



# Appraisal Environmental and Social Review Summary

## Appraisal Stage

### **(ESRS Appraisal Stage)**

Date Prepared/Updated: 11/01/2022 | Report No: ESRSA02394



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Cote d'Ivoire	WESTERN AND CENTRAL AFRICA	P177800	
Project Name	Côte d'Ivoire Strengthening Primary Education System Program		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	11/1/2022	12/14/2022
Borrower(s)	Implementing Agency(ies)		
Republic of Côte d'Ivoire	Ministry of National Education and Literacy		

Proposed Development Objective

The Program Development Objective is to improve: (i) equitable access to quality education and school health services in preprimary and primary schools; (ii) learning outcomes; and (iii) performance based management along the service delivery chain.

Financing (in USD Million)	Amount
IPF Component	20.00
Total Project Cost	364.70

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

No

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

The proposed Program-for-Results Financing (PforR, the Program) aims to contribute to the development of human capital by strengthening primary education system to provide better access to quality public education and health services and enhance public financial management and accountability by supporting reporting mechanisms throughout the education services delivery chain.



The existence of strong disparities between regions and rural and urban areas, as well as gender inequality at school and in access to health care and the labor market, have led to a learning environment at primary school level that remains inadequate. In addition, pedagogical material is insufficient, teacher training and supervision are not effective, and the geographical distribution of teachers is uneven. Education has not been spared by COVID-related disruptions (school closures and learning reorganization). For all these reasons, this program seeks to strengthen the education system, which is a central pillar of the development of human capital.

The proposed operation is closely aligned with the 2016–2019 Country Partnership Framework (CPF), the World Bank’s Human Capital Program (HCP), and with the National Development Plan (PND) 2021–2025. The project also intends to build on and to multiply the development impact of existing World Bank projects that are predominantly nationally based. It seeks to increase access to preschool and primary school, to improve learning outcomes, and to strengthen government capacity in program-based budgeting and procurement, and in the delivery of selected education services.

The Program will be anchored in the government’s Education Sector Plan 2017–2025 and implemented by the Ministry of National Education and Literacy (MNEL – “MENA” in French) through its various general Directorates at central level and decentralized entities.

The Investment Project Financing (IPF) component under the Program will finance Technical Assistance (TA) for the Program implementation, focusing on the provision of capacity-building support for MENA at central and decentralized levels.

Specifically, the TA will be used to (i) develop, prepare, and implement a family literacy program that will integrate basic skills training and awareness raising on the importance of nutrition, early childhood cognitive development, and gender-based violence, and facilitate the empowerment of learners (especially young mothers) by financing the recruitment of specialists in family literacy; (ii) support the government in strengthening its school mapping tool, in progressively scaling up its inclusive education strategy, particularly for students with sensory disabilities, and to institutionalize the community-based school construction program; (iii) provide expertise to the Directorate of Pedagogy and Continuing Education (DPFC) to finalize National Early Learning Program (PNAPAS) including its associated-pedagogical packages (pedagogical and remedial tools) and develop its operational implementation and monitoring plan; (iv) formulate a detailed plan for strengthening teachers’ skills (including teachers’ supervision/coaching) based on the elements contained in the national strategy (national priorities, regional training plans, use of digital tools, and so on).

The TA will also be used to institutionalize the new technical/coordination unit, the National Education and Literacy Program Coordination Office (BCPENA). It will be provided in the form of a strategic support and will finance key inputs for BCPENA to support the implementation of the Program, including to carry out of fiduciary, safeguards, and monitoring and evaluation (M&E) tasks.

All the TA support will be carried out through a needs-based engagement of technical experts, the contracting of experts to help develop pedagogical package for preschool and primary levels, including teachers’ professional development materials, the hiring of consultants to perform environmental and social safeguards support functions, supporting the development of a Program operations manual, Program monitoring and evaluation, and hiring the independent verification agent (IVA) who will verify the achievements of the PforR disbursements linked indicators (DLIs).



#### D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The IPF TA component will not fund physical civil works or construction and will be national in scope. The outcomes of the TA, such as the family literacy program, institutionalization of community-based school construction program, pedagogical and remedial tools for primary schools, the inclusive education strategy, particularly for primary students with sensory disabilities, including the strengthening of teachers' professional skills, will be carried out, scaled up and used nationwide as part of the government's Education Sector Plan 2017–2025 and implemented by MENA.

The initial screening of the proposed IPF TA activities indicates that attention should be paid to: (i) the maintenance of the collaboration and stakeholder engagement and citizen mobilization; (ii) social challenges related to students with disabilities; (iii) the integration of environmental education into the national curricula, and (iv) gender-based violence (SEA/SH) associated issues.

The situation of primary education in Cote d'Ivoire is varied across the country. Cote d'Ivoire's north and northwest regions have 60 percent poverty rates, compared to coastal areas where the poverty rates are about 40 percent. These north and northwest regions also have the worst primary school enrolment and educational efficiency rates. Faith-based schools are present throughout the country, with varying occurrence by geographic area, but are more prevalent in northern areas. The program plans to support all Islamic schools to adopt the country's national curriculum and train their teachers, thus supporting the integration of these faith-based schools within the formal (national) education system and in line with criteria set up by the MENA, as in other faith-based schools (Catholic, Protestant, and so on). This challenge will require close collaboration and stakeholder engagement.

As the IPF component will also support the scaling up of government inclusive education strategy for students with sensory disabilities, the main challenge will remain the adaptation of preschool and primary pedagogical packages for children with other physical disabilities, such as the hearing and visual impairment.

In addition to deforestation and forest degradation, the country has been facing for several years the effects of climate change manifested by "deadly" floods, one consequence of which is the degradation of basic infrastructure, including schools and health centers. By supporting the development and implementation of family literacy program, TA will help the government strengthen the resilience of its education system by raising awareness of environmental protection in (a) the family literacy program, (b) some structured lessons integrated into PNAPAS, and (c) the integration of environmental education into the national teacher training plan.

Data from the Department of Statistics and School Planning (DSPA) show that 50 cases of rape, 88 cases of harassment, 116 cases of fondling, 173 cases of female genital mutilation, 12 cases of forced marriage, and 165 pregnancies were recorded in primary (elementary) schools during the school year 2019–2020. The TA includes in its design the support for women through the development of a family literacy program, one of the objectives of which is the empowerment of women (especially young mothers). The family literacy program will also integrate activities to raise awareness about gender-based violence already developed within the framework of MENA's gender strategy. Furthermore, citizen mobilization around issues of nutrition, cognitive development of young children, the importance of schooling, and the quality of learning and gender-based violence, important to be considered in the design of the Program, will be encouraged by the family literacy program and the institutionalization of community-based school construction program.



D. 2. Borrower’s Institutional Capacity

The Project Implementation Unit (PIU) of the Education Services Delivery Enhancement Project (ESDEP - P163218) will implement the IPF TA component for this project, while evolving during the first two years of project implementation into the National Education and Literacy Program Coordination Office (BCPENA).

The environmental and social performance of ESDEP is currently judged overall satisfactory and in compliance with safeguard policies triggered and managed by one environmental specialist and one social specialist.

The PIU team is currently composed of E&S specialists who have accumulated substantial experience in managing a project that this program will build on for scaling up. The environmental specialist and social specialist will continue their roles and responsibilities under BCPENA to allow for a smooth transition and avoid disrupting the implementation of the ESDEP, as well as to ensure a high-quality implementation of the IPF component of this operation. The social specialist will ensure the implementation of stakeholder engagement aspects. Together, both specialists will continue to support relevant government ministries and various directorates who will be responsible for managing relevant aspects of the PforR program that could have environmental and social risks implications. Furthermore, a GBV specialist will be hired by the PIU to oversee the implementation of the SEA/SH plan prepared under the Program.

BCPENA will receive further guidance and technical assistance from the Bank’s environmental and social team to enhance its capacity to manage compliance with the Environmental and Social Framework (ESF).

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The IPF component will provide TA through consultancy services and primarily imply carrying out studies and pedagogical tools, skills strengthening and capacity building; providing technical expertise; and the hiring of an Independent Verification Agency. The proposed TA will finance neither civil works nor the purchase of computer equipment, including software. The IPF/TA may therefore have negligible direct environmental risks and adverse impacts. In addition, the “downstream” impacts associated with the TA outcomes will be mostly positive, as the current pre- and primary schools will be reinforced by raising awareness of environmental protection in (i) the family literacy program, (ii) some structured lessons integrated into PNAPAS, and (iii) the integration of environmental education into the national teacher training plan. However, it is expected that TA outcomes related to the institutionalization of the community-based school construction program could be associated with Potential environmental “downstream” impacts, which will be easily mitigated with environmental management good practices and simple OHS measures in a predictable manner. Based on the nature and scope of supported activities, the risk of the IPF/TA component and impacts will be moderate. Furthermore, the TA will involve valuable outcomes and recommendations for improving the education system in light of national and global environmental challenges, with implications for decision making.

Social Risk Rating

Moderate

The social risk classification of this proposed project is rated moderate, as the risks and impacts are not significant and can be well mitigated. In a context where more than 40 percent of households have had to reduce their spending on

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education, and where women-headed households seem particularly affected, the most serious social risks are related to: unequal access (between urban and rural areas) to preschool education; unequal access for vulnerable, disadvantaged, and minority groups, and the abandonment in some regions of public schools in favor of both Islamic alternatives and income-generating activities. Finally, the project includes limited social challenges related to the use of consultants or other human resources for the Technical Assistance to be provided to the IPF component of the PforR (risks of SEA/SH, as well as interpersonal conflicts and other complaints).

## B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

### B.1. General Assessment

#### ESS1 Assessment and Management of Environmental and Social Risks and Impacts

##### **Overview of the relevance of the Standard for the Project:**

The expected environmental and social impacts of the IPF component will be generally positive. The IPF/TA will not finance the construction of new infrastructure but support institutionalization of community-based construction program which will involve physical investments under the PforR implementation. Based on initial screening, the TA activities proposed are expected to not have significant adverse environmental impacts or risks.

Potential social risks will also include labor risks linked to the hiring of consultants for capacity building activities, and from the hiring of the verification agency.

TA activities will be carried out in keeping with national public health measures and World Health Organization (WHO) protocols against the spread of COVID-19, as well as World Bank guidance relating to “Citizen Engagement and Stakeholder Consultations during COVID-19” (November 2020).

The ToRs for contracting experts will include relevant provisions of the applicable Environment and Social Standards (ESS), relevant aspects of the Environmental Health and Safety Guidelines (EHSGs) and will be incorporated into the design and scope of preschool and primary pedagogical package, including into teachers’ professional skills development.

A SEP has been prepared and provides measures for inclusive stakeholder engagement (this is outlined in greater detail under ESS10). The overall SEA/SH risk was determined to be substantial. A stand-alone SEA/SH prevention and management action plan, proportional to risks, will be developed no later than three (3) months after project Effective date. Appropriate consultations led by specialists with relevant capacities will be undertaken with women and girls and maintained during project implementation.

Lastly, an Environmental and Social Commitment Plan (ESCP) for the IPF/TA has been prepared and agreed upon with the Borrower. The ESCP includes a commitment to provide measures for addressing the environmental, social, and labor risks identified, and prepare subsequent relevant E&S measures in bidding documents and contracts.

#### ESS10 Stakeholder Engagement and Information Disclosure

The Borrower has developed a Stakeholder Engagement Plan (SEP) consistent with ESS10. The SEP identifies key stakeholders of the IPF/TA component to include: MENA, through different directives and decentralized entities,



namely the Directorate of Strategy, Planning and Statistics (DSPS); Directorate of Animation, Promotion and Monitoring of School Management Committees (DAPS-COGES); Directorate of Literacy and Non formal Education (DAENF); Directorate of Coordination and Implementation (DCEP); Directorate of Primary and Secondary Education (DELC); the Regional Directorate of National Education (DREN); Inspectorate of Pre- and Primary Education (IEPP); School Management Committee (COGES) and Teacher Training Centers (CAFOP); and the Ministry of Health and Public Hygiene.

However, given the nationwide introduction of the curricula, children in northern areas, children with physical disabilities and their parents could be directly affected by the program activities. This group will also be considered among the key stakeholders. Other key stakeholders will include young mothers, local NGOs, and beneficiary communities. The World Bank will review and clear the SEP, which will be disclosed both in-country and on the World Bank's website prior to appraisal. The SEP : (i) provides an overview of project stakeholders; (ii) clarifies how representatives of parents, schools, NGOs and other non-state sectors participate in the program's activities; (iii) establishes a systematic approach for consultation and their engagement in the project's preparation and implementation; and (iv) provides guidelines regarding the maintenance of a constructive relationship with them through a participatory approach that takes into consideration their concerns and their views. Different strategies for consulting stakeholders have been developed for rural zones versus urban or peri-urban zones. Specific measures have been developed to align engagement activities with gender and social inclusion objectives. The SEP addresses specific project risks and engagement risks that have been identified and will become a living document to be updated throughout the duration of the Program.

The SEP includes the Program's GM, based on an inclusive and participatory approach, which will be used to deal with complaints related to the implementation of Program activities. With regards to COVID, the SEP outlines the precautions that need to be taken for public or stakeholder consultation; these include measures outlined in the World Bank's 2020 technical note on how to hold public consultations under such constraints. Moreover, the SEP includes measures to ensure broad consultation and stakeholder participation activities, with special consideration of how to engage women/young mothers and vulnerable or marginalized groups so that their input is included in the project's preparation, implementation, and operational phases. The program's GM has been designed to receive and register general, project-related complaints. The GM also includes guidance regarding how to address and properly document SEA/SH-related complaints during Program implementation. Finally, the SEP will be used for a larger communication and consultation of the program.

## **B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

### **ESS2 Labor and Working Conditions**

TA activities under the IPF component will be implemented by staff from MENA with the support of the PIU/BCPENA, and consultants, technical experts or advisers hired by the government. Government staff working in connection with the project, full-time or part-time, will remain subject to the terms and conditions of their existing public sector employment or agreement, unless there has been effective legal transfer of their employment or engagement to the project.

The Borrower has included a labor management procedure (LMP) in the ESCP, in accordance with ESS2 requirements and reflecting national labor standards. The requirements about working conditions, , non-discrimination and equal opportunity, worker's organizations, the prohibition of child and forced labor, the prohibition of SEA/SH highlighted



in the Codes of Conduct for all workers, and occupational, health and safety (OHS) are including in the ESCP. The grievance mechanism and the Code of Conduct will be in the project operations manual. The Borrower will incorporate the appropriate OHS and other measures in its contracts for consultants and other workers, as per ESS2.

**ESS3 Resource Efficiency and Pollution Prevention and Management**

This ESS is not relevant since the IPF component will only finance TA activities that are mainly studies and supporting expertise, which will not be associated with meaningful pollution risks or the use of resources such as energy, water, raw material, or the generation of waste.

**ESS4 Community Health and Safety**

Although TA activities do not involve traffic management or road safety or health and SEA/SH issues directly at community level, this standard is relevant when considering the country context which include a high prevalence of SEA/SH incidents. A stand-alone SEA/SH prevention and management action plan will be prepared no later than three (3) months after project Effective date, to develop and implement measures to mitigate school-related SEA/SH in order to improve school safety. Moreover, gender-based violence importance is also addressed by the development and implementation of a family literacy program that will be supported by the TA.

Proportional mitigation measures will be proposed as required in an SEA/SH Action Plan by integrating measures agreed with the Borrower, as well as the mapping of GBV services and introducing accountability and response protocol before Program activities start.

Likewise, the Borrower will develop and implement a COVID-19 Prevention Action Plan that will include precautionary measures for the prevention and management of risks related to the spread of COVID-19, during stakeholder consultations and Program implementation.

**ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

Not relevant. The outcome of E&S screening did not identify any potential risks and/or impacts relevant to ESS5 as the IPF will not finance activities that involve land acquisition.

**ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

Not relevant. The outcome of E&S screening did not identify any potential risks and/or impacts relevant to ESS6 as the IPF/TA component will not finance activities that will impact biodiversity.

**ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**

This standard is not considered relevant as there are no Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities currently identified in the project area.





**ESS8 Cultural Heritage**

Not relevant as the IPF/TA component will not finance activities that will impact cultural heritage.

**ESS9 Financial Intermediaries**

Not relevant. TA activities will not involve financial intermediaries.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways** No

**OP 7.60 Projects in Disputed Areas** No

**B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts**

**Is this project being prepared for use of Borrower Framework?** No

**Areas where “Use of Borrower Framework” is being considered:**

The implementation of the IPF component will not rely on the Borrower’s environmental and social Framework, but will comply with relevant national legal and regulatory requirements.

Public Disclosure

**IV. CONTACT POINTS**

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**Borrower/Client/Recipient**

Borrower: Republic of Côte d'Ivoire

**Implementing Agency(ies)**

Implementing Agency: Ministry of National Education and Literacy

**V. FOR MORE INFORMATION CONTACT**



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## VI. APPROVAL

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