute to the fiscal sustainability of support to private sector. Finally, interventions



under the project are expected to have a long term positive fiscal impact as students trained will be more likely to join the labor markets and will have higher productivity, also firms which will participate in skills upgrading of their staff are expected to become more productive.

**Box 5.1. Cost-Benefit Analysis**

**Assumptions**

- The expected working life period is 35 years.
- The exchange rate is set at US\$1 = FCFA 589 (January 10, 2020).
- The discount rate is 12 percent (common discount rate used in similar projects).
- The inflation rate is 2.3 percent (averaged between 2006 and 2018).
- Employment rate (baseline): 70 percent (ECAM 2014).

**Component 1**

- Number of beneficiaries (baseline): 300,000 (2021)
- Completion rate lower secondary (baseline): 49.1 percent (2018-2019)
- Completion rate upper secondary/transition rate from lower to upper secondary (baseline): 27 percent (2017–2018)

**Component 2**

- Number of beneficiaries: 11,900

**World Bank Value Added**

7. The World Bank’s value added is its global knowledge and expertise and experience in the design and implementation of secondary education and skills development projects in Africa (for example, Burkina Faso, Rwanda, Ghana, Uganda, and Tanzania) as well as in other regions (for example, Europe and Central Asia and South Asia). The project will be implemented with support from a multisectoral World Bank team, including staff from the Education, Social Protection and Jobs, Agriculture, Energy, and Trade and Competitiveness teams. The World Bank will be able to create links with ongoing projects across the world and opportunities for South-South exchanges to Cameroon to benefit from and build on experiences from similar contexts. The World Bank can also help convene DPs and key stakeholders, particularly through its systematic approach to the delivery of skills development projects.



**ANNEX 6: Climate Adaptation and Mitigation**

**COUNTRY: Cameroon**

**Secondary Education and Skills Development Project**

1. As noted in the main text (Section G), the project includes climate adaptation and mitigation co-benefits both in terms of school fee waivers for girls in selected secondary schools in disadvantaged areas, as well as additional activities (please see below).

**Table 6.1: Climate Co-Benefits Activity Linkages**

Activities	Total US\$ million	Climate Co-benefit Linkages
<b>Component 1: Support to general secondary education sector</b>		
DLIs 1 – 3	50	
DLI 1: <i>Targeted secondary schools that comply with standards critical for the learning environment and equity</i>	40	<ul style="list-style-type: none"> <li>In all four disadvantaged regions supported by the Project, activities will include the financing of school fees (in lieu of parents) for the most vulnerable girls (expected US\$4 million for girls' fees) and activities supporting girl's enrolment and retention. Approximately 10,000 vulnerable enrolled girls are expected to benefit from the fee waiver program which will be a direct cost reduction of fees for the families. The additional income available at the household level is expected to improve their adaptive capacity to climate-related and other shocks, especially in terms of food security. Moreover, two of the four disadvantaged regions targeted under DLI 1 (North, Far North) are at greater risk of desertification and droughts in as a result of climate change, potentially straining agricultural production and increasing the risk of food insecurity.</li> <li><b>Mitigation:</b> Climate smart building technologies will be used in school rehabilitations and new latrines (estimated at about US\$12 million). School infrastructure improvements will use more energy-efficient equipment and appliances (achieved, for example, by installing solar panels and LED lights), and better use of water resources in rehabilitated latrines as well as more economic and efficient waste management.</li> <li><b>Adaptation:</b> The project will include climate-friendly learning, such as renewable energy and water purification in project-based learning.</li> </ul>
DLI 2: <i>Head teachers and deputy head teachers of general secondary schools trained and accredited</i>	5	<ul style="list-style-type: none"> <li><b>Adaptation:</b> Interventions under these activities on head teachers and new teachers include content on ensuring environmentally friendly- and climate-smart schools as well as overall awareness about climate change. This is expected to increase their adaptive capacity and overall awareness.</li> </ul>
DLI 3: <i>Newly recruited teachers who have completed the on-boarding program</i>	5	<ul style="list-style-type: none"> <li><b>Mitigation:</b> Content on climate change mitigation (such as greenhouse gas (GHG) reduction) will be included in head teacher training materials.</li> </ul>
<b>Component 2: Support to skills development sector</b>		
DLIs 4 – 7; traditional IPF subcomponent	63.5	





DLI 4: <i>New competency-based training (CBT) packages in selected economic sectors developed, approved, available at MINEFOP and MINESEC and are in use</i>	9.8	<ul style="list-style-type: none"> <li>• <b>Mitigation:</b> Support to the skills development sector focuses on selected economic sectors, including digital economy, energy, agro-processing, and construction. DLI 4 supports the development and approval of new CBT packages, which will include elements of, for example, renewable energy, as well as improved efficiency of energy and water use for agriculture and construction. Staff will be trained to deliver these packages under DLI 5. The IPF subcomponent (subcomponent 2.2) will roll out several of these packages.</li> </ul>
DLI 5: <i>Teachers trained on use of the new CBT packages approved by MINEFOP and MINESEC</i>	4.5	<ul style="list-style-type: none"> <li>• <b>Mitigation:</b> Under the SDF intervention (subcomponent 2.2), several beneficiary training centers will be upgraded to become more energy-efficient than the prevalent standard in the area (achieved, for example, by installing solar panels and using energy-efficient appliances and equipment).</li> </ul>
<i>Interventions supported by IPF instrument related to expansion of access to market-relevant skills development programs in selected economic sectors through SDF</i>	40	<ul style="list-style-type: none"> <li>• <b>Adaptation:</b> Under the SDF intervention, Window 3 (which supports the skills upgrading needs of members of associations of microenterprises) will include awareness about climate change risks and the effects on the agriculture sector and other other relevant sectors, including adaptive measures which can be taken.</li> <li>• <b>Adaptation:</b> Teachers and staff will be trained on use of these CBT packages, and, subsequently, students will be trained in these fields under project-supported interventions. Graduates can potentially spread knowledge across several sectors when recruited by employers.</li> </ul>
DLI 6: <i>Improved strategic planning and management</i>	5.5	<ul style="list-style-type: none"> <li>• <b>Adaptation:</b> The national skills development strategy will be developed in alignment with the government’s plan to tackle climate change (NAPCC). Moreover, the skills strategy could include information on skills needs as well as on the strategy to address them in the areas of clean energy. The NQCF will detail the competencies for fields in this area.</li> </ul>
DLI 7: <i>Strengthened information system and skills development sector monitoring</i>	3.7	<ul style="list-style-type: none"> <li>• <b>Adaptation:</b> The establishment of a detailed information system about training centers and programs will allow for better communication with difference centers in case of climate-induced emergencies.</li> </ul>
<b>Component 3: Project management and technical assistance (US\$11.5million)</b>		
Subcomponent 3.1: Project coordination and M&E	7	<ul style="list-style-type: none"> <li>• Overall project management will ensure that all climate change related activities are implemented as planned</li> <li>• This component will also include training of the relevant stakeholders to raise their awareness of climate change and disaster risk management and co-benefits of climate change adaptation and mitigation</li> </ul>
Subcomponent 3.2: Technical assistance	4.5	
<b>Component 4: Contingent emergency response - US\$0</b>		



**ANNEX 7: Map**

**COUNTRY: Cameroon**  
**Secondary Education and Skills Development Project**

