



# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 06-Feb-2020 | Report No: PIDISDSA26229

**BASIC INFORMATION****A. Basic Project Data**

Country Cote d'Ivoire	Project ID P169479	Project Name Cote d' Ivoire Education Services Delivery Enhancement Project Additional Financing	Parent Project ID (if any) P163218
Parent Project Name Cote d'Ivoire: Education Service Delivery Enhancement Project	Region AFRICA	Estimated Appraisal Date 13-Feb-2020	Estimated Board Date 31-Mar-2020
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Ministry of Economy and Finance	Implementing Agency Ministry of National Education and Technical and Vocational Education and Training

## Proposed Development Objective(s) Parent

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

## Components

Improving Conditions for Improved Learning Outcomes  
Strengthening Sector Management and Accountability  
Improving Teaching and Learning Environment for Beneficiary Schools  
Project Implementation and Monitoring and Evaluation

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

<b>Total Project Cost</b>	27.34
<b>Total Financing</b>	27.34
<b>of which IBRD/IDA</b>	0.00
<b>Financing Gap</b>	0.00

**DETAILS**



**Non-World Bank Group Financing**

Trust Funds	27.34
Education for All Supervising Entity	27.34

Environmental Assessment Category

B-Partial Assessment

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

**B. Introduction and Context**

Country Context

**After a decade of sociopolitical instability marked by a low economic growth, Côte d'Ivoire is now experiencing an economic upturn.** As a result, the country growth performance has started to improve, with gross domestic product growth reaching 7.8 percent in 2018. At the same time, the poverty rate remains high, with 46.3 percent of the population living below the national poverty threshold in 2015.

**Despite its recent macroeconomic achievements, the country's human development and social outcomes are still below than those of most countries with comparable per capita income.** Côte d'Ivoire ranked 170th out of 187 countries in the 2017 United Nations Development Program's Human Development Index. Under-fives mortality rate is 88.8 deaths per 1,000 births (2017), against SSA's 83.2 and the lower middle-income average of 52.8. Ivorian life expectancy at birth is 54.1 years (2017), compare to an average of 58.1 in SSA and 67 in lower middle-income countries. However, in the education sector, in average, years of schooling total 7.8, compared to a regional average of 8.2. This is consistent with the World Bank Human Capital Index which shows that a child born in Cote d'Ivoire today will be 35 percent as productive when he grows up as he could be if he enjoyed complete education and full health, a level that is lower than the average for its region and income group.

Sectoral and Institutional Context

**Although Côte d'Ivoire has not yet achieved universal primary education completion.** Completion rates are low and there are significant social and regional disparities in the education system: 63.1 percent for primary education and 35.5 percent for lower secondary education, compared to an average of 72.6 percent and 48.6



percent, respectively in Africa.<sup>1</sup> The low level of primary education completion is the combine result of inadequate access to education and low retention. The access rate for the first grade of primary education is around 80 percent, while the retention rate is 89 percent.<sup>2</sup>

**Beyond access and retention, quality of education remains a concern and learning outcomes are low.** In 2016, 77 percent of third grade students had a low or very low level in French and 81 percent in mathematics.<sup>3</sup> According to a recent study comparing 12 Francophone countries, Cote d'Ivoire students scored less than average in French and were among those with the lowest scores in mathematics.<sup>4</sup> Moreover, boys scored 26 points higher than girls in mathematics.

**To improve primary education learning outcomes, access to early childhood development services is crucial.** Only 10 percent of children aged 3-5 were enrolled in preschool in 2015–2016 in Cote d'Ivoire. In rural areas, the estimated pre-primary enrollment rate was only 5 percent (2016 MICS data), compared to 30 percent in urban areas. The disparity between the rich and poor is even more striking, with an enrollment rate of 1.5 percent for a child from the poorest quintile and 51.4 percent for the richest.

**With 23 percent of primary school aged children out of school, exclusion is another challenge facing the education system in Cote d'Ivoire.** Exclusion affects children who have never entered the system as well as those who leave early. In 2016, over 80 percent of excluded children aged 6 to 11 have never attended school and that 80 percent of students who dropped out of school did so at primary level.<sup>5</sup> Furthermore, these overall figures conceal important disparities between regions, with extremely isolated rural areas recording the highest dropout rates. Despite significant improvements in recent years, dropout rates continue to be unacceptably high.

**In 2016, Côte d'Ivoire developed an Education Sector Plan (ESP) for 2016–2025, based on a thorough diagnostic analysis in the Government Report on the National Education System conducted the previous year.** The sector plan aims to increase equitable access to various levels of the education system by: (i) improving the quality of learning and training services; (ii) engaging school management committees, parents, and communities in demand-side interventions; and (iii) improving the quality assurance system for early learning (including the management, governance and operating system).

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<sup>1</sup> Institute of Education Statistics – UNESCO, 2015

<sup>2</sup> National Living Standards Survey, 2015

<sup>3</sup> EGRA and EGMA results, 2016.

<sup>4</sup> Programme d'analyse des systèmes éducatifs de la conférence des ministres francophone, 2016

<sup>5</sup> Multiple Indicator Cluster Survey, 2016



### C. Proposed Development Objective(s)

#### Original PDO

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

#### Current PDO

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

#### Key Results

The key results are the followings:

- 342 beneficiary preschools meet quality standards.
- 32% of pupils in second grade of primary education meet minimum competency threshold for mathematics in beneficiary schools in poor and lagging communities.
- 33% of pupils in second grade of primary education meet minimum competency threshold for reading in beneficiary schools in poor and lagging communities.

### D. Project Description

The project has four components:

**Component 1. Improving Conditions for Improved Learning Outcomes (Total project US\$23.52million, Original US\$13.19 million and AF US\$10.33 million)**, by (i) implementing a quality, cost-effective and sustainable community-based preschool model and (ii) enhancing the capacity of the overall education system to support the learning practices particularly in reading and mathematics in the first three primary grades in beneficiary primary schools.

**Sub-Component 1.1: Improving community preschool in beneficiary regions (Total project US\$14.17million, Original US\$7.92million and AF US\$6.25million)**

The original project contributes to the development of community-based preschools model, with the support to 117 community preschools for children aged 4–5 (i.e. two years of preprimary education) in rural areas, through a grant dedicated for preschool constructions and equipment, purchase of quality teaching materials, subsidies for community teachers and assistants' salaries for the 117 new community preschools, and pre- and in-service training for teachers and assistants.

The AF will be directed toward the second modality for preprimary schools, defined in the ESP and consisting of the inclusion of a preprimary classroom in all primary schools, as per the construction and renovation plan. The AF will finance the construction and provision of equipment for 225 preprimary classrooms in selected primary schools. Similarly, to the original project, preprimary classrooms in the AF will be built using the community-based approach. The AF will finance two weeks of in-service training at the beginning of the year and then ten



days of in-service training throughout the school year to the government employees assigned to preprimary schools.

*Sub-Component 1.2: Improving Teaching and Learning of Reading and Mathematics in beneficiary primary schools (Total project US\$9.35million, Original US\$5.27million and AF US\$4.08million)*

*Improving Teaching and Learning of Reading and Mathematics*

The AF allows to add 225 additional public primary schools to the original 150 beneficiary public primary schools. To the original 900 primary teachers, about 1,350 additional teachers will be equipped with specific tools and will also be trained in early learning and teaching practices in reading and mathematics. Classroom observations will also be carried out in these additional schools in order to monitor changes in teaching and learning methods. To the original 86 pedagogical support staff about 100 additional pedagogical support staff will also receive capacity-building.

The AF will extend the implementation of EGMA and EGRA studies ifor another year, as these studies are already planned to be conducted annually under the original project.

*Support for Bridging Classes*

The AF will support the development of bridging classes to address the challenges of out-of-school children. It remains a priority, considering that the number of out-of-school students affect negatively directly to the learning poverty index. The AF will finance a study on out of school children in the six regions of intervention to better define their profiles, needs, and expectations while ensuring the viability and sustainability of the project model, both technically and financially. Based on the study results, the AF will finance the creation of bridging classes and the provision of school kits to approximately 4,500 children, half of them girls for the duration of the project.

***Component 2. Strengthening sector management and accountability (Total project US\$3.38million, Original US\$2.85million and AF US\$0.53million)*** by (i) strengthening citizen participation in school management, (ii) implementing a performance-based financing mechanism providing education grants directly to schools to increase schools' resources for learning and teaching needs and (iii) building capacity on publics education policies and service delivery.

*Sub-Component 2.1: Citizen Participation in School Management (Total project US\$0.94million, Original US\$0.64million and AF US\$0.30million)*

The AF will expand the strategy adopted in the original project. Thus 225 additional communities (in addition to the 150 targeted on the original financing) will receive financial support to: (i) enable implementation of school activities, monitor service performance and report on the quality of service performance; and (ii) strengthen accountability mechanism in the education system, through community and parents' participation in school management.

*Sub-Component 2.2: Results-Based Financing (Total project US\$1.34million, Original US\$1.34million and AF US\$0million)*

The AF will not cover this pilot activity, the original approaches and targets of which remain unchanged as per the original project.



*Sub-Component 2.3: Building Capacity in Public Education Policies and Service Delivery (Total project US\$1.10million, Original US\$0.87million and US\$0.23 million)*

The original project supports the MENETFP's institutional capacity building in sectoral policy and management by mobilizing strong international technical expertise, organizing workshops, conducting surveys, and purchasing office equipment and materials. The AF will extend the support provided to the MENETFP and to the inter-ministerial task force for one additional year.

***Component 3. Improving teaching and learning environment for beneficiary schools (Total project US\$16.64, Original US\$2.69million and AF US\$13.95million)***

Under the original project, construction will be financed at an average amount of US\$ 12,000 per school, following the community-based approach, including: classroom blocks, latrines, drinking water, electricity facility, and sports yard. Activities under this component also aim at improving learning conditions for girls and finance deworming campaigns as well as other school healthcare activities.

The AF will finance the rehabilitation of 675 existing classrooms built out of poor-quality materials in the selected in the 225 schools, including furniture, latrines, and, if necessary, water supply. Civil works will be carried out based on the community approach adopted in the original project. Rehabilitation of poor-quality classrooms respond to the urgent action to sustain student enrollment and the investments on teacher training and pedagogical support. For renovation/rehabilitation, priority is given to public rural schools (which suggests that at least one of the teachers is a civil servant) that offer full cycle or partial education and are overcrowded with classrooms built from non-durable materials.

***Component 4: Project Implementation and Evaluation (Total project US\$7.15million, Original US\$4.62million and AF US\$2.53million).***

The original project finances the cost for the strengthening of the capacity of the PIU, the recruitment of key project staff, operating costs and the purchase of equipment and materials. The project will finance sensitization activities with all stakeholders, local authorities, communities and parents. It will also finance several evaluations including (i) monitoring and evaluation and (ii) randomized impact evaluations to assess the impact of project activities.

*Sub-Component 4.1: Implementation (Total project US\$4.74million, Original US\$2.66million and AF US\$2.08million)*

The AF will cover: (i) operating costs for an additional year, given the project closing date extension to July 28, 2023; (ii) the purchase of additional equipment; and (iii) the maintenance of accounting software, which had not been covered under the original project.

*Sub-Component 4.2: Evaluation (Total project US\$2.41million, Original US\$1.96million and AF US\$0.45million)*

The AF will support the evaluations of the impact of project activities, including the comparative analysis of the two preschool models (i.e. community-based preschool of two years under the original financing and preprimary public schools of one year under the AF). The AF will also cover the 2023 financial audit.



**E. Implementation**

Institutional and Implementation Arrangements

Institutional arrangements remain unchanged from the original project, with the three main entities: The Steering Committee, the MENETFP and the PIU. The Steering Committee performs the role of supervisor. The MENETFP is responsible for the implementation of the project. The *Direction de l'Alphabétisation et de l'éducation non formelle (DAENF)* of the MENETFP will be included for the implementation of the new activity on bridging classes. The PIU in charge of the original ESDEP is responsible for the day-to-day management of the whole project (i.e. original project and AF), and ensures that fiduciary management follows Bank standards and procedures.

**F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)**

The project operates in six regions where primary education enrollment and efficiency rates are the lowest, and poverty levels are the highest: Bagoué, Béré, Bounkani, Kabadougou, Poro, and Tchologo.

**G. Environmental and Social Safeguards Specialists on the Team**

Abdoul Wahabi Seini, Social Specialist  
Abdoulaye Gadiere, Environmental Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	
Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	Yes	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	Yes	
Safety of Dams OP/BP 4.37	No	





Projects on International Waterways OP/BP 7.50	No
Projects in Disputed Areas OP/BP 7.60	No

**KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT**

**A. Summary of Key Safeguard Issues**

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

No significant, long term or irreversible adverse impacts are expected from the implementation of activities to be financed under this project. Most of the adverse environmental and social potential impacts associated with these investments will be small-scale and site-specific. Consequently, they will be manageable in acceptable manner. Based on these aspects, the project is classified as being EA category “B” and triggers three safeguards policies. There are OP/PB 4.01; OP 4.11 and OP/PB 4.12. To be in compliance with these policies an ESMF and a RPF have been prepared, reviewed, consulted upon and disclosed in Côte d'Ivoire and in the World bank’s web on January 19, 2018. Despite the fact that the scope and the geographic area have not changed and there are no new activities, the ESMF will be updated during appraisal to include the following points such as GBV aspects, budget for GRM implementation and World Bank’s EHS guidelines and re-disclosed. Based on the triggering of OP/BP 4.11, a specific chapter has been developed in the ESMF, in order to provide guidance for any physical cultural resources discovery. During the whole Additional Financing phase of the project, the ESMF and the RPF will be implemented as guidance/guidelines for any activity that will have to be financed under the project.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:  
No long-term impact due to project activities is foreseen.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.  
N/A

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.  
The ESMF prepared by the borrower contains : (a) a systematic environmental and social impact assessment for all activities before selection and implementation; (b) procedures for conducting activity-specific ESIA’s ; (c) capacity strengthening and awareness raising campaigns targeted at relevant stakeholder groups for better implementation and monitoring of project safeguard measures; and (d) establishment and implementation of a consultation framework for the environmental control and monitoring.  
As the ESMF, the RPF also outlines the principles, organizational arrangements, and design criteria to be applied to investments to be prepared during project implementation. Investment specific Resettlement Action Plan (RAP) will be prepared in line with the RPF and submitted to the bank, as required, for approval after specific design information becomes available.  
Lastly, the specific chapter on physical cultural resources contained in the ESMF seeks to provide guidance in how to protect discoveries charged of history or which represents important cultural aspects for communities.



5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

Consultation with the communities and key stakeholders such as local authorities and CSOs is considered as a process that has already started during project preparation and will continue throughout the implementation of this Additional Financing. Public consultations have taken place both in Korhogo, Soubre, and Mankono during the preparation of the ESMF and the RPF. Their viewpoints, comments and recommendations have been reflected in the final versions. Furthermore, these stakeholders will continue to play an important role in the process of monitoring of project impact as the Client was advised in implementation phase to consult regularly them during the preparation of ESIA's and RAPs.

The key stakeholders are the ministry of basic education, existing National Education Task Force (NETF), teachers, pupils, associations of pupils' parents, communities where schools will be built, and where project activities will be carried out. The project aims at holding regular consultations with these stakeholders.

**B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

**Environmental Assessment/Audit/Management Plan/Other**

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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**"In country" Disclosure**

**Resettlement Action Plan/Framework/Policy Process**

Date of receipt by the Bank	Date of submission for disclosure
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**"In country" Disclosure**

**C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)**



## **CONTACT POINT**

### **World Bank**

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### **Borrower/Client/Recipient**

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**APPROVAL**

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**Approved By**

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