



Cote d'Ivoire: Education Service Delivery Enhancement Project (P163218)

WESTERN AND CENTRAL AFRICA | Cote d'Ivoire | Education Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2018 | Seq No: 10 | ARCHIVED on 16-May-2023 | ISR55944 |

Implementing Agencies: Ministry of Economy and Finance, Ministry of National Education and Literacy

Key Dates**Key Project Dates**

Bank Approval Date: 04-Jun-2018

Effectiveness Date: 31-Jul-2018

Planned Mid Term Review Date: 08-Mar-2021

Actual Mid-Term Review Date: 17-May-2021

Original Closing Date: 31-Dec-2023

Revised Closing Date: 31-Dec-2023

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to increase access to pre-school and improve learning outcomes in beneficiary primary schools in participating regions

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Improving Conditions for Improved Learning Outcomes:(Cost \$13.19 M)
 Strengthening Sector Management and Accountability:(Cost \$2.85 M)
 Improving Teaching and Learning Environment for Beneficiary Schools:(Cost \$2.69 M)
 Project Implementation and Monitoring and Evaluation:(Cost \$4.62 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Implementation Status and Key Decisions**Project Status**

Overall implementation progress is rated satisfactory. Disbursements and most project activities at the school levels are on track for timely completion. The implementation details are as follows:

Component 1: Improving conditions for improved learning outcomes.

Sub-component 1.1: Improving community preschool in beneficiary regions. A total of 117 community preschool classrooms were built as planned. At pre-primary level, a total of 225 classrooms are planned by the end of the Project. To date, 166 classrooms have been delivered, are



functional and equipped with Early Childhood Development (ECD) materials and kits. Standards for Community Preschool Center (CPC) assessment have been developed and the results of the first assessment available. Among the 250 centers assessed, 247 (98%) are compliant. Almost all the centers are compliant for the "Infrastructure /equipment" and "Teaching/learning" areas. Additional efforts are still needed in the areas of "School environment" and "School governance". A new assessment will be conducted in May and the result will be available before the end of FY23. To date, about 8,568 children (54% female) of 3-5 years old are enrolled in the CPCs and pre-primary.

Sub-component 1.2: Improving the teaching and learning of reading and mathematics in the beneficiary schools of the project. A total 32 106 children (52% of female) are enrolled at primary level in the school supported by PAPSE. Refresher training have been conducted at regional level for trainers of teachers, Education councils and for teachers as well in February 2023. With support from UNICEF, actions have been implemented with communities to ensure the sustainability of CPCs and pre-primary schools during the implementation period of the project. **The 2022 Early Grade Reading assessment (EGRA) and Early Grade Mathematic Assessment (EGMA)** for grade 2 (CP2) and grade 3 (CE1) is available. The results show better performance in the school supported by the Project, compared to the demonstration school and the national level. Indeed, in the project schools, the score is 29/100 (16 in 2021) for reading against 18/100 in demonstration school. For mathematics, the average score is 56/100 (50 in 2021) against 44/100 for demonstration school. At national level, the EGRA average score is 28.3/100 (23.4 in 2021) and the EGMA average score is 54.9/100 (48.9 in 2021). The 2023 assessment is ongoing. To date, one hundred bridging school's classes are operational with 3,025 learners. In addition, this school year 2022-2023, at least 1,708 children aged between 9 and 14 years old in 50 communities will be trained to integrate the formal education system. Community mobilization is still ongoing and is conducted by the four selected NGOs to improve child attendance and increase parental commitment. A total of 290,549 children have benefited from the Project's primary interventions to improve learning, including 195,381 girls.

Component 2: Strengthening sector management and accountability.

Sub-component 2.1: Citizen participation in school management. The accountability and citizen control process are working well in the 150 communities. In addition, participatory self-assessments and capacity building sessions were organized in the six National Education and learning Regional Direction (*Direction Regionale de l'Éducation Nationale et de l'Alphabétisation* - DRENA), with the support of the intermediaries.

Sub-component 2.2: Capacity building in public policies, education, and service delivery. Communities have received their last grants as planned in the Project. The communities decided to use these funds for the creation of income-generating activities to feed the school's operating fund and ensure sustainability. In addition, intermediaries continue to assist the communities by strengthening their capacities and commitment. All public schools supported by the Project, reported on the use of the school grants and student results through community information meetings at least once this school year 2021/2022. The Task Force is engaged in the preparations for the joint Education-Training sector review scheduled for the first quarter of 2023. A roadmap was adopted by the sectors on Thursday, October 20, 2022. With the technical support of the International Institute for the Education planning (IIEP) based in Dakar, the updating of the financial simulation model of the sector's expenses is also underway. Also, the Task Force has published 5 policy briefs out of the 6 expected under the project. The briefs focused on: (i) care system for children living with disabilities in schools in Côte d'Ivoire; (ii) Education Sector Response to COVID-19; (iii) the prospective expenditures analysis of MENA over the period 2021-2025; (iv) update of the study on students' well-being and safety in schools in Côte d'Ivoire; and (v) technical validation of the education SDI report.

Component 3: Improving teaching and learning environment for beneficiary schools. A total of 464 classrooms have already been delivered to date, out of 675 primary classrooms planned to be built as part of the Project. The building process is underway for 142 classrooms launched since June 2022. To improve learning environment and conditions for children: (i) 33 additional hydraulic pumps have been delivered out of 45 planned by the end of the Project; (ii) 414 latrines segregated by gender (girls/boys) built out of 542; and (iii) existing classrooms equipped with 3,214 tables and benches out of 3,584. In total, 10,508 girls received additional school kits, more than the 8,921 planned under the Project.

Component 4: Project implementation and monitoring and evaluation. The PIU is operating Satisfactorily. Monthly, quarterly, and bi-annual reports are produced and shared according to schedule. Interim Financial Reports (IFR) are also submitted to the World Bank on time. Withdrawal application requests are submitted regularly. However, the PIU needs to further improve in some financial management aspects, for instance: (i) complying with the schedule for holding COPIL meetings; (ii) reducing delays in justifying mission advances; and (iii) addressing issues related to high balance in the account "Advance missions, accommodations and transport catering costs" under the responsibility of the Accounting Agent. The Mid-term Impact Assessment has been completed and the report is available and disclosed. The report shows that, in the Implementation area of the Project, the teachers' pedagogical practices have improved with an average of 3.1 out of 5. These results are encouraging and indicate that it is possible for Côte d'Ivoire to implement a community preschool system with good quality standards, based on local recruitment and minimum training for educators. At the primary level, the expected results have been reached, for example: teachers have changed their teaching practices (in mathematics and moderately in reading/writing). Also, the financial allocations for schools have increased. Teachers and pupils have the necessary materials for learning. The Project's communication system is in place and functioning. The communication is done through flyers, media, social media (Facebook) as well as face-to-face communication with actors and communities. The next supervision mission is scheduled for November 2023.



Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Substantial	☐ Substantial	☐ Substantial
Macroeconomic	☐ Substantial	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Moderate	☐ Moderate	☐ Moderate
Technical Design of Project or Program	☐ Substantial	☐ Low	☐ Low
Institutional Capacity for Implementation and Sustainability	☐ Substantial	☐ Moderate	☐ Moderate
Fiduciary	☐ Substantial	☐ Moderate	☐ Moderate
Environment and Social	☐ Moderate	☐ Moderate	☐ Moderate
Stakeholders	☐ Substantial	☐ Moderate	☐ Moderate
Other	--	--	--
Overall	☐ Substantial	☐ Moderate	☐ Moderate

Results

PDO Indicators by Objectives / Outcomes

Increase access to preschool				
▶ Number of preschools meeting quality standards (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	247.00	247.00	342.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	The quality standards are available. The first assessment has been conducted in 250 preschools and showed that 247 (98%) are meeting the quality standards in terms of access, equipment/materials, teaching/learning, school environment and school governance.			

Improve learning outcomes in beneficiary schools				
▶ Pupils in second grade of primary education meeting minimum competency threshold for mathematics, in beneficiary schools in poor and lagging communities (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.00	64.00	64.00	32.00



Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target exceeded. The EGMA for 2022 is available and the new score is 64. The end target value of 32 percent is already surpassed.			
<input type="checkbox"/> Of which girls, in second grade of primary education meeting minimum competency threshold for mathematics, in beneficiary schools in poor and lagging communities (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	51.00	51.00	50.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
<input type="checkbox"/> Pupils in second grade of primary education meeting minimum competency threshold for reading, in beneficiary primary schools in poor and lagging communities (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6.00	25.00	25.00	25.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target achieved. The EGRA for 2022 is available and the score is 25.			
<input type="checkbox"/> Of which girls, in second grade of primary education meeting minimum competency threshold for reading, in beneficiary primary schools in poor and lagging communities (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	52.00	52.00	50.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
<input type="checkbox"/> Teachers implementing at least three of the new teaching practices developed for mathematics in the project, in beneficiary schools (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	94.10	94.10	80.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	The End target value is already surpassed.			
<input type="checkbox"/> Teachers implementing at least three of the new teaching practices developed for reading in the project, in beneficiary schools (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	91.70	91.70	80.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target Exceeded.			



Intermediate Results Indicators by Components

Improving Conditions for Improved Learning Outcomes				
▶ Number of community preschools built by the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	117.00	117.00	117.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
▶ Number of preprimary classrooms built in beneficiary communities by the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	134.00	163.00	225.00
Date	30-Nov-2020	15-Dec-2022	11-May-2023	28-Jul-2023
Comments:	From 86 in last ISR the number of classrooms available is now 134. The construction of the other classrooms is ongoing and will be deliver in 2023.			
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	241,168.00	290,549.00	345,000.00
Date	30-Mar-2018	15-Dec-2022	11-May-2023	28-Jul-2023
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	169,890.00	195,381.00	170,000.00
▶ Students benefitting from direct interventions to enhance learning in Early Childhood Education (ECE) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	29,703.00	38,271.00	47,970.00
Date	30-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
□ of which girls (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	14,455.00	19,113.00	23,985.00



Date	30-Mar-2018	15-Dec-2022	11-May-2023	28-Jul-2023
► Teachers receiving at least one supervision visit by inspectors or pedagogic advisers in beneficiary schools, per quarter (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	90.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target exceeded. All the teachers have received at least one supervision mission visit. The end target is already surpassed and this result should be maintained until the end of the project.			
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	7,582.00	7,582.00	2,250.00
Date	30-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target exceeded. This indicator includes (i) trained and recruited educators in community preschools, (ii) trained teachers in preprimary, and (iii) trained teachers in primary. The end target of 2,250 has been surpassed as well the end target for girls (1,245 out of 1,150 expected).			
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,245.00	1,245.00	995.00
► Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3.00	3.00	3.00
Date	30-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target achieved. EGRA/EGMA assessments have been conducted in 2020, 2021 and 2022			

Strengthening Education Sector Management and Accountability

► Public schools reporting school grants and student results through community briefings meetings, at least once a year, in beneficiary schools (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	90.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	All beneficiary schools reported on the provision of school grants and reported on the use of the funds.			



Improving Teaching and Learning Environment for Beneficiary Schools				
▶ Number of classrooms rehabilitated/built by the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	435.00	464.00	675.00
Date	01-Sep-2020	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	This indicators only refers to construction and rehabilitation under the AF. The targeted number will be reached as soon the maximum amount from the variable part is collected under the performance based Contract (PBC).			
▶ Number of girls receiving complementary school kits (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	10,186.00	10,508.00	4,500.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target exceeded. The end target has been surpassed and the value may continues to increase.			
▶ Number of beneficiaries benefiting from Deworming (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	198,406.00	198,406.00	240,000.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	The number of beneficiaries has increased significantly from 127,406 to 198,406. With this progression rate, it is expected that the end target will be reached at the end of project.			
☐ Of Which girls (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	101,180.00	101,180.00	120,000.00
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023

Project Implementation and Monitoring and Evaluation				
▶ Number of policy notes published by the MENETFP (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	5.00	6.00	8.00



Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Five (5) policy briefs out of the 6 expected under the project was published by the government. The briefs focused on: i) Care system for children living with disabilities in schools in Côte d'Ivoire, ii) Education sector response to COVID-19, iii) Prospective analysis of MENA's expenses over the period 2021-2025, iv) Update of the study on students' well-being and safety in schools in Côte d'Ivoire, v) SDI education report.			
▶ Impact Evaluation report published by the MENETFP (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Mar-2018	15-Dec-2022	11-May-2023	31-Dec-2023
Comments:	Target achieved. The Mid Term evaluation report is available and disclosed since April 2022.			

Performance-Based Conditions

Data on Financial Performance

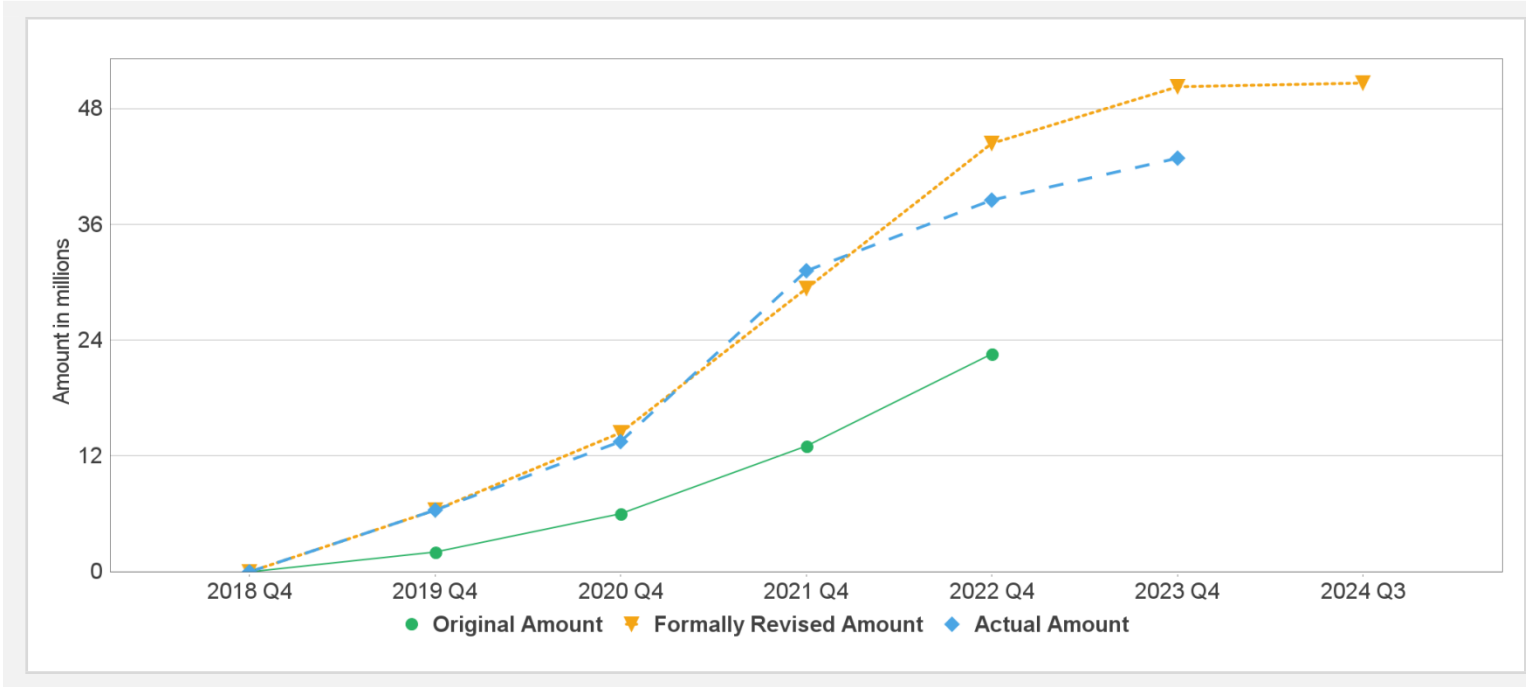
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P163218	TF-A7376	Effective	USD	23.35	23.35	0.00	23.32	0.03	100%
P163218	TF-B2775	Effective	USD	27.35	27.35	0.00	19.58	7.77	72%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P163218	TF-A7376	Effective	04-Jun-2018	21-Jun-2018	31-Jul-2018	28-Jul-2022	31-Dec-2023
P163218	TF-B2775	Effective	29-May-2020	14-Jul-2020	14-Jul-2020	31-Dec-2023	31-Dec-2023

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P169479-Cote d' Ivoire Education Services Delivery Enhancement Project Additional Financing