



Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 25-May-2023 | Report No: PIDA35079



BASIC INFORMATION

A. Basic Project Data

Country Niger	Project ID P180064	Project Name Niger Learning Improvement for Results in Education Project Additional Financing	Parent Project ID (if any) P168779
Parent Project Name Niger Learning Improvement for Results in Education Project	Region WESTERN AND CENTRAL AFRICA	Estimated Appraisal Date 18-May-2023	Estimated Board Date 27-Jun-2023
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Ministry of Planning	Implementing Agency Ministry of National Education

Proposed Development Objective(s) Parent

To improve the quality of teaching and learning conditions in select regions, and strengthen education planning and management

Proposed Development Objective(s) Additional Financing

Increase access to education; improve quality of teaching and learning environments; and strengthen education planning and management in Niger.

Components

- Improving Teaching Practices
- Promoting Learning for Girls and Boys
- Strengthening Systems and Capacities for the Delivery of Education Services
- Project Administration and Coordination
- Contingency Emergency Response Component
- Unallocated
- Construction of school infrastructure

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	230.00
Total Financing	230.00
of which IBRD/IDA	230.00



Financing Gap	0.00
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DETAILS

World Bank Group Financing

International Development Association (IDA)	230.00
IDA Credit	230.00

Environmental and Social Risk Classification

Substantial

A. Introduction

1. **This Project Paper seeks the approval of the World Bank’s Board of Executive Directors to provide an Additional Financing (AF) credit (in the amount of US\$230 million equivalent) from the International Development Association (IDA) to the Niger Learning Improvement for Results in Education (LIRE) Project (P168779).** The proposed AF (P180064) will support: (i) replacement of straw hut classrooms (*classes pailotes [CP]*) with permanent classrooms in primary and secondary schools; (ii) construction of boarding schools for girls at the secondary level; and (iii) scale-up of activities supported under the parent project. The proposed AF is part of the Bank’s support to the Government of Niger (GoN) to respond directly to the current learning crisis and indirectly to demographic growth.

2. **Given that the country is experiencing capacity constraints because of fragility and is in urgent need of assistance due to climate-related challenges and ongoing conflict, the proposed AF will be processed under OP 10.00, Section III, Paragraph 12 of the Bank Policy on Investment Project Financing (Projects in Situations of Urgent Need of Assistance or Capacity Constraints).**¹ Niger is facing an extended rainy season, and the temporary school structures built with straw reduce overall school attendance, since they are dismantled during the rainy season. Moreover, straw hut classrooms increase the risk of injury and even death to students and school staff.² The proposed AF is the most suitable financing instrument to support the GoN in a timely manner and would be a more efficient response than the preparation of a new emergency project. It would benefit from scaling up an existing parent project that is aligned and complement the response to the emergency needs in the education sector. The application of expedited procedures is furthermore warranted due to the magnitude of capacity constraints that are exacerbated by the FCV context, particularly in the Diffa and Tillabéri regions, and the exceptional challenges that the education sector faces to successfully educate children, and especially girls. In addition, the use of expedited procedures for processing the proposed AF have allowed quick preparation and mobilization of resources necessary to help the GoN respond to the crisis of “classes pailotes” and their replacement. The

¹ Authorizing the flexibility provided by OP 10.00, Section III, Paragraph 12 of Section III of the Policy and condensed procedures is appropriate to address the severe security concerns that result from the widespread and persisting use of “classes pailotes.”

² A concept memorandum justifying the triggering of paragraph 12 was approved on October 13 by the Country Director.



consolidation of the proposed AF under the existing project would maximize potential synergies, particularly from fiduciary, safeguards, and technical support already provided under the parent project, promote efficiencies, and ensure better streamlined overall project management and reporting. With this emergency response, two additional safeguards documents have been prepared to better support activities that will be undertaken to address those challenges: (i) Resettlement Policy Framework (RPF); and (ii) Security Risk Assessment (SRA) and Security Management Plan (SMP).

3. **The proposed AF also entails a restructuring of the parent project.** Specifically, the proposed AF introduces adjustments to the Results Framework (RF) to reflect both the project's proposed scale-up and its longer implementation timeline. The closing date of the parent project will remain unchanged—April 30, 2026.

B. Country and Sector Context

Country context

4. **The GoN's "Zero classe paillote" program to reduce the number of straw hut classrooms** (or *classes paillotes* – CPs) was launched in November 2022. Specifically, under this program, the GoN aims to replace the approximately 36,000 straw hut classrooms with permanent, high-quality classrooms. The program aims to replace these 36,000 temporary straw hut classrooms – but does not explicitly address the 8,000 additional classrooms which need to be built each year to accommodate the influx of new students – and, therefore, more support is needed to address this. Under phase 1 of the *Zero classe paillote* program in 2022, the GoN launched (and is financing using its own resources) the construction of 2,331 classrooms of which 2,055 are alternative model classrooms and 276 are conventional model classrooms. In addition, several DPs – as part of the Common Fund for the Education Sector (FCSE) are financing the construction of 545 additional classrooms. Despite this support and achievements to date, better coordination among education DPs is required to meet the increasing demand for the education services in Niger.

5. **Niger's low human development outcomes are a binding constraint to promoting economic growth and shared prosperity.** Life expectancy at birth is estimated at about 63 years³. The under-five mortality rate is 80 per 1,000 live births and the maternal mortality rate is 715 per 100,000 live births. Only 33 percent of children (12–23 months) receive a complete set of vaccinations and 48 percent of children under five are stunted and, as a result, are at risk of cognitive and physical limitations that can last a lifetime. Chronic malnutrition levels in Niger place the country in an "emergency status" according to the World Health Organization classification.⁴ The World Bank Human Capital Index (HCI) reveals that Nigeriens born today can be expected to reach only 32 percent of their productivity potential due to serious deficiencies in health, nutrition, and education services,⁵ while the HCI value for girls is slightly lower than for boys, mostly due to inequalities in education. Equally worrying is the fact that learning poverty has been estimated at 90 percent in Niger, meaning that the vast majority of children cannot read and understand a simple text by the age of 10,⁶ while recent learning assessments ranked Niger tenth out

³ Niger Human Capital Country Brief, October 2022, The World Bank.

⁴ World Food Program Niger Country Brief, July 2022.

⁵ Niger Human Capital Country Brief, October 2022, The World Bank.

⁶ This indicator developed by the World Bank is based on a new global database developed in partnership with United



of fourteen participating Francophone countries in reading performance at the end of the first cycle of primary schooling.

6. **The security situation and displacement situation exert additional pressure on the provision of social services and affects hosting regions already characterized by high levels of poverty.** Nigerien State institutions currently struggle to deliver essential services such as education, healthcare, and justice critical for the country's socioeconomic wellbeing and prosperity. This is due in part to the vastness of the territory with several hard-to-reach mobile populations, but also due to the overcentralized organization of the State. This leaves rural areas, particularly border areas, with scant state presence, offering violent extremist groups and criminal networks easy implementation opportunities. The education system is directly threatened by regional insecurity, which often results in school closures; in Tillabéri, Tahoua, and Diffa, various non-state armed groups linked to Al Qaeda and the Islamic State have threatened, killed, and abducted teachers, students, and parents. The long-term negative impacts of such violence on students' access to school, learning ability, and mental health are well documented; girls are negatively affected by school closures, including through learning losses, early marriage, early pregnancy, and other forms of gender-based violence (GBV). The resulting forced displacement crisis is straining economic activities and the provision of, and access to, public services in host communities, which are often among the most vulnerable populations in the country.

7. **According to the Children's Climate Risk Index (CCRI) analysis, Niger is ranked seventh worldwide in terms of the number of children that are highly exposed to natural disasters, including droughts and floods.** Niger's greenhouse gas (GHG) emissions have been steadily rising, but only represent 0.09 percent of global GHG emissions. However, Niger, like many of the Sahelian countries, pays a heavy price in terms of the impact of climate change on its people. If no urgent action on adaptation is taken, it is estimated that losses to annual Gross Domestic Product (GDP) under a medium growth baseline can be as high as 6.7 percent by 2040 and 11.9 percent by 2050⁷ in a dry/pessimistic climate scenario model.⁸

Sectoral Context

8. **Niger's education system is evolving in a context marked by heavy demographic pressure, limited resources, and risks of major vulnerabilities.** Despite recent progress, improving access and learning outcomes remains a significant challenge in Niger, due to the current state of education facilities in the country, as well as general financial constraints and cultural norms, that prevent girls, in particular, from accessing and completing basic education.⁹ In response to these challenges, including the significant demographic pressure, the parent project and the proposed AF are both strongly aligned to the achievement of the Social Development Goal 4 (SDG4) ("Ensure inclusive, quality education for all and promote lifelong learning") and the Sahel White Paper's focus on increasing equitable access to high-

Nations Educational, Scientific and Cultural Organization Institute for Statistics.

⁷ Baroudy, Ellysar; Kriss, Paul; Lee, Yue Man; Weigum, Natalie Marie; Lynagh, Sarah Bashford; Evers, Michael Wayne. 2022. G5 Sahel. Region: Country Climate and Development Report. Washington, D.C.: World Bank Group. <https://documentsinternal.worldbank.org/search/33859168>.

⁸ In the wet/optimistic climate model, the estimated losses amount to 4.2 percent by 2040 and 2.2 percent by 2050.

⁹ Recent progress Niger is part of the initial cohort of "Accelerator Countries" recognized in 2020 for their readiness to implement large-scale, evidence-based reform programs to improve foundational literacy/skills. This engagement seems to translate into concrete advancement as the Primary Completion Rate quickly rose by a 7-percentage point going from 54 percent in 2020 to 61 percent in 2021.



quality education, especially amongst girls.

Key Challenges in the Education Sector

9. These challenges are explored in turn below.

a. Limited access to education due to poor schooling infrastructure and demographic pressures

10. **Access to schools remains a major challenge at the primary and secondary levels.** More than a third of the existing stock of school infrastructure is classified as CPs. About 36 percent of the country's 81,947 classrooms at the primary and secondary levels are temporary facilities.¹⁰ These classrooms serve as stopgap measures in the absence of real school infrastructure across the country, and have been a last resort option for children, families and communities who live in areas with no schools in close proximity. The CPs do not meet safety or security standards - increase the risk of fire hazards,¹¹ are permeable to rain¹² and, are unable to accommodate other infrastructure and equipment needed for schooling, such as, lighting, temperature control, teaching-learning material and digital and laboratory equipment. The wet season in Niger lasts, on average, for a period of four months, during which time the CPs cannot be used, leading to severe reduction in classroom and instructional time, all of which severely limits student's ability to actively participate in the learning process. Extended school closures also contribute significantly to student learning loss every year.

11. **The makeshift schools fail to meet even minimum safety and security standards for schools in Niger.** These temporary school structures act as a disincentive to school participation and negatively impact on school attendance. Growing insecurity, as in Diffa and Tillabéri regions, and the growing number of internally displaced persons and refugees, when combined with the lack of proper, safe and secure schooling infrastructure further limits children's access to schooling, with girls and other vulnerable groups being particularly disadvantaged.

12. **Current budget and fiscal constraints do not allow the GoN to provide appropriate basic education services in line with the country's high population growth rate.** Current fiscal and budget constraints—coupled with the limited contribution of Development Partners (DPs)—limit the GoN's ability to support its National Development Plan, particularly as it relates to the quality improvements in the education sector. Despite the substantial budget allocated to the education sector—which represents 22 percent of the overall national budget—the GoN needs more financial resources to address the sector's key challenges, particularly since only 33 percent of the current budget is earmarked for non-salary investments. The GoN's "*Zéro classe paillote*" program, launched in November 2022, aims replace the approximately 36,000 straw hut classrooms with permanent, high-quality classrooms. The program does not however provide for the 8,000 additional classrooms which need to be built each year to accommodate the influx of new students. Under phase 1 of the *Zero classe paillote* program in 2022, the GoN launched (and is financing using its own resources) the construction of 2,331 classrooms, while

¹⁰ Between 2017 and 2021, the number of CPs in primary and secondary schools in Niger increased from 31,900 to 33,900.

¹¹ UNICEF, as a representative of the Education Cluster, observes that they hear of frequent events where CPs are destroyed through fires and the frequent reports of the death and injuries to children who occupy these classrooms (UNICEF 2022).

¹² They are unusable for approximately four months of the year during the rainy season.



several DPs, through the Common Fund for the Education Sector¹³ (FCSE), are financing the construction of 545 additional classrooms.

13. **Supporting better classroom structures (through the FCSE) – particularly in light of the existing and growing demand for new classrooms – remains challenging.** Whereas the FCSE construction 2022-23 plan provided for the construction of 545 classrooms, only 162 of the planned classrooms have been built to date, as a result of weak institutional capacity and low rates of absorptive capacity of the financing available. As a result of this experience as well as demographic pressures, security concerns, and extreme weather events, in order to build 111,456 classrooms to accommodate nearly 5.6 million students who are expected to join the education system over the next 15 years, as identified in the country's *national strategy of school construction*, the Government needs not only additional financial resources, but also strengthened capacity to implement large-scale projects.

(b) Low retention and schooling for girls

14. **Both supply- and demand-side constraints negatively impact children's access and retention rates in the education system in Niger.** According to the MEN 2021 Yearbook, only 8 percent of students who enter primary school will enroll in upper secondary school, and only 4 percent of those will complete upper secondary education. Overall, 48.5 percent of children ages 7–12 and 58.5 percent of children ages 13–16 are considered out-of-school (OOS), although it is likely that these statistics include children attending religious schools (*Makarantas*).¹⁴ All regions of the country, except Niamey, have a high proportion of OOS children (Figure 3), with significant variation across geographic location, student gender, and socio-economic status, unfavorable for girls, children living in rural areas, and for those from poor families.

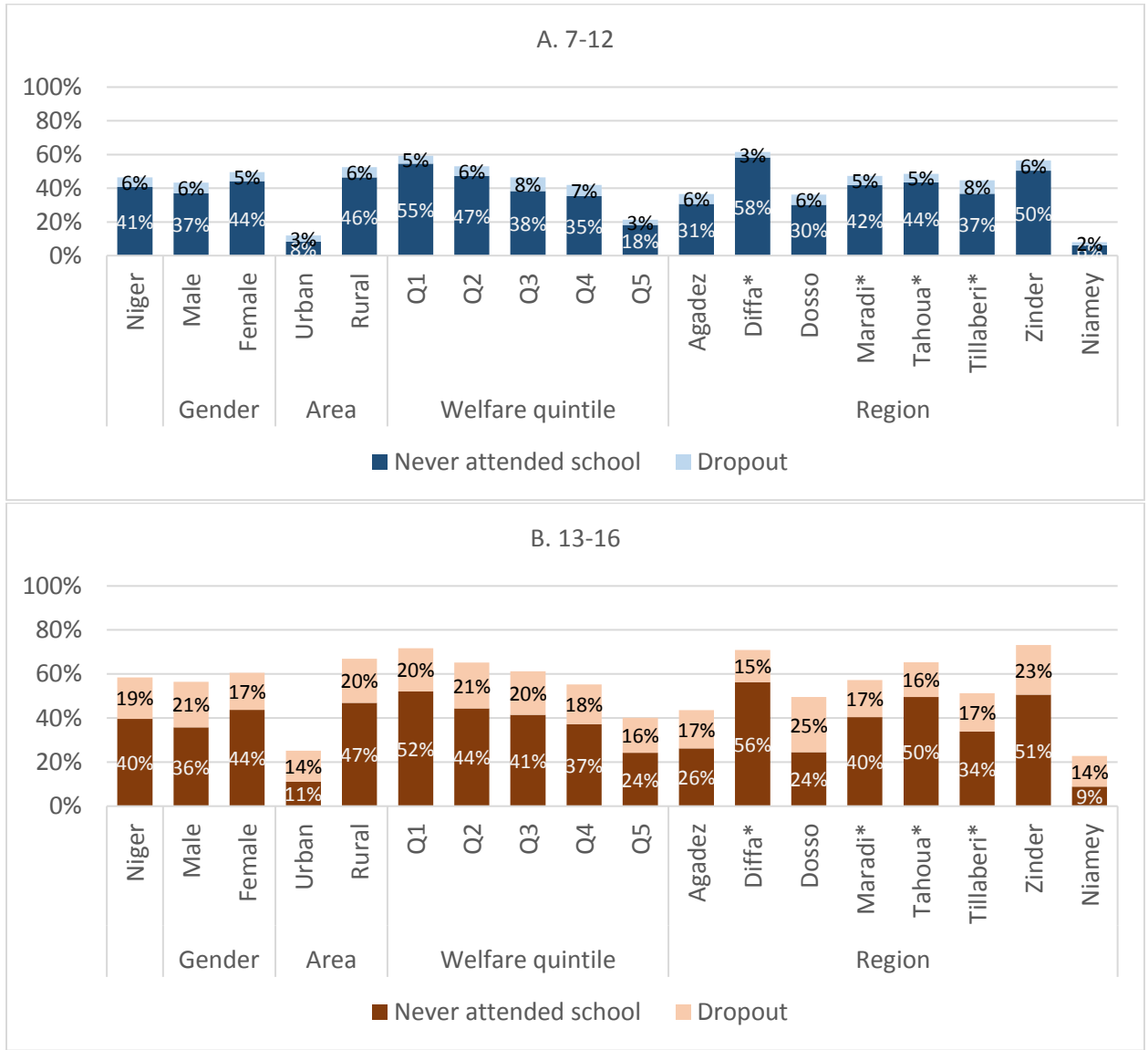
15. **In addition to the low quality of school infrastructure, long distances to the closest school also represent a significant barrier to increasing access, participation and retention rates in schools – particularly for girls.** In Niger, school enrollment drops precipitously when children are expected to attend school in a village other than their own, even if that village is considered nearby. The average distance to school is more than 3 km for 2.3 percent for primary school students and more than 4 km for 39.6 percent for students in lower secondary education. In addition, lack of classrooms and/or teachers negatively impact retention is severely impacted by schooling discontinuity whereby a school does not offer all grade levels within a specific education cycle due to the lack of classrooms and/or teachers. Specifically, only 60 percent of primary schools in Niger (enrolling 50 percent of students) offer a complete primary cycle. Access at the secondary level is severely curtailed.

¹³ This pooled fund brings together financing from multiple donors including the French Development Agency (AFD), Luxembourg Cooperation, UNICEF, Swiss Cooperation, Norway, European Union, etc.

¹⁴ *Makaranta* is the name in Hausa for a traditional Koranic school. The main educational component is the memorization of the Koran. Literacy and numeracy are not typically taught.



Figure 3: Percentage of out-of-school children (by gender, area, economic status, and region)



Source: Authors' calculations from EHCVM 2018 data.

Note: *Regions with large refugee populations.

(c) Poor quality of education

16. Whereas the HCI (2020) for Niger shows that children are expected to complete a total of 5.3 years of schooling by the age of 18 years, Nigerien children only complete an equivalent to 2.6 years of schooling in learning-adjusted years of schooling (LAYS). In short, while the system has gotten children into school, very few are learning while there. Only 44.5 percent of second graders meet the minimum threshold for reading and writing skills, according the 2019 “Programme d'analyse des systèmes éducatifs de la Confemem” (PASEC 2019). While there are many other factors that affect student participation and success in schooling in Niger such as the on-going security situation, poor nutrition in early years, nomadic populations, and others, we focus here on four key concerns: (i) quality of the learning environment; (ii)



quality of teachers and staff; (iii) social, cultural and other barriers that limit the participation of girls; and (iv) impacts of climate change.

- **Poor learning conditions reduce the likelihood that children will attend school and learn while in school.** Without improvements in the quality of schooling infrastructure, Niger will unlikely be able to improve outcomes in the sector or close gender gaps.¹⁵
- **The importance of teachers.** The 2015 Service Delivery Indicators (SDI) survey examines the reasons behind current weak results and highlights low teacher competencies as a major constraint: no teachers in the sample scored above the standard minimum knowledge benchmark. Since children typically spend between 10,000 and 15,000 hours with teachers during their schooling lifetime, improving teacher content and pedagogical
- **Girls are particularly disadvantaged in accessing education as a result of heightened security concerns and gender norms.** The secondary school completion rate was only 14.8 percent in the first cycle for girls (compared to 16 percent for boys) and 6.9 percent in the second cycle (compared to 10.3 percent for boys). A series of obstacles lead most girls in Niger to *not* pursue their education beyond the primary level: social norms and gender roles have a significant impact, especially in forced withdrawal of from school, and for the purposes of marriage.¹⁶ While lack of learning remains the main reason for girls dropping out of primary school, at the lower secondary and upper secondary levels, girls' social norms play a slightly more important role.¹⁷ In lower secondary, social norms are the cause of 46.8 percent of girl dropouts, compared to 37.3 percent due to lack of learning. For upper secondary, the results are qualitatively similar with 34.3 percent of dropouts are due to social norms versus 28.9 percent due to lack of learning. While gender parity in primary education is achieved in urban areas, only 44 girls for every 100 boys attend primary school in rural areas, where almost 70 percent of the population lives (2020). Indeed, in 2022, the secondary school completion rate is lower, only 14.8 percent in the first cycle for girls (compared to 16 percent for boys) and 6.9 percent in the second cycle (compared to 10.3 percent for boys). By age 15, a girl in Niger has a 28 percent chance of getting married, and a 76 percent chance of being so by age 18.
- **Education outcomes are affected by climate change and rising temperatures.** People living in hotter climates complete less formal schooling and score lower on standardized tests than those living in cooler climates: each day above 26 degrees Celsius in the three years preceding the exam decreased scores by 0.018 standard deviations.¹⁸ Climate change is also exacerbating natural hazards, affecting the health and learning outcomes of students, especially those from vulnerable populations.¹⁹ Although there is no documented evidence of learning losses in Niger due to climate change and temperature²⁰, the education sector is likely to be affected by both environmental factors (classroom temperatures) and in the medium to long-term due changes in conditions brought about by climate change.

¹⁵ For Niger, the adjusted learning years of school is 2.9 for boys and 2.4 for girls.

¹⁶ Perlman, Adamu, and Wodon (2018).

¹⁷ National socio-economic and demographic indicators assessment study (ENISED, 2015).

¹⁸ Park, R. J., Goodman, J. & Goodman, M. & Smith, J. Heat and learning. *Am. Econ. J. Econ. Policy* 12, 306–339 (2020) & PISA.

¹⁹ Mizutori, M. "Time to say goodbye to "natural" disasters." *Prevention Web* (2020). Available at <https://www.preventionweb.net/blog/time-say-goodbye-natural-disasters>.

²⁰ While important this is not the margin where poor outcomes are currently generated in Niger.



C. Proposed Development Objective(s)

Original PDO

17. To improve the quality of teaching and learning conditions in select regions, and strengthen education planning and management.

Current PDO

18. to “Increase access to education; improve quality of teaching and learning environments; and strengthen education planning and management in Niger “.

Key Results

19. The parent project is comprised of five components, three of which focus on digital education transformation: (i) Component 1: Improving Teaching Practices; (ii) Component 2: Promoting Learning for Girls and Boys; (iii) Component 3: Strengthening Systems and Capacities for the Delivery of Education Services; (iv) Component 4: Project Administration and Coordination; and (v) Contingent Emergency Response Component (CERC). Under this AF, one

20. Despite delays to due to the COVID-19 pandemic and a challenging political environment, significant achievements have been realized under the parent project. Coinciding with a presidential election cycle and a ministerial restructuring, parent project implementation has led in two years to transformative results in Niger’s education sector. The project has supported ongoing reforms in teacher training institutions aimed at setting minimum teacher standards, the rehabilitation of teacher training college, and the establishment of a basic education human resource management database.

21. The proposed AF and restructuring aim to deepen and widen the impact of the parent project by scaling up successful activities, while adding activities aimed at improving the overall learning quality. The proposed AF will strengthen the project’s overall development impact by financing school construction throughout the country and by piloting three girls’ boarding schools as a way to increase access and retention rates, improve learning outcomes, and ultimately to contribute to delaying marriage and first pregnancy. With the new component related to the school infrastructure, the AF expected to build:

- 700 complete schools and equipment in primary and lower secondary education in selected urban and rural areas of Niger (for the primary education sector with 530 schools targeted, and 170 schools for the lower secondary education). This will create approx. 5,430 classrooms providing nearly 270,000 safe, durable, and comfortable seats for children and students
- 3 Gils ‘boarding schools for learning improvement of around 1500 girls

22. Revisions to project scope to include additional beneficiaries and have a national focus. The revised project components will cover the entire country’s eight regions instead of the five regions covered by the Parent project. Further, the project beneficiaries will include:

- At least 2 million students including 940.000 girls who will benefit from direct interventions improving learning;
- At least 900 adolescent girls who will benefit from direct interventions to enhance learning in boarding schools; and
- At least 50,000 teachers in primary and secondary school who will benefit from trainings and coaching activities.



D. Project Description

23. **The proposed AF comprises:** (a) a revised PDO that reflects an increased focus on access via school construction; (b) updated project financing and cost estimates under Components 1, 2, 3, 4 to include that reflect strengthening parent project activities, increasing girls' access to schooling and utilizing performance-based grants to boost student attendance and performance; (c) a new component that finances school construction, equipment of classrooms and boarding schools and associated inputs for girls in select areas; (d) expansion of the project's geographic scope and beneficiary numbers (e) integration of climate change considerations, in response to the adverse impact of climate-induced changes on access to schooling, school infrastructure and learning ability and outcomes; (f) a closing date of the proposed AF; and (g) consequent revisions to implementation arrangements, the Results Framework (RF) (i.e. additional indicators, indicator targets and target end-dates), the Environmental and Social (E&S) Risk Management instruments. The parent project will be restructured, in parallel to account for the above changes, as necessary. Moreover, the AF will ensure that climate change considerations are well-integrated into the project components, given the adverse impact of climate-induced changes on access to schooling, school infrastructure and learning ability and outcomes.

24. **Revisions to PDO.** The PDO under the proposed AF will be modified as follows: *to increase access to education; improve quality of teaching and learning environments; and strengthen education planning and management in Niger.* These revisions reflect the increased emphasis of the project on increasing access to education and its focus on the entire country.

25. Revisions to Project Components

Component 1: Improving Teaching Practices (revised total financing: US\$73 million— original financing US\$72 million equivalent (US\$67 million IDA grant, US\$5 million IDA credit + AF: US\$1million IDA credit).

26. Under Component 1, the proposed AF will continue to implement key activities relating to improving teaching practices. Specifically, in addition to activities planned under the parent project—under Sub-Component 1.1 “Strengthening Teacher Education Colleges”, the M&E mechanism for pre-service teacher training in select teacher training institutes will improve the monitoring and evaluation of the acquisition of teacher' pedagogical skills. This can be used to support teacher training and remediation programs for those who do not acquire the necessary competencies. The proposed AF will also finance the scale-up of rehabilitation and extension activities at the *Ecole Normale Supérieure* (ENS). This will include the building of new classrooms and laboratories for “micro-teaching” to support practical pedagogical training. Under Sub-Component 1.3 “Teaching and learning materials”, the Sahel Reading Initiative—the proposed AF will support the scaling up of structured lesson plans for teachers and the reproduction of reading books in national languages for so as to be able to reach a greater number of teachers and students. Additionally, the component will include a range of climate change related interventions - including climate-linked designs (e.g., proper drainage, waste water management, and rainwater harvesting as applicable); incorporation of methods to teach climate change and effects of climate change; use of climate-resilient materials for ENS rehabilitation and modification of course curricula to include climate change concerns, and adaption and mitigation measures.



Component 2: Promoting Learning for Girls and Boys (revised total Financing: US\$ 29 million—original financing US\$18 million equivalent (US\$8 million IDA grant, US\$10 million IDA credit + Unallocated US\$4 million + AF: US\$7 million IDA credit).

27. Under Component 2, the proposed AF will continue to implement key activities relating to promoting learning for girls and boys. Specifically, in addition to activities planned under the parent project—under Sub-Component 2.1 “Remedial prevention program”, the additional financing will cover the following new activities: (i) Scale up of PMAQ. The Learning Quality Initiative supported under the parent project— which aims to integrate remediation sessions *into school time* and complement the targeted Minimum Package for Quality Education (*Paquet Minimum Axé sur la Qualité*; PMAQ) Initiative— will be scaled up and implemented in the classrooms during school hours to improve monitoring of the learning outcomes of students. (ii) National learning outcomes assessments. This aims to strengthen the monitoring and evaluation of students' skills at the national level across a range of areas. As climate change is expected to have disproportionate impact on women and girls—the proposed AF will support remedial programs for girls to ensure that acquire the skills and knowledge needed towards adaptation and mitigation measures.

28. Furthermore, Sub-Component 2.4 “*Improving the learning environment for girls*”) will be added to the component and will support the same set of activities in new schools constructed under the proposed AF (see Component 6). In all newly constructed schools or where additional construction is undertaken for the schools to be completed, the proposed AF will support the establishment of safe spaces for girls and will include a range of activities including mentorship, programs on life skills, reinforcement of digital skills, scholarships, extra-curricular activities, arts, cultural and sports activities, reproductive and health related lessons, raising awareness and capacities among communities on matters related to girls’ education. The proposed AF will also support the provision of the same set of activities in the *three* boarding schools to be established and piloted under Component 6.

Component 3: Strengthening systems and capacities for the delivery of education services (revised total financing: US\$ 42 million—original financing US\$36 million equivalent (US\$32 million IDA grant, US\$4 million IDA credit; AF: US\$6 million IDA credit).

29. Sub-component 3.1 “Performance-based management “- Under the parent project, more than US\$3.1 million per year was allocated to performance-based contracts (PBCs) between the MEN and 8 ENs (US\$9,000/each), five regional directorates of national education (DREN, US\$4,000/each), 203 inspectorates (US\$4,000/each), 300 secondary schools (US\$1,000/each), 3,000 primary schools (US\$500/each), 100 *Makarantas* (US\$3,000/each) and the ENS (US\$17,000). Under the proposed AF, the total amount allocated to the subcomponent will be increased to cover three additional regions (Dosso, Agadez, and Niamey) and the boarding schools and to facilitate improved management at all levels. The activities to be funded will include performance-based funding of educational structures in specific areas relative to climate and environment. Some of the activities could be field visits to environmentally important sites including polluted and degraded sites, wildlife parks, and volunteer work to clean parks, village squares or organization of rallies, marches, and human chains with a view to spread environmental awareness.

30. Sub-Component 3.3 “Monitoring, evaluation and accountability “of the proposed AF will build the regulatory capacity of MEN through TA. Specifically, this TA will focus on improving the regulation of the



private and non-formal sector (community-based construction) and on operationalizing the new national strategy of school infrastructure construction which will be managed through the PCU. In addition, the programming, planning, budgeting and monitoring by the MEN will be strengthened at all levels through a M&E technical assistance. The proposed AF will continue to support the design, development, and implementation of a new education management information system (EMIS) with the digitalization of the national exams (see Component 2) and the implementation of GEMS to improve the targeting and monitoring of project key interventions: schools' construction and teachers' supervision²¹. Internet connection kits will be provided to each of the 203 inspectorates and for the Human Resources Department in the eight regional directorate of MEN.

Component 4: Project Administration and Coordination (revised total financing: US\$ 26 million—original financing US\$10 million equivalent (US\$9 million IDA grant, US\$1 million IDA credit; AF: US\$16 million IDA credit).

31. Under this additional financing, this Component will continue to finance all project management-related activities including, *inter alia*: TA, communication campaigns, audits, training, preparation and of monitoring reports, supervision of implementation of the safeguard's instruments, goods, operating expenses, and the salaries of the PCU staff.

32. Furthermore, this component will finance the additional specific experts who will be recruited for the implementation and supervision of activities under the new Component 6 and for the additional 3 years.

Component 5: Contingent Emergency Response Component (CERC) (US\$0 million)

33. A no-cost CERC will be included under the proposed AF in accordance with the World Bank Policy and Directive on investment Project Financing (IPF), for contingent emergency response to an eligible crisis or emergency, as needed. The conditions for application of this component remain the same as indicated in the Parent project. If the World Bank agrees with the determination of the disaster and associated response needs, this component will draw resources from the categories financing Components 1, 2, 3, 4, and 6 and/or allow the Government to request the World Bank to recategorize and reallocate financing from other project components to cover emergency response and recovery costs. RSW funds that may go to the CERC will only be used to support refugees and host communities, including those IDPs that are also host communities. Disbursements will be made against a positive list of critical goods, or the procurement of works and consultant services required to support the immediate response and recovery needs.

Component 6: Construction of Schools infrastructure (AF: US\$200 million IDA credit—New Component)

34. This new component will be introduced under the proposed AF and will comprise three sub-components: (i) 6.1 Construction of Schools and Equipment; (ii) 6.2 Construction of Girls' Boarding Schools and Equipment; and (iii) 6.3 Management and Operation of Boarding Schools.

²¹The project will use georeferencing tools to map all the 4,250 classrooms to be constructed, the 3,300 schools and 600 centers of accelerated education program centers targeted by specific pedagogical support interventions of the parent Project. This will improve the quality of construction of school infrastructures and the quality of coaching program implementation in rural areas.



35. **Subcomponent 6.1: Construction of Schools and Equipment.** This sub-component will support the construction and equipment of 5,430 classrooms spread across 700 schools (530 primary and 170 secondary) in select urban and rural areas to ensure they offer high-quality learning environments for all grades within the primary and secondary levels of education. This sub-component will support the GoN in the implementation of its national strategy of school construction.

36. The average construction costs per m2 considered for the budget is US\$ 220/m2 as per the cost mentioned in the Nigerien national strategy. This cost is consistent with construction cost documented in similar projects in the neighboring countries as shown in the below table. The difference between the US\$212/m2 in Burkina Faso (2021) and the US\$220/m2 in Niger are due to the recent increase in construction prices.

Table 1: Comparison of the construction cost per m2

Country	Burkina Faso	Niger	Niger	Nigeria
Project	Edu. in emergency	National strategy	LIRE	AGILE
Source	Classroom	Report B.H.	PAD WB	PAD WB
Year	2021	2022	2023	2023
Reference unit	Classroom	Classroom	Classroom	Classroom
Usable floor area (per unit)	63 m2	63 m2	63 m2	56 m2
Constr. floor area (per unit)	68 m2	68 m2	68 m2	61 m2
Cost per unit in USD	14,459	15,000	15,000	16 839 *
Cost per m2 in USD	212	220	220	272*

** Cost has been adapted for comparison purpose, as original figures included studies, contingency and VAT*

37. **The proposed AF Project will capitalize on lessons learned from past experiences²² (PAEQ) and explore the use of several school construction modalities—depending on the infrastructure needs in that region (quantity of schools, type of existing schools and quality of existing school infrastructure).** The possible methods to be used include: (i) construction carried out by qualified local companies; (ii) construction using a community approach in hard-to-reach or remote locations, including hamlets characterized by the almost total absence of organized and equipped service providers to carry out the required work; and (iii) construction carried out by international companies in urban areas—under well-defined conditions, and including capacity building of local companies. To ensure that the schools are built to mitigate against the impact of climate change, the location of schools will be assessed to ensure minimal exposure to the risk of extreme weather events or other climate related hazards and the design of the construction will be climate informed including the use of solar panels. In addition, the construction will have universal accessibility principles (ramps and obstacles-free access to all infrastructures).

²² Project and Support to Quality Education Project (*Projet d'Appui à une Éducation de Qualité : PAEQ*) (P132405).



38. **The execution of the pilot phase of the construction of classrooms will be in line with the emergency procedures under the AF.** Niger has also a valuable pool of good national construction companies. The PAEQ project alone, worked with 24 construction companies (mainly nationals) all with good records. According to emergency procedures, the Project must start construction work as soon as the Project becomes effective. To do so, it will build on the experience and network of the PAEQ Project and after a careful assessment of their performance and ability, contract with some of their suppliers by direct agreement and through framework contracts. This will enable the Project to start activities while the recruitment of additional construction.

39. **Sub-Component 6.2: Construction of Girls' Boarding Schools and Equipment.** This sub-component will support the design and the construction of 3 new model boarding schools for girls at the lower and upper secondary levels of education. These boarding schools will be built in Niamey, Zinder, Maradi given these regions' relatively stable security environments. This model aims to ensure that rather than traditional dormitories – these boarding schools have user-friendly complexes for young girls which combine education, training, innovative and recreational activities – while ensuring their safety and overall well-being. These boarding schools are in many ways different from what has been done in Niger to date – but provide an opportunity to operationalize and to pilot the approach the government is endorsing as part of its boarding school program.

40. **This will be carried out as a pilot (with the construction and operation of three schools) with a view of eventually being scaled up by the GoN throughout the country.** A participatory approach will be used in the design process – involving the users (young girls and the teachers) and communities—and will be implemented by design firms familiar with this approach and the local context. The boarding schools will be built using specific climate-resilient design standards, for example, by exploring the use of low-carbon material inspired by local construction tradition. In addition, measures will be taken to ensure that boarding schools are built in a manner which promotes the safety of girls, by ensuring for instance, that toilets and showers could be locked from inside, that all areas are well-lit and accessible for girls living with a disability, etc. From climate change perspective, these schools will take into concern specific measures depending on their location and vulnerability to extreme weather events due to changes in climate change²³. Additionally, school safety master plan and guidelines, derived from a needs assessment, including evacuation plan as a direct result of climate change related extreme weather concerns will be devised and socialized within the boarding school. Finally, community awareness campaigns, especially in highly vulnerable neighborhoods and populations, will be developed to increase climate change awareness and adaptive capacity.

41. **Through its Community-Driven Development approach, the proposed AF will draw specific attention to the sustainability of school infrastructure investments that will be financed, especially those to be maintained by decentralized levels and communities.** The proposed AF will build on the local knowledge of the beneficiaries while strengthening their financial, organizational and asset management capacities to ensure the sustainability and security of their assets. Such an approach is critical in the Niger context because it empowers communities by building their technical skills and holds them accountable for the management and security of assets. This approach has proven to be successful in the Education

²³These have detailed earlier, such as, proper drainage, waste-water management, and rainwater harvesting, use of climate-resilient materials, renewable energy systems, etc. as applicable.



and Institutional Strengthening Project (PERI) 2 (P146294), in Togo. Information from this pilot, will be used to guide the design, construction and operation of boarding schools if there were to be scaled up by the GoN in the context of future operations in Niger, particularly the new pipeline project—Niger Adolescent Girls' Education Project (P180728). The new operation will be multisectoral including a package of health and social protection interventions for adolescent girls' education.

42. **Targeting of Girls' Enrollment in Constructed Boarding Schools.** A total of 1,500 beneficiaries for these three boarding schools (350 per boarding school) will be selected on the basis of a set of "vulnerability criteria". The definition of these vulnerability criteria will build on the MEN's work and on the work performed under the Niger Adaptive Safety Net Project 2 Additional Financing (P173013) and will include, among others, poverty, remoteness, and regions with low retention rates among girls, etc.

43. **The three boarding schools will be pilots. Hence, they will not fulfill all the country's needs.** The school age population amounts to 1,917, 238 which requires 5,477 boarding schools (for a capacity of 350 girls per boarding school). The remaining needs are important and could be covered by other WB operations, including the new operation "Niger Adolescent girls education project" (P180728), Government and DP's activities.

44. **Subcomponent 6.3: Management and Operation of Boarding Schools Using the Spatial Approach²⁴.** This sub-component will support an additional package of activities for boarding schools. While 3,000 girls will benefit from the safe schools under sub-component 2.4, this sub-component will cover the recurring operating costs of these three boardings schools. Specifically, this-sub-component will support the management and operation of the three boarding schools built and equipped under Sub-Component 6.2. It will *not* cover salaries and operating costs of the trainers and teachers from these boarding schools, which will be covered by the state and the local governments and communities (e.g., maintenance assistance, school supplies and uniforms, and health services). The implementation of this sub-component will be made in complementarity with other existing WB projects in regions where the boarding schools will be constructed/financed. This will enable the project to increase the functionality and overall impact of the boarding schools and in specific areas such as health, nutrition, and WASH. Efforts will also be made to engage other development partners to provide support in their areas of expertise (e.g., girls reproductive health, nutritional assistance, child protection, and community accountability measures).

45. **The successful and efficient implementation of the GoN's National School Construction Plan (GNNSCP) will only be possible if the Government's own interventions are strongly linked to the activities supported by the various Development Partners (DPs) working within the Nigerien education sector.** In order to ensure strong coordination, accountability, and complementary of *all* construction-related activities, the GoN's Construction Working Group must be further strengthened to ensure it properly monitors and evaluates all construction activities financed in the education sector. This will be done through school mapping. Under the GoN's strong leadership, the country's Construction Working Group should also ensure proper engagement and involvement of all the relevant stakeholders—including the Government, local DPs, the private sector, and civil society—in order to respond effectively implement

²⁴ The Spatial approach is an approach that builds on existing World Bank Operations in specific areas where a project is being implemented. Its goal is to create synergies between World Bank Projects in several areas (ie: WASH, education, health, nutrition, energy, etc)



the GNNSCP. The LEG—which is led by the Government—will be also further strengthened and serve as a framework for this mechanism. Two meetings will be held per year to review and evaluate the implementation of the GoN’s GNNSCP. These meetings will provide relevant information pertaining to all construction activities and will draw lessons learned to better strengthen the implementation of the GNNSCP.

Table 2: Classroom needs by region

Region	Regional primary school enrollment	% of national primary school-age population	% of national primary students enrolled	% of sustainable classrooms missing	% of straw hut classrooms	Allocation rates
Agadez	124,316	2.72	3.42	0.00	0.92	2.05
Diffa	151,687	3.32	3.10	1.30	2.59	2.57
Dosso	550,123	12.05	13.06	14.03	16.59	13.05
Maradi	910,227	19.94	22.57	32.30	25.61	24.93
Niamey	260,414	5.70	8.33	5.01	4.73	6.35
Tahoua	891,552	19.53	18.76	18.01	16.27	18.76
Tillabery	729,012	15.97	12.92	7.94	12.62	12.28
Zinder	948,299	20.77	17.84	21.42	20.65	20.01
Total	4,565,629	100.00	100.00	100.00	100.00	100.00

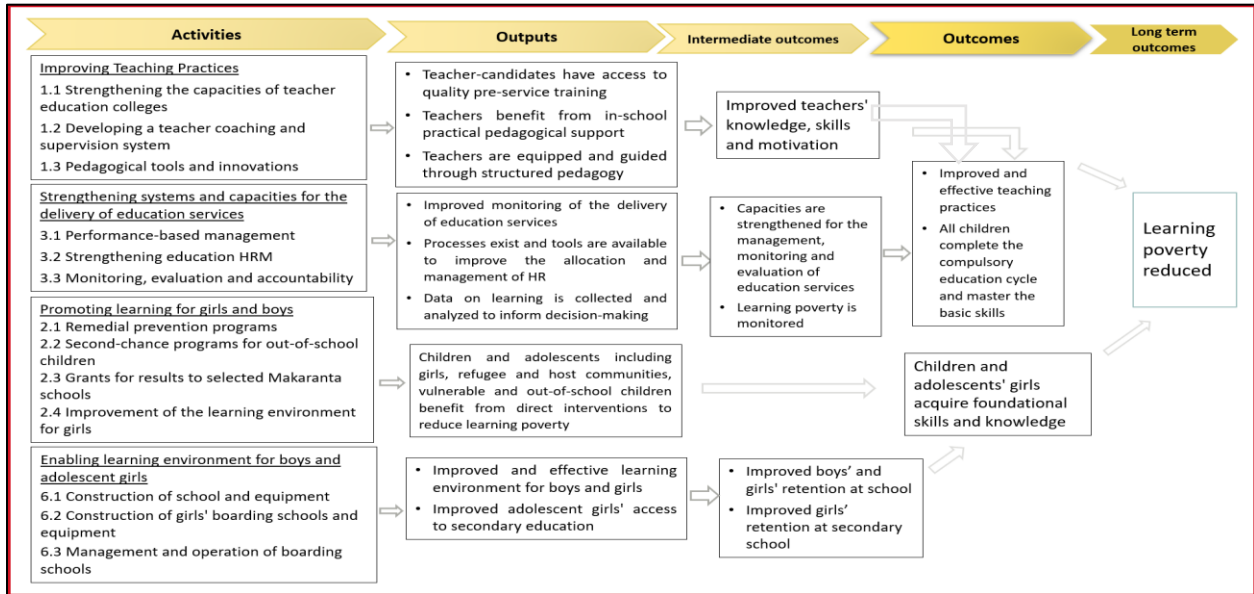
Source: MEN 2022 dashboard.

46. **Revisions to Project scope.** The scope of the LIRE’s parent project will be expanded to include additional beneficiaries and to have a national focus. The revised project components will cover the entire country (eight regions), rather than only the five regions covered by the LIRE’s parent project. Further, the project beneficiaries will include: (a) at least 2 million students including 940,000 girls who will benefit from direct interventions to improve their learning (in basic schools); (b) at least 1500 adolescent girls who will benefit from direct interventions to enhance their learning (in three boarding schools piloted under the proposed AF); and (c) at least 50,000 teachers in primary and secondary school who will benefit from trainings and coaching activities.

Project Result Chain



Figure 1: Project Result Chain



47. **Extension of the project closing date.** The closing date of the parent project will remain unchanged—April 30, 2026. The closing date of the AF is April 30, 2029.

Legal Operational Policies

Triggered?

Projects on International Waterways OP 7.50

No

Projects in Disputed Areas OP 7.60

No

Summary of Assessment of Environmental and Social Risks and Impacts

Environmental and Social

Climate and Disaster Risk Screening

48. **Short and long-term climate change and disaster risks and the exposure risk are Moderate.** This includes exposure to extreme temperatures, extreme precipitation, droughts, and strong winds. Given its geographical location as a landlocked country, topographical and geological conditions, Niger is one of the most vulnerable countries in the world that are exposed to the adverse risks of natural disasters, climate change and disease outbreaks. The increasing temperatures, changes in rainfall pattern, and desertification in the country is leading to food insecurity and scarcity of resources, which has implications on the nutritional status of the population including the lack of water availability. Moreover, climate change is exacerbating conflict, deepening poverty, and disrupting traditional means of survival (i.e., farming and herding). Extreme rainfall in the region has produced more flooding, which may increase



vector- and water-borne diseases and can impact the structural integrity of education and health facilities. Therefore, it is critical to put sustainable and climate-resilient measures in place to reduce the impact of climate change on the population. The GoN has submitted its first Nationally Determined Contributions (NDCs) in September 2015 with a vision for a climate-resilient and low-carbon development. This project will further enhance the GoN's efforts for adaptation to climate change as well as mitigate Niger's contribution to the country's greenhouse gas emissions. **Through its focus on children, their teachers as well as their parents, all project components, and subcomponents, are intended to generate climate change adaptation and mitigation co-benefits for vulnerable population in Niger.**

49. **Environmental and Social.** Overall, the environmental and social (E&S) risks are considered to be "High," in particular, with regard to risks of SEA/SH risks. Measures to mitigate these risks in the parent project remain relevant. The proposed AF is expected to have net positive E&S impacts, for children, adolescents and teachers in Niger given the nature of the activities, which focus on promoting access to education and improving the quality of teaching and learning practices. However, the implementation of the LIRE Project and the proposed AF could have negative environmental and social risks and impacts as a result of the activities related to civil works (both construction and rehabilitation of infrastructure) which will be context-specific according to the worksites, as well as during the exploitation phase of infrastructure planning. These risks have been controllable and manageable during these two phases, but they could constitute, cumulatively, a source of inconvenience for local populations and workers.

50. **Environmental and Social Factors.** Environmental issues will include, among others, the risk of water and soil pollution from solid and liquid waste; potential loss of vegetation and subsequent degradation of wildlife habitats; risks of soil disturbance, which will increase risk of erosion (wind and water); risks of health deterioration due to accidents on construction sites; and diseases including sexually transmitted diseases (STI/HIV-AIDS). Social factors include, among others, the risks of social conflicts linked to the influx of workers; the risks of exclusion, in particular the marginalization of certain categories of students; the risks linked to the disruption of agricultural activities; the loss of economic activities; the land acquisitions; and the risk of cultural degradation in the case of fortuitous discoveries during excavations.

E. Implementation

Institutional and Implementation Arrangements

51. The implementation arrangements of this additional financing remain the same as the Parent project, except for the new component regarding the school's construction. The MEN is responsible of the implementation of all activities financed under the Parent project and this AF.

a. **Implementation of construction strategy**

52. The construction of 700 schools and 5430 classrooms in a 6-year period (2024-2029) is an ambitious goal, if we consider that the recent similar project financed by the WB in Niger, PAEQ, has allowed the construction of 1,200 classrooms over a 3-year period (average of 400 classrooms/year). The challenge of the Project will be to capitalize on PAEQ experiences and explore other options to at least double the PAEQ construction pace to reach an average of 1000 classrooms/year. Several important planning tools (data, norms, plans, standards) and strategic documents such as the national strategy for



school construction, are available and ready to be implemented. To facilitate its implementation, the Project intends to proceed with the following strategy:

- To accelerate its implementation, the Project will mainly capitalize on the experience of the PAEQ, which achieved an average construction pace of approx. 750 classrooms/year and explore various other implementation modalities to reach a construction pace of 1,250 classrooms per year. Each modality is designed to be managed by a different executing partner in order to not overload the capacity of one a unique structure.
- PAEQ model: A major part of the classroom construction will be implemented following the “maîtrise d’ouvrage assumée (MOA)” approach which has proven to be the more efficient under the PAEQ project. Under this modality, the MoE remains fully in charge of the overall project management. However, the MoE will be technically assisted by firms throughout the implementation phases. The cluster approach (see above), allowing to award 100-150 classrooms per companies, is expected to improve the efficiency of this modality. The modality will be adapted/reinforced when needed to reasonably increase the construction speed.
- International companies: Once the implementation of the PAEQ approach is launched, the Project will assess the necessity to boost the construction pace by testing a new modality targeting the international companies that were not previously interested because of the “small contract” approach, which was not sufficiently attractive. However, this approach having not yet been used for large-scale school construction in Niger, should be tested and evaluated before it is developed. To not overload the MEN, this modality could be implemented directly by the PCU. In this case, the PCU will have to recruit technician and engineers to manage the project at the PCU level.
- Decentralized model via the education sector fund: Today, project management for school construction in Niger is divided between the MEN and the local authorities (municipalities for primary and regions for secondary). This model is supported by Education Sector Common Fund in which different donors are participating. Local authorities are supported by a dedicated national Agency (ANFICT). This model is currently working at a low pace. However, this modality has an important potential of improvement to reach an interesting construction pace up to 1,000 classrooms/year without additional administrative overload according to the national strategy. This modality could be an interesting complement of the two above-mentioned modalities. The project won’t use this implementation modality.
- Using Community-Driven Development (CDD) approach. Community-Driven Development is a term used by the World Bank to characterize investment programs that support decentralization. The participation of communities for school infrastructures construction directly or through local sub-contractors within the community will be implemented for hard to reach or remote locations including hamlets. These areas are characterized by the almost total absence of organized and equipped service providers to do the required work. Despite this, the villagers know how to build their own houses or mosques. It is therefore necessary to rely on this local know-how through the empowerment of the beneficiaries of these schools.

b. Planning of intervention and geographical clusters

53. Before the project implementation, a consultant hired par the MEN, is finalizing the planning of interventions. This will include: i) the pre-selection of schools to be grouped into “geographical clusters” of approx. 50 classrooms each. Each cluster will be represented in one summary sheet and tendered as one lot. The clusters will conduct to larger contracts but easier to achieve thanks to the proximity of the schools. The definitions of clusters will be done in coordination with the MoE and other actors; ii) the compilation of standards documents to be used by the firms, including plans, BoQ and contract models.



The PCU will be the entity responsible for procurement of construction contractors, for inviting bids and later paying to the contractors. The MEN is responsible for signing contracts.

c. **Procurement strategy**

54. In principle, the design phase and the construction phase will be separated in two different contracts. A design firm will be hired to prepare all the plans and technical documents, and a contractor will be hired separately to execute the works. Depending on the modality chosen, the supervision of works will be ensured either by the design firm (when consistent do so) or by a separate supervision firm.

55. The Project will try to minimize the number of procurement processes by increasing reasonably the volume of classrooms by contractors. To minimize the risks related to large contracts, the Project will explore the possibility to propose framework contracts to service providers (design firms and construction companies) that have performed well in the PAEQ project. Framework contracts will allow to deliver the services in phases following the project implementation pace. Niger has a valuable pool of local design firm “bureau d’études” (BE) capable of monitoring and controlling the work. The PAEQ project alone, worked with 16 BE (mainly nationals), all with good records. The Project will explore the possibility to shortlist the BE that have performed well, and to retain them through framework contracts. The Project will use the BE both during the study phases (mass plans, adaptation to the sites, etc.) and for site supervision. The BE can also assist the project management in the preparation of the procurement documents, the analysis of the companies' offers and the preparation of the contracts.

56. For the construction companies, Niger has also a valuable pool of good national companies. The PAEQ project alone, worked with 24 construction companies (mainly nationals) all with good records. Each one has been awarded 2 to 4 lots of 20 to 50 classrooms each. Meaning that if the same 24 companies are awarded larger lots of 100 to 200 classrooms, they will be sufficient to achieve the Project’s goals. However, the availability and capacity of these companies need to be reassessed. The Project will explore the possibility to shortlist the construction companies that have performed well, and to retain them through framework contracts.

57. **Placed under the supervision of the MEN, the institutional arrangements which were established under the parent project will still be continued and further strengthened with the recruitment of specific staff to oversee the effective implementation and monitoring of activities included under the proposed AF.** In line with the institutional and implementation arrangements under the Parent Project, the organizational structure of the LIRE AF Project will be reinforced at the central and decentralized levels. At the central level, coordination, and technical supervision arrangements such as the Steering Committee (SC), the Technical Monitoring Committee (TMC), and the Project Coordination Unit (PCU). The function of the technical committee will be revised in light of lessons learned: Mainly on the performance-based contracting implementation. At the decentralized level, local coordination, and technical supervision arrangements, including the Regional Technical Support Units (URAT) will be strengthened. With the implementation of Component 6, these URATs will be reinforced by experts in civil engineering and monitoring-evaluation with the support of the DREN or the regional school construction division. Three new URATs will be created in the three new regions that the project will cover as part of school constructions (Niamey, Agadez and Dosso) with the same composition that the existing URATs.



58. **Strengthening the MEN in the implementation of component 6.** Similar to the LIRE's parent project, the proposed AF will be implemented by the MEN with the support of the existing PCU, with central and decentralized technical directorates of MEN closely involved in the project implementation. The Project Implementation Manual (PIM) and the PBC manual will be revised, and two new manuals will be elaborated to take the new provisions into account: a construction manual and a boarding school management manual.

59. **The following personnel are required to be recruited at the central level (PCU):** (i) one international expert in school construction; (ii) one national expert (engineer in school construction); (iii) one additional accountant; (iv) one additional procurement specialist (expert in civil engineering); (v) two procurement assistants; and (vi) one GBV specialist.

60. **At the decentralized level, the project will strengthen the five (5) existing URAT and create three (3) new URATs in Niamey, Dosso and Agadez. The following personnel will be recruited in the five existing URAT and at the regional level:** (i) 5 construction engineers at the regional level; (ii) 5 monitoring and evaluation assistants (1 per region). For the 3 additional regions (Niamey, Dosso and Agadez), the following personnel will be recruited for each region: one regional coordinator; one accountant; one monitoring and evaluation assistant; one construction engineer, and one internal controller.

61. **Strengthening of the MEN in the procurement Process:** To facilitate and support the process of bidding documents related to construction works, the Bank will provide the MEN (on its own budget) with one procurement expert, to support the implementation of the Component 6 in procurement ("Hands on Extended Implementation Support: HEIS"). This expert will work in closely with the PCU.

62. **Strengthening of the MEN's General Secretary (lead of technical monitoring committee).** As part of the implementation of the GNNSCP, an expert in construction (civil engineer) work will be recruited. They will provide technical support to the MEN in coordinating civil engineering and construction work activities in schools and boarding schools. They will ensure efficient coordination between the technical monitoring committee (under the General Secretary of the MEN), the technical teams of the School Construction Division (DIES), the Project Coordination Unit (UCP), the eight DREN and the eight URAT.

63. **Implementation readiness.** The MEN through the parent project-PIU coordination has elaborated the PPSD, the procurement plan for the first 18 months, and the bidding documents for the construction and mapping of available local contractors based on experience from PAEQ and Government ongoing construction to have early quick wins given emergency to respond, facilitate disbursements, and generate early results and benefits for communities under this AF. The terms of reference for the additional staff will be prepared by the MEN to accelerate and facilitate the implementation of the AF as soon as the effective date. As well as the feasibility and design studies are already in progress by the MEN and the other partners, in particular on the harmonization and complementarity on the approaches and will benefit the support of the parent project, including the establishment of a mapping interventions on school buildings and boarding schools for girls. To facilitate the implementation of school constructions, the MEN will develop: (i) an operational manual for school construction and (ii) an operational manual for the operation and management of boarding schools. The Project Implementation Manual (PIM) and the PBC management manuals will be edited to consider the revised implementation mechanisms and the new AF activities related to performance-based contracts (PBC).



64. **Revision to the E&SS risk management instruments.** The Parent Project’s environmental and social standard (E&SS) instruments comprise the Environmental and Social Management Framework (ESMF), the Environmental and Social Commitment Plan (ESCP), the Stakeholder Engagement Plan (SEP), the Labor Management Plan (LMP), and a Grievance Redress Mechanism (GRM) and Action Plan. Given the additional activities introduced through the AF and the added risks and potential impacts, the environmental and social risks summary (ESRS) is provided below. The E&S risk rating is “Substantial” and two new E&S instruments have been prepared by the GON in addition to the existing ones in table 3.

Table 3: Revision to the E&SS instruments

Name of E&SS instrument	Status
An Environmental and Social Management Framework (ESMF) (ESS 1) ²⁵	Updated
A Stakeholder Engagement Plan (SEP) (ESS 10)	Updated
The Grievance Redress Mechanism (GRM) Manual and Action Plan (ESS 10)	Updated
A Labor Management Plan (LMP) (ESS 2)	Updated
An Environmental and Social Commitment Plan (ESCP)	Updated
A Resettlement Policy Framework (RPF) (ESS 5)	New
A security risk assessment and security risk management plan	New

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²⁵ ESS1: Environmental and Social Standard 1.



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