



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: 8 | ARCHIVED on 25-Jun-2022 | ISR51061 |

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**

The Cote d'Ivoire Education Service Delivery Enhancement Project (ESDEP)—in the amount of US\$23.35 million—was approved on June 4, 2018. The Grant Agreement was signed on June 21, 2018, and the Project became effective on July 31, 2018. An additional financing in the amount of US\$27.35 million was approved on June 20, 2020 and became effective on September 1, 2020. With the AF, the Project's closing date was extended to December 31, 2023 in order to ensure that all of the new activities could be fully and successfully implemented.

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. 117 community preschool classrooms were built. Standards for Community Preschool Center (CPC) assessment have been developed and the results of the first assessment available. Among the centers assessed, the best one reached an overall result of 98 indicators validated out of a total of 101, i.e., 97% of the criteria passed. Almost all the centers are compliant for the “Infrastructure /equipment” and “Teaching/learning” areas. Efforts still need to be made in the areas of “School environment” and “School governance”. At pre-primary level, a total of 225 classrooms are planned by the end of the project. To date, 133 have been delivered, are functional and equipped with Early Childhood Development (ECD) materials and kits.

Sub-component 1.2: Improving the teaching and learning of reading and mathematics in the beneficiary schools of the project. 601 teachers have been recruited and trained to supervise preschools. A total of 10,972 children are enrolled in 2022 school year and follow lessons in the CPCs and pre-primary. With support from UNICEF, actions are implemented with communities to ensure the sustainability of CPCs and pre-primary schools during the implementation period of the project. The 2021 EGRA/EGMA evaluation results are available for grade 3 (CE1) and the results show better performance in the project area schools, compared to the national level. Indeed, in the project schools, the score is about 15.85/100 for reading when it is 12.90 at national level. In Mathematics, the average score is 50.36/100 for the project area schools against 38/100 at country level. One hundred (100) bridging school’s classes are operational with 3,025 learners despite challenges due to harvest period which negatively impact the attendance of pupils in class. Community mobilization is still ongoing and is conducted by the four (4) selected NGOs to improve child attendance and increase parental commitment. To date, 241,168 children have benefited from the project’s primary interventions to improve learning, including 169,890 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. After the update of the 2021 school dashboard, the facilitation of citizen dialogue sessions in the 150 communities of the initial funding was carried out according to original plan.

Sub-component 2.2: Capacity building in public policies, education and service delivery. Communities have received their grants. In addition, intermediaries continue to provide assistance to communities to strengthen 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 has published 4 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, and iv) Update of the study on students’ well-being and safety in schools in Côte d'Ivoire.

Component 3: Improving teaching and learning environment for beneficiary schools. 265 classrooms have already been delivered to date, out of 645 primary classrooms planned to be built as part of the project. The building process is underway for 147 classrooms launched during the 2020/2021 school year. The procurement process for the construction is ongoing in 43 localities. To improve learning environment and conditions for children : (i) 41 hydraulic pumps are delivered out of 45 planned by the end of the project; (ii) 414 latrines segregated by gender (girls/boys) built out of 542; (iii) existing classrooms equipped with 3,214 tables and benches out of 3,584. In total, 10,186 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 according to schedule. Interim Financial Reports (IFR) are also submitted to the Bank on time. Withdrawal application requests are submitted regularly. 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 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 October 2022.

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	0.00	116.00	342.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The quality standards are available. The first assessment has been conducted in 117 preschools and showed that 116 (99%) are meeting the quality standards in terms of access, equipment/materials, teaching/learning, school environment and school governance. The new pre-primary schools financed under the AF will be included by end 2022, after one year of being established.			

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	58.00	56.00	32.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The EGMA for 2022 is not yet available so the score of 56 calculated in 2021 is considered for this ISR. A mistake was made in the previous ISR; the score was 56 instead of 58 for all the pupils and 54 instead of 49 for girls. Corrections has been done accordingly. The end target value of 32 percent is already surpassed.			
☐ 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	49.00	54.00	50.00



Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
► 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	8.00	8.00	25.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The EGRA for 2022 is not yet available so the score of 8 calculated in 2021 is considered for this ISR. There was a mistake in the previous ISR; the score was 57 instead of 49 for the girls. Corrections has been done accordingly.			
□ 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	49.00	57.00	50.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
► 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	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The End target value is already surpassed.			
► 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	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The end target value is already surpassed.			

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
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Value	0.00	117.00	117.00	117.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	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	8.00	86.00	225.00
Date	30-Nov-2020	30-Nov-2021	10-Jun-2022	28-Jul-2023
Comments:	Construction of 123 preprimary classrooms is launched based on community approach. At this date, 86 are delivered and the others are ongoing and will be delivered before the end of 2022. There is an important increase since last ISR (from 8 to 86).			
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	126,168.00	241,168.00	345,000.00
Date	30-Mar-2018	30-Nov-2021	10-Jun-2022	28-Jul-2023
Comments:	The number of students in primary education benefiting from direct interventions to enhance learning was nearly doubled since last ISR. The end target will surely be reached as soon as the new preprimary classrooms are delivered.			
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	78,515.00	169,890.00	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	16,033.00	29,703.00	47,970.00
Date	30-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
□ of which girls (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,146.00	14,455.00	23,985.00
Date	30-Mar-2018	30-Nov-2021	10-Jun-2022	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	38.00	100.00	90.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	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	2,513.00	5,994.00	2,250.00
Date	30-Mar-2018	25-Jun-2021	10-Jun-2022	31-Dec-2023
Comments:	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 (1,027 out of 995 expected).			
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	533.00	1,027.00	995.00
► Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	1.00	3.00
Date	30-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	This is a core indicator. The second primary learning assessment is still underway and the result are not yet available. This indicator will be updated for next ISR.			

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	30-Nov-2021	10-Jun-2022	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	147.00	265.00	675.00
Date	01-Sep-2020	30-Nov-2021	10-Jun-2022	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	8,921.00	10,186.00	4,500.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The end target has been surpassed since last ISR and the value continues to increase.			

► Number of beneficiaries benefiting from Deworming (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	42,080.00	127,406.00	240,000.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	The number of beneficiaries has increased significantly from 42,080 to 127,406. 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	22,000.00	45,058.00	120,000.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	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	3.00	4.00	8.00
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	Four (4) 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 and iv) Update of the study on students' well-being and safety in schools in Côte d'Ivoire.			





► Impact Evaluation report published by the MENETFP (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	01-Mar-2018	30-Nov-2021	10-Jun-2022	31-Dec-2023
Comments:	the Mid Term evaluation report is available and disclosed since April 2022.			

Performance-Based Conditions

Data on Financial Performance

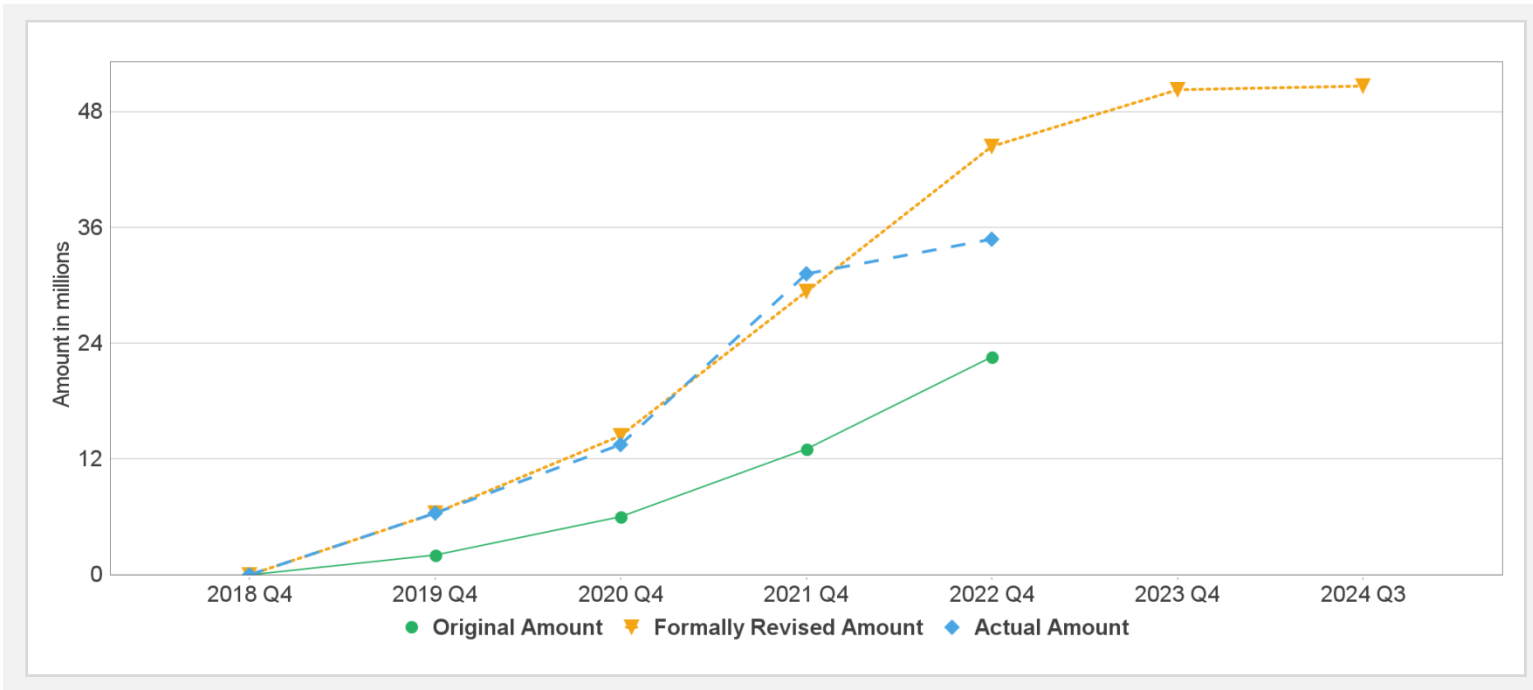
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P163218	TF-A7376	Effective	USD	23.35	23.35	0.00	23.21	0.14	 99%
P163218	TF-B2775	Effective	USD	27.35	27.35	0.00	11.56	15.78	 42%

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