



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

Appraisal Stage | Date Prepared/Updated: 09-Mar-2018 | Report No: PIDISDSA22868



BASIC INFORMATION

A. Basic Project Data

Country Cote d'Ivoire	Project ID P163218	Project Name Cote d'Ivoire: Education Service Delivery Enhancement Project	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 06-Feb-2018	Estimated Board Date 16-Apr-2018	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)

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 better learning outcomes
- Strengthening sector management and accountability
- Improving the teaching and learning environment
- Project implementation and monitoring and evaluation

Financing (in USD Million)

Financing Source	Amount
Education for All Supervising Entity	23.35
Total Project Cost	23.35

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue



Other Decision (as needed)

B. Introduction and Context

Country Context

- 1. Located in West Africa, Cote d'Ivoire is a country with a population estimated at 22,614,000 inhabitants in 2016.** The GDP per capita (US\$ 1,399 of in 2015) is close to the average for sub-Saharan Africa (US\$ 1,589). After a decade of socio-political instability marked by low economic growth (real Gross Domestic Product (GDP) growth of 1.1 percent per year between 2000 and 2010, against 5 percent per year in sub-Saharan Africa over the same period), Cote d'Ivoire is now making economic gains with growth reaching 9.2 percent in 2015. At the same time, the poverty rate remains high, with 46.3 percent of the population living below the national poverty line in 2015.
- 2. Despite important macro-economic achievements in recent years, the situation in the social sectors is worse than that of countries with a comparable level of income.** Human development outcomes (as measured by key indicators) are low compared to countries with a similar per capita income. Cote d'Ivoire is ranked 171 out of 187 countries in the 2015 United Nations Development Program (UNDP) Human Development Index. The under-five mortality rate is 92.6 deaths per 1,000 births, against 83.2 per 1,000 in Sub-Saharan Africa (SSA) and 52.8 in other lower middle-income countries. Life expectancy at birth stands at 51.2 years in Cote d'Ivoire, while it reaches 58.1 years on average in SSA and 67 in lower middle-income countries. In the area of education, the average years of schooling is equal to 7.68 years, compared to an average of 8.2 in the region.
- 3. Since the end of the socio-political crisis in 2011, the business environment and private sector development context has been marked by significant improvement, and greater competitiveness.** Cote d'Ivoire rose from the 168th position in the World Bank Doing Business ranking of 2010 to the 142nd position in 2016. Alongside the progress in the business environment, the country has also experienced improvements in infrastructure development. Thus, electric power consumption rose from 204.3 kWh per capita in 2009 to 276.15 kWh per capita in 2014 and the number of internet users increased from 2 per 100 people in 2009 to 14.6 per 100 people in 2014.
- 4. The low quality of primary education is a constrain to the benefits of higher levels of education and hence to the overall competitiveness of the country's economy.** With the low students' performance in reading and particularly in mathematics, less than five percent of students are enrolled in Sciences and Technology programs in higher secondary education and higher education, resulting to shortfalls in skills and technology, as well as low productivity of the economy. The 2015-2016 Global Competitiveness Report ranked Cote d'Ivoire among the top reformers by moving it to 91st from 115th position in 2015, and as the eighth most competitive economy in Africa. These improvements put Cote d'Ivoire among the countries with the most favorable environment for private sector development in SSA. However, a lack of skills to complement the favorable investment environment have made it hard to capitalize on potential investment growth¹.

¹ World Economic Forum, 2015, *The Global Competitiveness Report 2015-2016*, WEF



5. Despite some improvements in the labor market, employment trends, including underemployment, remain serious concerns. The activity rate of the population aged 25-34 increased from about 83 percent in 2002 to 91 percent in 2013 and the unemployment rate for the same age group decreased from 19 percent in 2002 to 9 percent in 2013. Nonetheless, about 89 percent of this age group are employed in the informal economy with very low productivity and revenue. Moreover, 19.7 percent of youth are underemployed and more than 10 percent of them have earnings below the poverty line.

Sectoral and Institutional Context

6. Cote d'Ivoire has not yet achieved universal primary education completion and there are important social and regional disparities in the education system. Demand for education services in Cote d'Ivoire is slightly less than that of other SSA countries, as a share of the school age population (6 to 18 years), stands at 22.3 percent of the total population, against 25.6 percent on average in the SSA region. In addition, education completion rates are low, 63.1 percent for primary education and 35.5 percent for lower secondary education, compared to 72.6 percent and 48.6 percent on average in Africa (2015). Gender disparities remain high in terms of primary education completion (78.4 percent for boys against 71.6 percent for girls in 2017). Moreover, 55.5 percent of boys reach the end of lower secondary education against 42.7 percent of girls. Regional disparities are also considerable, with the access rate to the last grade of primary school varying by region from 2 percent to 74 percent according to the Living Standard Survey in 2015 [*Enquête sur le Niveau de Vie (ENV)*].

7. The low level of primary education completion is the result of inadequate access to education and low retention. The access rate to the first grade of primary education is around 80 percent (ENV) while the retention rate is 89 percent. In some regions children must walk more than 30 minutes to reach the nearest primary school. However, in other regions, according to the 2015 household survey shows that only 85 percent of primary school-age children attend school and many still drop out even if the school is in reasonable walking distance (15 min). This is a combined result of low quality, high opportunity cost, and schools with incomplete grades.

8. Beyond access, quality of education remains a concern and learning outcomes are low. A national evaluation conducted in 2016 for third grade shows that 77 percent of students have a low or very low level in French and 81 percent do so in mathematics. The results of the regional Educational Systems Analysis Program [*Programme d'Analyse des Systèmes Educatifs de la Conférence des Ministres Francophones (PASEC)*] assessment, which compares 12 Francophone countries, show students from Côte d'Ivoire scoring less than average in French and among the lowest in mathematics.

9. The education sector is relatively well funded but efficiency is low. Public recurrent education expenditures in 2015 represents 32.3 percent of public recurrent expenditures excluding debt, while the average in SSA is 24.6 percent. Total expenditures represent 5.0 percent of Gross Domestic Product (GDP), against 4.6 percent on average in SSA, and spending per child aged 6 to 23 years in constant currency rose from 74,396 FCFA in 2010 to 98,621 FCFA in 2015. While the average efficiency index in most countries of



comparable development level is above 2.7 years of schooling for 1 percentage point of GDP spent, Cote d'Ivoire offers only 1.6 year of schooling to its citizen for 1 point of percentage GDP spent.

10. Teacher performance is critical for efficiency and education quality. In primary education, salaries account for 94 percent of total recurrent expenditures, leaving six percent for other quality inputs. Because teacher salaries represent such a large portion of recurrent expenditures, improving teacher performance is a critical factor in improving value for money in primary education and education quality. The system suffers from weak administrative management as illustrated by the significant disparities in resource allocation between schools, and the resulting inequity in the geographic distribution of education services. Pedagogic management is characterized by lack of accountability and there are weak links between the resources allocated to schools and student learning outcomes at school level. Moreover, despite significant investment in teacher training activities in several years, the link between teacher training and student learning outcomes is low.

11. Early Childhood Development (ECD) services and preschools are important for primary education learning outcomes, but only 10 percent of children aged 3-5 years were enrolled in preschool in 2015-2016. Early childhood is a crucial period for developing physical, cognitive, linguistic, socio-emotional skills and school readiness. Subsequent education outcomes are affected by the development during this period. In Cote d'Ivoire, data from both the PASEC study in 2014 and the National Evaluation in 2017 indicated that attainment in French and Mathematics was higher in grade 4 for students that had attended preschool². In addition, a recent study by UNICEF³, which assessed different types of preschool provision in Cote d'Ivoire, indicated that every model had a positive impact on learning and on the transition to primary school compared to the outcomes for children who had not attended preschool. In term of enrolments there are significant disparities. In rural areas, the estimated enrolment rate is only 5 percent (based on data from the 2016 **Multiple Indicator Cluster Surveys** MICS), compared to 30 percent in urban areas. The disparity between the rich and the poor is even more striking - the enrolment rate is 1.5 percent for a child from the poorest quintile and 51.4 percent from the richest.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

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

Key Results

12. The direct beneficiaries of the Project are divided into several groups based on planned activities. 45,000 children in community preschools built by the project will benefit from the support of the project, which will finance the acquisition of toys and learning materials. The project will also fund the training of 600 community preschools teachers and assistants to contribute to the improvement of the quality of

² Source: Mingat A., 2015, *Pour un cadrage du programme national de la Côte-d'Ivoire Sur le Développement Intégré du Jeune Enfant (DIJE)*, UNICEF and PASEC, 2016, *PASEC2014-Performances du système éducatif ivoirien : Compétences et facteurs de réussite au primaire*, PASEC, CONFEMEN, Dakar

³ Seurat A., 2016, *Bilan de compétences des nouveaux entrants au cycle primaire en Côte d'Ivoire*, IREDU/Université de Bourgogne/UNICEF



service delivery.

13. In primary education, the Project will finance quality-related activities (classroom observation and in-service teacher training, pedagogic activities, school grants, etc.), which will benefit 144,000 students enrolled in the beneficiary schools during the implementation of the Project. The students will also benefit from activities related to demand stimulation through distribution of school kits, school health including deworming campaigns, etc. The project will also fund the training of 900 teachers during the implementation period of the project, as part of classroom observation related to in-service teacher training activities.

Beneficiaries	Number of beneficiaries
Children enrolled in preschools	= 150 x 30 x 10 = 45,000
Community preschool teachers trained	= 150 x 2 x 2 = 600
Beneficiaries of quality related activities, in beneficiary primary schools	= 150 x 6 x 40 x 4 = 144,000
Primary education teachers trained	= 150 x 6 = 900
Beneficiaries of deworming activities in primary schools	= 150 x 6 x 40 x 4 = 144,000
Beneficiaries of material kits in primary schools	2,500

D. Project Description

The Project includes four components:

Component 1: Improving Teaching and Learning conditions for improved learning outcomes (approximately US\$ 14.6 million)

Sub-Component 1.1: Pre-school Education (US\$ 8.6 million)

14. Considering the positive effect of early childhood education on retention and learning outcomes at primary education, the government aims to reach 30 percent preschool enrolment by 2025 and improve equitable access to quality preschool. This will require a focus on provision in rural areas, where enrolment is very low. The Project aligns with the strategy to improve the community preschool supply and will finance three interlinked preschool activities: (i) piloting a quality, cost-effective and sustainable community-based preschool model, (ii) establishing a short teacher training for community preschool educators, and (iii) establishing minimum standards and monitoring tools to help achieve quality provision. The project will work with UNICEF to implement activities relating to teacher training, monitoring tools and minimum standards, and strengthening the capacity of government agencies, communities and parents.

Sub-Component 1.2: Improving Teaching and Learning of Reading and Mathematics in Beneficiary Primary Schools (US\$6 million). To improve student learning outcomes, the Project aims to enhance the capacity



of the overall education system to (i) support the teaching process particularly in the areas of Reading and Mathematics and (ii) ensure changes in teaching practices at classroom level. The Project will focus on Grades 1,2 and 3 in beneficiary primary schools. The Project will contribute to the introduction of better teaching approaches/practices through in-service professional training for teachers, school directors and pedagogical counselors, as well as through pedagogical support, classroom observation, and monitoring of student learning outcomes. The Project will also provide support to girls' education through the provision of complementary materials to the school kits distributed by the Government, deworming activities and the sensitization campaign for the implementation of the primary education of three sub-cycles.

Component 2: Strengthening Education Sector Management and Accountability (US\$ 2.7 Million)

Sub-Component 2.1: Citizen Participation in School Management (US\$ 0.6 Million)

15. The project aims at strengthening accountability within the education system, through a high level of involvement of parents and communities in general school management. For each beneficiary school, the School Management Committee [*Comité de Gestion des Etablissements Scolaires (COGES)*] will be empowered to support school activities, monitor and report on the quality of service delivery, and participate in the management of transferred funds. The project will finance *inter alia* the provision of training materials, development and publication of school score cards, training and workshops, travels and operating costs. The Project will also finance beneficiary surveys to allow communities to report on how schools are functioning, resource transfers, utilization of funds, teacher attendance and absenteeism, and quality of service delivery.

Sub-Component 2.2: Result-based Financing (US\$ 1.3 Million)

16. This sub component will contribute to the development of a result-oriented financing mechanism in schools to help set up relevant incentives for better learning outcomes. Through the pilot, the Project will finance the transfer of school grants. School grants will consist of a top-up amount which will have two main goals: to increase the resources for schools and to reward the schools based on their performance to strengthen the link between resources and outcomes. The amount of the school grant to be received by each school will be displayed at the school, at the Inspectorate, and will be disclosed publicly through local media channels. The school grants will be transferred to the existing bank accounts or into accounts to be opened by the COGES.

Sub-Component 2.3: Building Capacity on Public Education Policies and Service Delivery (US\$ 0.8 million)

17. This sub-component aims at enhancing the institutional capacity to develop and assess policies and address the challenges the education system is facing, including limited value for money, low education quality, high drop outs rates, social disparities in schools, increased demand for enrollments in senior secondary and tertiary institutions (partly related to the expansion of basic education), poor cash flow management, limited resource allocations for quality-related inputs and investments, etc. The Project will contribute to specific studies, production of policy notes and key sectoral documents. The Project will support the existing National Education Task Force (NETF), which covers the three sub-sectors (basic and secondary education, technical and vocational training and higher education). The Project will finance



technical assistance, training, workshops, surveys, missions, as well as the purchase of materials, equipment and office supplies, and operating costs. The Project will work closely with other World Bank funded projects to enhance education governance and public resource management.

Component 3: Improving infrastructure for beneficiary schools (approximately US\$ 2.3 million)

18. To address the infrastructure needs in the beneficiary schools, the Project will provide an average grant of US\$12,000 per school to help finance priority plans developed by the COGES, who will be responsible for the construction of these facilities under the supervision of the MENETFP. Infrastructure development component of the project will be implemented using the same community-based approach that was developed under the Emergency Basic Education Support Project (EBESP).

Component 4: Project Implementation and Evaluation (US\$ 4.1 Million)

Sub-Component 4.1: Project implementation (US\$ 2.6 million)

19. The ESDEP will be implemented by MENETFP with technical support of the PIU which implemented the previous EBESP⁴. The Project will finance the recruitment of PIU staff to ensure that the fiduciary aspects are properly managed in compliance with Bank Standards and Procedures, namely a Technical Coordinator, a Procurement Specialist, a Financial Management Specialist, a Monitoring and Evaluation Specialist, accountant and assistants. To ensure the implementation of the safeguards measures, a consultant will be recruited on a part time basis (about 10 days a month). The Project will also finance operating costs and the purchase of equipment and materials.

20. Public awareness of education priorities will be key activity for the whole project. The Project will finance Public awareness campaigns with all stakeholders including local authorities, communities and parents. They will include workshops, forums with communities, mass media campaigns, and other relevant channels.

Sub-Component 4.1: Evaluation (US\$ 1.5 million)

21. The Project entails several evaluations including (i) monitoring and evaluation activities to be continuously carried out to provide updates on progress towards the targeted Project outcomes and (ii) randomized impact evaluations to assess the impact of Project activities, in a two-step approach. In the first step, the project will assess to what extent classroom observations and related in-services teacher training activities can lead to improved teaching and learning. In the second step, the impact evaluation will assess whether improved teaching and learning and the school grants contribute to increasing the learning achievements of students. The Project will finance technical assistance, data collection, including equipment and data collections.

E. Implementation

⁴ EBESP closing date is August 31, 2017



Institutional and Implementation Arrangements

22. The MENETFP will be responsible for the implementation of the Project and a Steering Committee will be set up to play an oversight role. The technical implementation of the project will be entrusted to the Ministry of National Education and Technical and Vocational Education and Training. The Project Implementation Unit (PIU) in charge of the previous EBESP will be responsible for the planning, and monitoring and evaluation of the overall project. The PIU has had a good experience of project implementation with Bank’s procedures, but capacity need to be assessed during preparation. Based on this assessment, the Project may include technical assistance to support the Ministry project implementation and capacity building. It is also expected that other government entities will participate in the implementation of various activities depending on their official responsibilities. During the preparation period, the project team will conduct a full assessment of the various implementation units. The Project plans to provide technical assistance and strengthen the capacities of these technical teams as needed.

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

The project location is the whole national territory

G. Environmental and Social Safeguards Specialists on the Team

Abdoul Wahabi Seini, Social Safeguards Specialist
Abdoulaye Gadiere, Environmental Safeguards Specialist

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This project is planning to finance the construction of about 700 new classrooms in primary schools, including related facilities. Basically, potential adverse impacts associated with such civil works may be moderate, site-specific and manageable at an acceptable level, the project is rated as a category “B” project. While the exact locations of these investments are not yet known, the proper safeguard instrument to be prepared in compliance with this policy is an Environmental and Social Management Framework (ESMF). This ESMF was



		reviewed, consulted upon and disclosed both in Cote d'Ivoire on January 19, 2018 and at the World Bank website on January 19, 2018.
Natural Habitats OP/BP 4.04	No	The project does not involve natural habitats
Forests OP/BP 4.36	No	The project does not involve forests
Pest Management OP 4.09	No	The project does not involve pest management
Physical Cultural Resources OP/BP 4.11	Yes	The constructions will involve excavations. Taking into account that factor, the policy on physical cultural resources is triggered because it could induce to vestiges discoveries. However, the triggering of this policy does not entail the preparation of a specific safeguard instrument. A chapter was developed and included in the ESMF to provide guidance in case physical cultural resources will be discovered.
Indigenous Peoples OP/BP 4.10	No	The project does not involve indigenous people
Involuntary Resettlement OP/BP 4.12	Yes	Most of the municipalities have already their reserved space for schools purpose. However, the project activities are expected to lead to new land acquisition or potential restriction of access to sources of livelihood. The beneficiary cities will potentially request assistance in expanding space a land which might lead to some restriction and/or land acquisition. Therefore, the borrower will prepare a Resettlement Policy Framework (RPF), which was disclosed in the Country and at the World bank website respectively on October XX, and October XX 2017. During implementation, an assessment will be carried out for each sub-project to determine whether land will be acquired and whether a sub-project specific Resettlement Action Plan (RAP) is required. Those RAP will be prepared, submitted to the Bank for review and disclosure in-country and at info shop prior to the commencement of the Civil Works.
Safety of Dams OP/BP 4.37	No	The project will not finance dams nor rely on dams.
Projects on International Waterways OP/BP 7.50	No	The project is not expected to affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project will not be located in disputed area



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 the following safeguard instruments (ESMF and RPF) have been prepared and reviewed, consultations have taken place during preparation, and disclosure in Côte d'Ivoire and in the World bank's web site will be carried out shortly. 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 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 implementation. 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 expected to be 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

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank 11-Oct-2017	Date of submission for disclosure 13-Nov-2017	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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"In country" Disclosure

Cote d'Ivoire
19-Jan-2018

Comments

Resettlement Action Plan/Framework/Policy Process

Date of receipt by the Bank 11-Oct-2017	Date of submission for disclosure 13-Nov-2017
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"In country" Disclosure

Cote d'Ivoire
19-Jan-2018

Comments

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?



Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

Yes

OP/BP 4.11 - Physical Cultural Resources

Does the EA include adequate measures related to cultural property?

Yes

Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?

Yes

OP/BP 4.12 - Involuntary Resettlement

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

No

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes



CONTACT POINT

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APPROVAL

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Approved By

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Practice Manager/Manager:	Meskerem Mulatu	12-Mar-2018
Country Director:	Pierre Laporte	12-Mar-2018

