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The World Bank

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Report No: PAD5234

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL CREDIT AND RESTRUCTURING

IN THE AMOUNT OF EURO 209.5 MILLION
(US$230 MILLION EQUIVALENT)

TO THE

REPUBLIC OF NIGER

FOR THE

NIGER LEARNING IMPROVEMENT FOR RESULTS IN EDUCATION PROJECT

June 9, 2023

Education Global Practice
Western and Central Africa Region

CURRENCY EQUIVALENTS

(Exchange Rate Effective April 30, 2023)

Currency Unit =	EURO (EUR)
EUR 0.91049804 =	US$1
SDR 0.75331837 =	US$1

FISCAL YEAR
January 1 - December 31

Regional Vice President:	Ousmane Diagana
Country Director:	Clara Ana Coutinho De Sousa
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ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
AFD	French Development Agency (*Agence Française de Développement)*
AM	Accountability Mechanism
ANFICT	National Funding Agency for the Municipalities (*Agence Nationale de Financement des Collectivités Territoriales*)
BADEA	Arab Bank for Economic Development in Africa (*Banque Arabe pour le Développement Economique en Afrique)*
BE	Design Firm (*Bureau d'Étude*)
CDD	Community-Driven Development
COGES	School Management Committee (*Comité de Gestion Scolaire*)
CP	Straw Hut Classroom (*Classe Paillote*)
CPF	Country Partnership Framework
CRI	Corporate Results Indicator
DA	Designated Account
DP	Development Partner
DPO	Development Policy Operation
DREN	Regional Directorate of National Education (*Direction Régionale de l'Education Nationale*)
EMIS	Education Management Information System
EN	Teachers' Training College for the Primary Cycle (*Ecole Normale*)
ENS	Teachers' Training College for the Secondary Cycle (*Ecole Normale Supérieure*)
ESCP	Environmental and Social Commitment Plan
ESMF	Environmental and Social Management Framework
ESRS	Environmental and Social Review Summary
ESS	Environmental and Social Standard
FA	Financing Agreement
FCSE	Common Fund for the Education Sector (*Fonds Commun Sectoriel de l'Éducation*)
FM	Financial Management
GBV	Gender-Based Violence
GCRF	Global Crisis Response Framework
GEMS	Geo-Enabling Initiative for Monitoring and Supervision
GHG	Greenhouse Gas
GoN	Government of Niger
GNNSCP	Government of Niger National School Construction Plan
GRID	Green, Resilient, and Inclusive Development
GRM	Grievance Redress Mechanism
HCI	Human Capital Index
HEIS	Hands-on Extended Implementation Support
ICT	Information and Communication Technology
IDB	Islamic Development Bank
IDP	Internally Displaced Person

IFR	Interim Financial Report
IPF	Investment Project Financing
IRR	Internal Rate of Return
ISR	Implementation Status and Results Report
LIRE	Learning Improvement for Results in Education
LMP	Labor Management Procedure
M&E	Monitoring and Evaluation
MOA	Assumed Contracting Authority (*Maîtrise d'Ouvrage Assumée*)
MOD	Delegated Contracting Authority (*Maîtrise d'Ouvrage Déléguée*)
MNE	Ministry of National Education (*Ministère de l'Education Nationale*)
NGO	Nongovernmental Organization
NPV	Net Present Value
PAD	Project Appraisal Document
PAEQ	Project and Support to Quality Education Project (*Projet d'Appui à une Éducation de Qualité*)
PASEC	CONFEMEN Educational System Analysis Program (*Programme d'Analyse des Systèmes Educatifs de la CONFEMEN*)
PBC	Performance-Based Contracts
PCR	Primary Completion Rate
PCU	Project Coordination Unit
PDES	Social and Economic Development Plan (*Plan de Développement Economique et Social*)
PDO	Project Development Objective
PIM	Project Implementation Manual
PMAQ	Minimum Package for Quality Education (*Paquet Minimum Accès sur la Qualité*)
PPSD	Project Procurement Strategy for Development
PRA	Prevention and Resilience Allocation
PSEF	Education and Training Sector Program (*Plan Sectoriel de l'Éducation et de la Formation*)
RF	Results Framework
RPF	Resettlement Policy Framework
RTSU	Regional Technical Support Unit
SDI	Service Delivery Indicator
SEP	Stakeholder Engagement Plan
SMP	Security Management Plan
SRA	Security Risk Assessment
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistance
TMC	Technical Monitoring Committee
TOR	Terms of Reference
UNESCO	United Nations Educational, Scientific, and Cultural Organization
WASH	Water, Sanitation, and Hygiene
WBG	World Bank Group

TABLE OF CONTENTS

BASIC INFORMATION – PARENT (Niger Learning Improvement for Results in Education Project - P168779)

Country	Product Line	Team Leader(s)		
Niger	IBRD/IDA	Marie Jacqueline Yvette Sacadura		
Project ID	Financing Instrument	Resp CC	Req CC	Practice Area (Lead)
P168779	Investment Project Financing	HAWE2 (9250)	AWCW3 (278)	Education

Implementing Agency: Ministry of National Education

Is this a regionally tagged project?
No

Bank/IFC Collaboration
No

Approval Date	Closing Date	Expected Guarantee Expiration Date	Environmental and Social Risk Classification
06-Apr-2020	30-Apr-2026		Moderate

Financing & Implementation Modalities

[ ] Multiphase Programmatic Approach [MPA]	[✓] Contingent Emergency Response Component (CERC)
[ ] Series of Projects (SOP)	[✓] Fragile State(s)
[ ] Performance-Based Conditions (PBCs)	[ ] Small State(s)
[ ] Financial Intermediaries (FI)	[ ] Fragile within a Non-fragile Country
[ ] Project-Based Guarantee	[ ] Conflict
[ ] Deferred Drawdown	[ ] Responding to Natural or Man-made disaster
[ ] Alternate Procurement Arrangements (APA)	[ ] Hands-on Expanded Implementation Support (HEIS)

Development Objective(s)

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

management

Ratings (from Parent ISR)

	Implementation				
	20-Jul-2020	08-Jan-2021	02-Aug-2021	18-Apr-2022	18-Nov-2022
Progress towards achievement of PDO	S	MS	MS	MS	MS
Overall Implementation Progress (IP)	S	MS	MS	MS	MS
Overall ESS Performance	MS	MS	MS	MS	S
Overall Risk	H	H	S	S	M
Financial Management	S	S	S	S	MS
Project Management	S	S	S	MS	MS
Procurement	S	S	S	MS	S
Monitoring and Evaluation	S	S	MS	MS	MS

BASIC INFORMATION – ADDITIONAL FINANCING (Niger Learning Improvement for Results in Education Project Additional Financing - P180064)

Project ID	Project Name	Additional Financing Type	Urgent Need or Capacity Constraints
P180064	Niger Learning Improvement for Results in Education Project Additional Financing	Restructuring, Scale Up	Yes
Financing instrument	**Product line**	**Approval Date**	
Investment Project	IBRD/IDA	23-Jun-2023	

Financing			
Projected Date of Full Disbursement 30-Aug-2029	Bank/IFC Collaboration No		
Is this a regionally tagged project? No			

Financing & Implementation Modalities

[ ] Series of Projects (SOP)	[✓] Fragile State(s)
[ ] Performance-Based Conditions (PBCs)	[ ] Small State(s)
[ ] Financial Intermediaries (FI)	[ ] Fragile within a Non-fragile Country
[ ] Project-Based Guarantee	[ ] Conflict
[ ] Deferred Drawdown	[ ] Responding to Natural or Man-made disaster
[ ] Alternate Procurement Arrangements (APA)	[✓] Hands-on Expanded Implementation Support (HEIS)
[✓] Contingent Emergency Response Component (CERC)	

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD				%
IDA	140.00	42.48	95.76	31 %
Grants				%

PROJECT FINANCING DATA – ADDITIONAL FINANCING (Niger Learning Improvement for Results in Education Project Additional Financing - P180064)

FINANCING DATA (US$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing

Total Project Cost	140.00	230.00	370.00
Total Financing	140.00	230.00	370.00
of which IBRD/IDA	140.00	230.00	370.00
Financing Gap	0.00	0.00	0.00

DETAILS - Additional Financing

World Bank Group Financing

International Development Association (IDA)	230.00
IDA Credit	230.00

IDA Resources (in US$, Millions)

	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
Niger	230.00	0.00	0.00	0.00	230.00
National Performance-Based Allocations (PBA)	230.00	0.00	0.00	0.00	230.00
Total	**230.00**	**0.00**	**0.00**	**0.00**	**230.00**

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

[ ] Yes [✓] No

Does the project require any other Policy waiver(s)?

[ ] Yes [✓] No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank's due diligence assessment of the Project's potential environmental and social risks and impacts, please refer to the Project's Appraisal Environmental and Social Review Summary (ESRS).

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Digital Development
Urban, Resilience and Land

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

PROJECT TEAM

Bank Staff

Name	Role	Specialization	Unit
Marie Jacqueline Yvette Sacadura	Team Leader (ADM Responsible)	Education	HAWE2
Stanislas Honkuy	Team Leader	Education	HAWE2
Tounwende Alain Sawadogo	Team Leader	Digital Development	IDD02
Maman Hassane Gabari	Procurement Specialist (ADM Responsible)	Procurement	EAWRU
Sidy Diop	Procurement Specialist	Proc. Hub Coordinator	EAWRU
Ahohouindo Mongnihoude Jean L Gbaguidi	Financial Management Specialist (ADM Responsible)	Financial Management	EAWG1
Tahirou Kalam	Financial Management Specialist	Financial Management	EAWG1
Ibrah Hachimou	Environmental Specialist (ADM Responsible)	Environment	SAWE1
Johanna Damboeck	Social Specialist (ADM Responsible)	Social Development	SAWS4
Abdouramane Abdoulaye Saley	Team Member	Operations	AWMNE
Adama Diop	Team Member	Financial Management	WFACS
Aissatou Maisha Dicko	Team Member	Operations	AWMNE
Alison Marie Grimsland	Team Member	Education	HAWE2
Annabelle Michele Adrien Vinois	Team Member	Operations	GTFS2
Bernardo da Cruz Vasconcellos	Team Member	Education	HAWE2
Bintou Sogodogo	Team Member	Operations	HAWE2
Djeneba Gory	Team Member	Consultant	HAWE3
Ezechiel Abouro Djallo	Team Member	Education	HAWE2
Felly Akiiki Kaboyo	Team Member	operations	HAWE2
Germaine M. Ethy	Team Member	Operations	HAWE2
Hamidou Diallo	Team Member	Consultant	HAWDR
Helsy Priscilla Damiano	Team Member	Financial Management	EAWG1
Kadidia Daouda	Team Member	Operations	AWMNE

Kristyna Bishop	Social Specialist	Social Development	SAWS4
Laura S. McDonald	Team Member	Operations Officer	HAWE3
Mamadou Ali Boureima	Team Member	Urban Specialist	SAWU1
Marie Aria Nezam	Counsel	LEGAL	LEGAM
Moctar Ben Karidjo Mahamadou	Team Member	Digital Development	IDD02
Paivi Koskinen-Lewis	Social Specialist	Social Development	SAWS4
Pamela Mulet	Team Member	Education	HAWE2
Salina Giri	Team Member	Climate change focal point	HAWDR

Extended Team

Name	Title	Organization	Location

I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

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).** This AF has been requested by the Government of Niger (GoN) to respond to the learning crisis in Niger and will support (a) replacement of straw hut classrooms (*classes paillotes*, CPs) with permanent classrooms in primary and secondary schools; (b) construction of boarding schools for girls at the secondary level; and (c) scale-up of activities supported under the parent project.

2. **The proposed AF is being processed under Section III, Paragraph 12 of the World Bank Policy on Investment Project Financing (IPF) (Projects in Situations of Urgent Need of Assistance or Capacity Constraints) to respond to the urgent need ensuing climate-related challenges and ongoing conflicts in a context of stringent capacity constraints.** 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, CPs increase the risk of injury and even death to students and school staff. Due to the need to respond urgently to the crisis, 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 project that is aligned and complements 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 fragility, conflict, and violence (FCV) context, particularly in the Diffa and Tillabéri regions, and the exceptional challenges that the education sector faces to successfully educate children, especially girls. In addition, the use of expedited procedures for processing the proposed AF has allowed quick preparation and mobilization of resources necessary to help the GoN respond to the crisis of CPs and their replacement. The 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 more streamlined overall project management and reporting.

3. **The proposed AF also entails a restructuring of the parent project.** Specifically, the proposed AF introduces adjustments to the Project Development Objective (PDO), Results Framework (RF), changes to components and cost to reflect both the project's proposed scale-up and its new activities. The AF will not extend the implementation timeline of the parent project as it will mostly focus on construction activities. The closing date of the parent project will remain unchanged—April 30, 2026.

B. Country and Sector Context

Country Context

4. **The GoN's "*Zéro classe paillote*" program to reduce the number of CPs was launched in November 2022 with the aim to replace approximately 36,000 temporary CPs with permanent, high-quality classrooms.** While still ambitious, the program does not explicitly address the 8,000 additional classrooms needed each year to accommodate the influx of new students and which need financing. Under phase 1 of the

'Zéro classe paillote' program, 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., several development partners (DPs), as part of the Common Fund for the Education Sector[1] (*Fonds Commun Sectoriel de l'Éducation*, FCSE), are financing the construction of 545 additional classrooms.

5. **Niger's low human development outcomes are a binding constraint to promoting economic growth and shared prosperity. In 2022, l**ife expectancy at birth was estimated at about 63 years.[2] The under-five mortality rate is 127 per 1,000 live births[3] and the maternal mortality rate is 715 per 100,000 live births[4]. Only 52 percent[5] of children (12–23 months) receive a complete set of vaccinations and 44 percent of children under five are stunted[6] and, as a result, 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.[7] 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,[8] 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 most children cannot read and understand a simple text by the age of 10,[9] while recent learning assessments[10] ranked Niger 10 out of 14 participating Francophone countries in reading performance at the end of the first cycle of primary schooling.

6. **The security and displacement situations exert additional pressure on the provision of social services and affect hosting regions already characterized by high levels of poverty.** Nigerien state institutions currently struggle to deliver essential services such as education, health care, and justice critical for the country's socioeconomic well-being 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

[1] This pooled fund brings together financing from multiple donors including the French Development Agency (*Agence Française de Développement,* AFD), Luxembourg Cooperation, United Nations International Children's Emergency Fund (UNICEF), Swiss Cooperation, Norway, European Union, etc.
[2] Niger Human Capital Country Brief, October 2022, The World Bank.
[3] Enquete demographique et de sante, 2012
[4] World Bank Data, Year 2012, Maternal Mortality ratio, per 100,000 live births
[5] *Enquetes demographiques et de sante* (Demographic and health surveys), 2012.
[6] *Enquete demographique et de sante*, 2012.
[7] World Food Program Niger Country Brief, July 2022.
[8] Niger Human Capital Country Brief, October 2022, The World Bank.
[9] This indicator developed by the World Bank is based on a new global database developed in partnership with United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics.
[10] CONFEMEN Educational System Analysis Program (*Programme d'Analyse des Systèmes Educatifs de la CONFEMEN,* PASEC, 2019).

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 analysis, Niger is ranked seventh worldwide in terms of the number of children who 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, losses to annual gross domestic product under a medium growth baseline can be as high as 6.7 percent by 2040 and 11.9 percent by 2050[11] in a dry/pessimistic climate scenario model.[12]

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. 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 Sustainable Development Goal 4 (SDG 4) ('Ensure inclusive, quality education for all and promote lifelong learning') and the Sahel White Paper[13]'s focus on increasing equitable access to high-quality education, especially among girls.

Key Challenges in the Education Sector

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

9. **Access to schools remains a major challenge at the primary and secondary levels and the makeshift schools fail to meet even minimum safety and security standards.** More than one-third of the existing stock of school infrastructure is classified as CPs. In 2022, about 36 percent of the country's 81,947 classrooms at the primary and secondary levels are temporary facilities (see table 1).[14] 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 nearby. The CPs do not meet safety or security standards and increase the risk of fire hazards;[15] are permeable to rain; 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

[11] Baroudy, Ellysar, Paul Kriss, Yue Man Lee, Natalie Marie Weigum, Sarah Bashford Lynagh, and Michael Wayne Evers.2022. *G5 Sahel Region: Country Climate and Development Report.* Washington, DC: World Bank Group. https://documentsinternal.worldbank.org/search/33859168.

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

[13] *World Bank. The Wealth of Today and Tomorrow: Sahel Education White Paper – Overview Report (English). Washington, D.C.: World Bank Group. December 2021; http://documents.worldbank.org/curated/en/099435112132125755/P17575201f11ec0070b02601176da5c497e*

[14] Between 2017 and 2021, the number of CPs in primary and secondary schools in Niger increased from 31,900 to 33,900 which represents 5 percent. But according to the total existing classrooms in 2022 (81,947), we have 36 percent of CPs i.e., 29,500 CPs.

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

season in Niger lasts, on average, four months, during which the CPs cannot be used, leading to drastic reduction in classroom attendance which severely limits student's ability to actively participate in the learning process and contributes significantly to student learning loss every year. Growing insecurity, as in Diffa and Tillabéri regions, and the growing number of internally displaced persons (IDPs) and refugees, when combined with the lack of proper, safe, and secure schooling infrastructure, further limit children's access to schooling, with girls and other vulnerable groups being particularly disadvantaged.

Table 1. Number of Classrooms and Percentage of CPs, by Region and Level of Education

	Primary		Secondary		Total	
Region	**# Classrooms**	**% CPs**	**# Classrooms**	**% CPs**	**# Classrooms**	**% CPs**
Agadez	2,592	10	729	5	3,321	9
Diffa	2,219	32	370	10	2,589	29
Dosso	8,809	47	2,260	37	11,069	45
Maradi	13,010	50	2,972	38	15,982	47
Niamey	6,987	18	3,785	6	10,772	14
Tahoua	11,486	38	2,362	17	13,848	34
Tillabéri	9,057	36	1,805	29	10,862	35
Zinder	11,376	47	2,128	30	13,504	45
Total	**65,536**	**39**	**16,411**	**23**	**81,947**	**36**

Source: Ministry of National Education (Ministère de l'Education Nationale, MNE) Yearbook 2022.

10. **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 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. [16]

11. **Supporting better classroom structures (through the FCSE)—particularly in light of the existing and growing demand for new classrooms—remains challenging.** While the FCSE construction 2022–2023 plan provided for the construction of 545 classrooms, only 162 have been built to date because of weak institutional capacity and low rates of absorptive capacity of the financing available. To build 111,456 classrooms to accommodate the 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.

12. **Both supply- and demand-side constraints negatively affect children's access and retention rates in the education system in Niger.** According to the Ministry of National Education (*Ministère de l'Education Nationale,* MNE) 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, 47 percent of children ages 7–12 and 58.5 percent of children ages 13–16 are considered out of school,

[16] *Ministère de l'Éducation nationale, 2023, Note technique sur l'état du système éducatif nigérien* (Ministry of National Education, 2023, Technical note on the state of the Nigerien education system).

although it is likely that these statistics include children attending religious schools (*Makarantas*).[17] All regions of the country, except Niamey, have a high proportion of out-of-school children (Annex 6), with significant variation across geographic location, student gender, and socioeconomic status, unfavorable for girls, children living in rural areas, and for those from poor families.

13. **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.[18] In addition, retention is severely affected by schooling discontinuity whereby a school does not offer all grade levels within a specific education cycle due to 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.

(b) Low retention and schooling for girls

14. **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). 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.[19] 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.

(c) Poor quality of education

15. **While the HCI (2020) for Niger shows that children complete on average5.3 years of schooling by the age of 18 years**, **the equivalent of just 2.6 learning-adjusted years of schooling.** In short, though the system has gotten children into school, they are learning at half the expected rate while there. Only 44.5 percent of second graders meet the minimum threshold for reading and writing skills, according to the PASEC (2019).[20] While many factors affect student participation and success in schooling, the four key concerns stand out: (a) quality of the learning environment; (b) quality of teachers and staff; (c) social, cultural, and other barriers that limit the participation of girls; and (d) impacts of climate change.

16. **The proposed AF is fully consistent with the GoN's overall development agenda.** Niger's Sustainable Development and Inclusive Growth Strategy (2035)[21] and the medium-term Economic and Social Development Strategy (2022–2026)[22] identify strengthening of human capital as a key priority, with a focus on equity and quality in education in favor of a diversified and dynamic economy that creates jobs for its young population**.** So, this proposed AF is particularly aligned with the PDES's first program, aimed

[17] *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.
[18] Ministry of National Education (Ministère de l'Education Nationale, MNE) Yearbook 2022.
[19] National socioeconomic and demographic indicators assessment study (ENISED 2015).
[20] CONFEMEN Educational System Analysis Program (Programme d'Analyse des Systèmes Educatifs de la CONFEMEN).
[21] *Stratégie de Développement Durable et Croissance Inclusive* (Sustainable Development Strategy and Inclusive Growth), 2035.
[22] Social and Economic Development Plan (*Plan de Développement Economique et Social*, PDES) for 2022–2026.

at improving equitable access to quality education and training, which focuses on increasing girls' access to, and retention in, schooling.[23]

17. **The GoN's 'Zéro classe paillote' program is to be implemented through the GoN National School Construction Program (GNNSCP) (2023–2028).** The program aims to provide students with higher quality learning spaces, replacing 36,000 CPs with classrooms that conform to the national school construction standards, at an approximate cost of US$968 million (US$26,889 per classroom). While currently committed or pledged funds may allow the GNNSCP's targets to be met over the next six years, the budget for the next 10 to 15 years—required simply to stay abreast of population growth—needs to be mobilized through sustainable and secure funding strategies. Additional details regarding the GNNSCP are presented in annex 2.

18. **The announced contribution of the DPs and the government's budget planning to cover needs for the next six years is US$582 million, for the implementation of the GNNSCP**. The World Bank contribution is US$230 million which represents 39,5 percent of this total amount under this proposed AF.[24] To ensure proper implementation of activities as well as efficient coordination, the project will establish, jointly with the GoN, mechanisms for coordination and monitoring of actions carried out by the GoN and the DPs.

19. **Research has shown that boarding schools could be a sustainable solution to supporting girls' education.**[25] In Niger, although the transition rate for girls from primary to secondary school is 51 percent, it drops to 19 percent from lower secondary to upper secondary school. When appropriately designed, boarding schools not only increase girls' enrollment but also improve retention and learning outcomes.[26] Furthermore, the most complete models of boarding school provide benefits beyond education itself—including good nutrition, hygiene and sanitation, and sexual and reproductive health. Girls also benefit from a balanced daily routine of personal care, sports, recreation, and leadership opportunities. Some parents are likely to encourage their daughters to continue schooling on the grounds that boarding schools offer personal protection, along with training that increases access to future employment at almost no cost.[27]

20. **Given that 83.25 percent of Niger's population lives in rural areas and that secondary schools are concentrated in urban areas, the construction of boarding schools in this country may remove logistical constraints.**[28] Boarding schools would mean girls not having to look for accommodation near secondary

[23] During Spring Meetings, in April 2022, the GoN asked the World Bank to support the 'Zéro classe paillote' initiative, which aims to mobilize efforts from DPs to build modern and sustainable school infrastructures and replace schools in precarious condition. More recently, in September 2022, the President of Niger convened a roundtable with financial and technical partners in education to raise funds for the construction of 100 boarding schools for girls by the end of 2025, with the goal of increasing girls' enrollment in schools.

[24] Under this proposed AF, the World Bank will support the construction of 5,430 classrooms (700 complete schools by using an approach to build complete schools) and girls boarding schools (more details in Annex 1).

[25] Bista, Min B., and Frances Elizabeth Cosstick. 2005. "Providing Education to Girls from Remote and Rural Areas: Advocacy Brief." UNESCO Bangkok.

[26] Studies conducted in Nepal, India, and Kenya; Bista, Min B., and Frances Elizabeth Cosstick. 2005. "Providing Education to Girls from Remote and Rural Areas: Advocacy Brief." UNESCO Bangkok.
Malawi research claims that boarding schools enhance girls' academic performance since they do not have to spend time going long distances to schools and are not burdened by domestic chores at home; Bista, Min B., and Frances Elizabeth Cosstick. 2005. "Providing Education to Girls from Remote and Rural Areas: Advocacy Brief." UNESCO Bangkok.

[27] Bista, Min B., and Frances Elizabeth Cosstick. 2005. "Providing Education to Girls from Remote and Rural Areas: Advocacy Brief." UNESCO Bangkok.

[28] https://www.macrotrends.net/countries/NER/niger.

schools, walk long distances, or pay transportation costs. In Zambia, 71.5 percent of learners who benefited from boarding schools cited the reason that day schools were located far from their homes, indicating that boarding schools significantly improve access to schooling.[29] In Kenya, learners in boarding schools perform well compared to their peers who walk more than 5 km to reach their day school: for 2002–2005 boarding schools had a mean exit mark of 6.8, compared to a mean of 4.5 for day schools.[30] Furthermore, boarding schools in Kenya lower dropout rates, improve school retention rates for girls, and allow them to be focused on learning and less involved in domestic chores.[31] In South Africa, learners' academic achievement score in boarding schools averaged 51 percent, while the score for their peers in day schools is 18 percent, a large difference in schooling achievement, with the difference possibly driven by improved basic facilities that are more common in boarding schools than in day schools.[32] In Burkina Faso, the probability of being enrolled in school is 23 percent for girls in rural areas who benefited from high-quality 'girl-friendly' primary schools, while the attendance rate for boys is 18 percent in equivalent schools.[33]

Relevance to Higher Level Objectives

21. **The proposed AF is aligned with the GoN's Action Plan for the World Bank's Prevention and Resilience Allocation (PRA).** In January 2021, Niger gained access to the PRA, which requires projects to be geared toward a prevention objective. The PRA extended additional resources to consolidate and scale up results in the World Bank Program while better addressing factors of FCV in the country. The GoN's Action Plan—a requirement to obtain eligibility to the PRA—aims at (a) enhancing the integration of youth into the country's socioeconomic fabric, by increasing access and availability of youth to education; (b) addressing the root cause of rapid demographic growth, by increasing girls' access to education; and (c) preventing and managing conflicts over access to natural resources. The proposed AF will support all three outcomes and will reach fragile areas with low state presence and limited access to basic education services.

22. **The proposed AF is aligned with the World Bank's country strategy and ongoing technical and financial support to the education sector in Niger.** The proposed AF is consistent with the Country Partnership Framework for Niger (CPF, FY2018-2022, report number 123736-NE), Pillar 2 (Improve Human Capital and Social Protection) and aligned with the World Bank's Western and Central Africa Regional Education Strategy (2021–2025)[34] and the Sahel Education White Paper. Specifically, the activities financed under the proposed AF are expected to contribute to the achievement of two critical outcomes: (a) reducing learning poverty; and (b) promoting access to high-quality education to all students, particularly girls. The proposed AF will (a) build on existing World Bank-financed projects that support girls' education in Niger by providing cash transfers to keep adolescent girls at school through the Niger Adaptive Safety Net Project 2 AF (P173013) and the Sahel Women's Empowerment and Demographics Dividend Project

[29] An Assessment of the Opportunities and Challenges of Weekly Boarding on Pupils' Academic Performance: A Case of Mwandi District (Zambia), International Journal of Multi-Disciplinary Research, 2019.
[30] Kosgei, Zachariah K., and Keter K Joshua. 2016. "Conflict and Trade-Offs between Efficiency and Access: A Case of Day and Boarding Secondary Schools in Kenya." *Journal of Education and Practice* 7 (26): 111–119.
[31] Oburu, Paul, and Catherine Mbagaya. 2019. "Education and Parenting in Kenya." In *School Systems, Parent Behavior, and Academic Achievement: An International Perspective*, edited by Emma Sorbring and Jennifer E. Lansford, 67–78. Springer.
[32] Maphoso, Lesiba, and Dikeledi Mahlo. 2014. "Basic Facilities and Academic Achievement: A Comparative Study between Boarding and Non-Boarding Schools." *International Journal of Educational Sciences* 6 (2): 309–315.
[33] Kazianga, H., D. Levy, L. L. Linden, and M. Sloan. 2013. "The Effects of "Girl-Friendly" Schools: Evidence from the BRIGHT School Construction Program in Burkina Faso." *American Economic Journal: Applied Economics* 5 (3): 41–62.
[34] World Bank. 2022. *Western and Central Africa Education Strategy. From School to Jobs: A Journey for the Young People of Western and Central Africa*. Washington, DC: World Bank.

(P150080), through its *'Toutes les filles à l'école' (Every Girl at School!)* initiative; and (b) help underpin a new multisectoral planned girls' operation Niger Adolescent Girls Education Project (P180728).

23. **The proposed AF is aligned with the World Bank's framework for supporting green, resilient, and inclusive development (GRID).** This includes support to GRID's three pillars: (a) green development, through sustainable infrastructure investments in education facilities; (b) resilient development, through support for risk identification, reduction, and residual management of risk, along with supporting vulnerable groups (children); and (c) inclusive development, by boosting human capital through gender- and accessibility-sensitive investments in water, sanitation, and hygiene (WASH) services.

24. **The proposed AF is aligned with the World Bank's Global Crisis Response Framework (GCRF).** Components 1 and 6 respond to GCRF Pillar 4 given importance of education institutional strengthening and capacity building in the medium and long term. Component 2 responds to GCRF Pillar 2 based on focus on learning recovery and special support for refugees and IDPs. Component 3 responds to GCRF Pillar 4 by strengthening human resources policies and institutional and community-based capacity building.

C. Current Status of the Parent Project

25. **The parent project (LIRE- P168779), financed by an IDA Credit of US$20 million equivalent and an IDA Grant of US$120 million, was approved on April 6, 2020, and became effective on September 28, 2020.** The LIRE Project has been designed to support transformative interventions in the country's education sector. The PDO is to improve the quality of teaching and learning conditions in select regions and strengthen education planning and management.

26. **The parent project comprises five components:** (1) Improving Teaching Practices; (2) Promoting Learning for Girls and Boys; (3) Strengthening Systems and Capacities for the Delivery of Education Services; (4) Project Administration and Coordination; and (5) Contingent Emergency Response Component (CERC).

27. **Despite delays due to the COVID-19 pandemic and a challenging political environment, significant achievements have been realized under the parent project.** Since its effectiveness, the parent project has made progress, particularly in reforming teacher training institutions with a view to setting minimum teacher standards, renovating teacher training colleges, intensive training of teachers, putting in place performance-based contracts (PBCs) and establishing a basic education human resource management database.

28. **As of May 25, 2023, the parent project's total disbursement rate was 30 percent and is expected to reach 35 percent by June 30, 2023.** The ratings for progress toward achievement of the PDO and implementation progress were 'Moderately Satisfactory' in the latest Implementation Status and Results Report (ISR), approved and archived on November 18, 2022. The LIRE is in compliance with all the legal covenants, audits and financial management (FM) reporting requirements. Although the project has observed some steady implementation progress, accelerated efforts are required to achieve its major outputs and outcomes and an action plan has been developed along with the Government to further improve performance. It includes a list of key activities that will be undertaken in the short run to improve disbursements.

D. Rationale for Additional Financing

29. **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 piloting three girls' boarding schools as a way to increase access and retention rates, improve learning outcomes, and ultimately contribute to delaying marriage and first pregnancy.

30. In particular, the proposed AF will support the following activities:

    (a) **Build classrooms to replace CPs and ensure that schools offer the full complement of classes at the primary and secondary level, based on an assessment of needs.** Some 5,430 new classrooms will be constructed to replace CPs and complete schools that currently do not offer all grades at the primary and secondary levels.[35]

    (b) **Promote girls' access to quality education through the construction of girls' boarding schools.** These boarding schools for girls will be developed according to a holistic approach aimed at supporting girls' education through programs and initiatives, such as mentorship; programs on life skills; reinforcement of digital skills, scholarships, extracurricular activities, arts, and sports; and raising of awareness and capacities among communities on matters related to girls' education. The construction of girls' boarding schools that are safe for girls should alleviate several constraints to their education and create a virtuous circle, with productive and empowered women who will be role models for future generations of girls.[36] These boarding schools are also expected to improve retention rates among girls, allowing them to acquire the necessary knowledge and skills required to successfully enter the labor market. Higher retention rates among girls who attend boarding schools—and higher levels of educational attainment more generally—may also lead to other positive externalities such as improvements to girls' overall well-being and reproductive health.

31. **The proposed AF is also consistent with the Investment Project Financing Policy, under which AF can be provided for investment lending for scaling up the development effectiveness of a project that is performing well.** All the necessary requirements to process an AF have been met, including: (a) implementation progress and progress toward achievement of the PDO have been consistently rated 'Moderately Satisfactory' or 'Satisfactory' over the last 12 months; (b) all legal covenants have been complied with; and (c) there are no outstanding audit reports.

II. DESCRIPTION OF ADDITIONAL FINANCING

A. Proposed Changes

32. **The proposed AF will include restructuring of the parent project comprising** (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, and 4 to strengthen parent project activities, increasing girls' access to schooling, and utilizing performance-based grants to boost student attendance and performance; (c) a

[35] Based on a needs assessment.
[36] These constraints include distance to school, education financial burden, and household responsibilities which are high for younger girls and so on.

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) consequent revisions to implementation arrangements, the RF (that is, additional indicators, indicator targets, and target end dates), the environmental and social risk management instruments.

33. **Revisions to the PDO.** The PDO will be modified from "Improve the quality of teaching and learning conditions in select regions and strengthen education planning and management" to "Increase access to education; improve quality of teaching and learning environments; and strengthen education planning and management in Niger." These revisions reflect the heightened emphasis of the project on increasing access to high-quality educational spaces across the entire country.

Revisions to Project Components

Component 1: Improving Teaching Practices (revised total financing: US$73 million equivalent - original financing US$72 million [US$67 million IDA Grant, US$5 million IDA Credit] + AF US$1 million IDA Credit)

34. The proposed AF will continue to improve teaching practices through the following activities*:*

- standardization and digitalization of a monitoring and evaluation (M&E) system for pre-service teacher training, with a focus on trainees' acquisition of pedagogical skills, within targeted teacher training institutes.
- scale-up of the rehabilitation of the teachers' training college for the secondary cycle (*Ecole Normale Supérieure*, ENS), with new classrooms and laboratories for 'micro-teaching', to support practical pedagogical training.
- scale-up of the development of structured lesson plans for teachers and the reproduction of reading books in national languages[37] for students in Grades 1–3 in primary cycle to reach more teachers and students.

35. The component will include a range of climate change related interventions—including climate-linked designs (for example, proper drainage, wastewater 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. Detailed interventions on climate change are listed in annex 3.

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)

36. The proposed AF will continue to promote learning for girls and boys, through the following activities:

- scale-up of the Minimum Package for Quality Education (*Paquet Minimum Accès sur la Qualité*, PMAQ) Initiative, implemented in classrooms during school hours to improve monitoring of

[37] Others national languages.

students' learning outcomes, and monitoring of students learning outcomes through a national annual assessment across a range of learning areas. These national assessments will use a digitized process that will also apply to school exams and entrance tests.

- strengthening of communities' capacity to support the demand for and access to girls' education, by establishing safe spaces for girls, with awareness raising, scholarships, mentorships, life skills, reproductive health skills, and digital skills as well as arts, cultural, and sports activities in newly constructed schools (including the three boarding schools to be established and piloted under Component 6).

37. 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 they acquire the skills and knowledge needed toward adaptation and mitigation measures.

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)

38. The proposed AF will continue to strengthen service delivery, through the following activities:

- scale-up of the implementation of performance-based conditions (PBCs) at the regional level, by increasing the total amount to cover three additional regions (Dosso, Agadez, and Niamey) and schools integrated into the three new boarding schools.
- technical assistance (TA) for community-based management, with a focus on regulation of the community-based construction sector and on operationalizing the new national school infrastructure construction strategy, in partnership with formal and informal private sector; MNE capacity building in the areas of programming, planning, budgeting, and monitoring; and acquisition of 203 internet connection kits for the inspectorates relating to the operationalization of the DUNE platform (digital database of human resources management) in the eight regional directorates of the MNE.

39. The proposed AF will organize (a) field visits to environmentally important sites, including polluted and degraded sites and wildlife parks; (b) volunteer work to clean parks and village squares; and (c) rallies, marches, and human chains, with a view to spread environmental awareness.

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)

40. The proposed AF will continue to finance all project management-related activities including TA, communication campaigns, audits, training, preparation and monitoring of reports, supervision of implementation of the safeguard's instruments, goods, operating expenses, and the salaries of the Project Coordination Unit (PCU) staff. 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.

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

41. A no-cost Contingent Emergency Response Component (CERC) will be included under the proposed AF in accordance with the World Bank Policy and Directive on 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. 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 School Infrastructure (AF: US$200 million IDA Credit - new component)

42. This new component will be introduced under the proposed AF and will include three subcomponents: Subcomponent 6.1 – Design, construction of schools and equipment; Subcomponent 6.2 – Design, construction of girls' boarding schools and equipment; and Subcomponent 6.3 - Management and operation of boarding schools. The specific activities under Component 6 include (a) construction of, and equipment for, 700 schools (530 primary and 170 secondary schools); (b) construction and equipping of three boarding schools for girls;[38] and (c) operating costs associated with the management of the three boarding schools. Some activities will be assessed for their impact on retention and learning, to inform future projects. The construction of 5,430 classrooms will represent 18 percent of the total number of classrooms (24,000) to be built under the GNNSCP for 2023–2028, in response to demographic growth.

43. **Subcomponent 6.1: Design, construction of schools and equipment** (AF: US$183 million)

44. This subcomponent will support the construction and equipping of 5,430 classrooms (across 700 schools for 530 primary and 170 secondary schools), in select urban and rural areas, to ensure they offer high-quality learning environments for all grades of primary and secondary education.

45. An average construction cost of US$220/$m^2$, as per the national strategy, used here is consistent with construction cost documented in similar projects in neighboring countries, as shown in table 2. The difference between the US$212/$m^2$ in Burkina Faso (2021) and the US$220/$m^2$ in Niger is due to the recent increase in construction prices.

Table 2. Comparison of the Construction Cost per m^2

Country	Burkina Faso	Niger	Niger	Nigeria
Project	Education in emergency	National strategy	LIRE	AGILE[39]
Source	Classroom	Report B.H.	PP World Bank	PAD World Bank
Year	2021	2022	2023	2023
Reference unit	Classroom	Classroom	Classroom	Classroom
Usable floor area (per unit)	63 m^2	63 m^2	63 m^2	56 m^2
Construction floor area (per unit)	68 m^2	68 m^2	68 m^2	61 m^2
Cost per unit in US$	**14,459**	**15,000**	**15,000**	**16 839[a]**
Cost per m^2 in US$	**212**	**220**	**220**	**272[a]**

Note: PP = Project Paper; PAD = Project Appraisal Document.
a. Cost has been adapted for comparison purpose, as original figures included studies, contingency, and value-added tax (VAT).

[38] In Niamey, Zinder, and Maradi.
[39] Adolescent Girls Initiative for Learning and Empowerment (P170664).

46. **The proposed AF project will capitalize on lessons learned from experiences[40] 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 (a) construction carried out by qualified local companies; (b) 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 (c) 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 obstacle-free access to all infrastructures).

47. **The execution of the pilot phase of the construction of classrooms will be in line with the emergency procedures under the AF.** Niger has a valuable pool of good national construction companies. PAEQ worked with construction companies (mainly nationals), all with good track records. In accordance with the Bank's emergency procedures, the project is expected to start construction work as soon as the Financing Agreement (FA) becomes effective, building on the experience and network of PAEQ and the national companies used by the MNE in implementation of the construction program. An assessment of the performance and ability of all these companies will be carried out to identify a number of qualified firms (based on specific criteria) with which the project could have framework contracts. This will enable the project to start activities while the recruitment of additional construction companies is in progress.

48. **Subcomponent 6.2: Design, construction of girls' boarding schools and equipment** (AF: US$12 million)

49. This subcomponent will finance the design and construction of three new-model boarding schools for girls at the lower and upper secondary levels of education, with a view to pilot government innovation in support of girls' education. These boarding schools will be built in Niamey, Zinder, and Maradi, given these regions' relatively stable security environments. Compared with the government boarding schools that are currently operational, as well as those planned by other partners (French embassy, Arab Bank for Economic Development in Africa, BADEA) this model aims to ensure that, unlike traditional dormitories, these boarding schools have user-friendly complexes for young girls which combine education (including sciences and digital curriculum) and training with innovative and recreational activities, while ensuring overall safety and well-being.

50. **School design will be inclusive and innovative.** A participatory approach will be used in the design process, involving users (young girls and teachers) and communities, and will be implemented by design firms (*Bureau d'Étude, BE)* 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 and that all areas are well lit and accessible for girls living with a disability. From climate change perspective, these schools will consider specific measures

[40] Project and Support to Quality Education Project (*Projet d'Appui à une Éducation de Qualité,* PAEQ) (P132405).

depending on their location and vulnerability to extreme weather events due to climate change.[41] 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.

51. **Through its community-driven development (CDD) approach, the proposed AF will draw specific attention to the sustainability of school infrastructure investments to be financed, especially those 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 successful in the Togo Education and Institutional Strengthening Project 2 (P146294). Information from this pilot will be used to guide the design, construction, and operation of boarding schools, if these are to be scaled up by the GoN in the context of future operations in Niger.

52. **The three boarding schools will be pilots and are not intended on their own to meet the country's needs.** The To cater for the entire school-age population of 1,917,238, 5,477 boarding schools would be required (based on a capacity of 350 students per boarding school). Additional contributions to these efforts could be made under Government programs, including DP-financed operations (for example, the upcoming World Bank-financed Niger Adolescent Girls Education Project - P180728).

53. **The proposed AF will also finance eligible recurrent costs over the project period, with the Government taking on the full operating costs of the boarding schools by the last year.** The Government and the World Bank will agree on a plan to transfer the responsibility of the operating cost from the project to the MNE by using the national budget. Table 1.8 in annex 1 shows the arrangement over the project period. By the last year of financing, the Government will cover all operating costs, including the cost of food provided to girls enrolled in the three boarding schools, at an estimated cost of US$940,424 in total for the three schools.

54. **Criteria of girls' enrollment in constructed boarding schools.** A total of 1,500 beneficiaries[42] 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 MNE's work and on the work performed under the Niger Adaptive Safety Net Project 2 AF (P173013) and will likely include, among others, poverty, remoteness, and regions with low retention rates among girls.

[41] These have been detailed earlier such as proper drainage, wastewater management, rainwater harvesting, use of climate-resilient materials, and renewable energy systems, as applicable.
[42] The total of 1,500 beneficiaries includes 350 girls per school for a total of 1,500 girls and an additional 450 girls which corresponds to 150 girls that will progressively enter each boarding school as other graduate

55. **Subcomponent 6.3: Management and operation of boarding schools** (AF: US$5 million IDA Credit - new component)**.**[43] This subcomponent will support an additional package of activities for boarding schools, covering the management and operation of the three boarding schools built and equipped under Subcomponent 6.2. The proposed AF will finance the purchase, storage, and distribution of meals to 1,500 girls in the three boarding schools. The provision of food will contribute to the overall well-being of the girls, their learning outcomes, and their retention up to graduation. Rigorous targeting will ensure that the only beneficiaries will be the boarding schools. The use of IDA funds for food expenditure has been approved by the World Bank management on May 15, 2023. It will *not* cover salaries and operating costs of the trainers and teachers from these boarding schools, which will be covered by the GoN and the local governments and communities (for example, maintenance assistance, school supplies and uniforms, and health services) as is the case for the existing boarding schools supported by the GoN. The implementation of this subcomponent will be made in complementarity with other existing World Bank and DP 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 DPs to provide support in their areas of expertise (for example, girls reproductive health, nutritional assistance, child protection, and community accountability measures).

56. **Site selection for schools (basic schools and pilot boarding schools for girls).** The site selection for building basic schools and girls' boarding schools will include specific criteria such as (a) school-age enrollment; (b) enrolled students; (c) number of available and missing classrooms; (d) number of CPs; (e) student retention rate (including girls) at the primary and secondary levels; and (f) number of teachers. These criteria will be refined during the pilot phase, which will focus on the number of classrooms needed by region as shown in table 3. A pilot phase involving the construction of approximately 1,000 classrooms over two years will be carried out in Maradi and Zinder, two regions with the largest number of straw hut schools and the largest school-age population (details in annex 1).

57. **The proposed AF will not require land acquisition and population resettlement.** All the sites where schools are to be replaced or newly built are either in the public domain, as certified by the commune, or private lands that have been donated and certified by a land security act. For this reason, the land commissions are members of the project's grievance management committees.

58. **The successful and efficient implementation of the GNNSCP will only be possible if the interventions of the Government and DPs are strongly linked.** To ensure strong coordination, accountability, and complementarity of *all* construction-related activities, the GoN's Construction Working Group will be strengthened, through the school mapping exercise. Under the GoN's strong leadership, the country's Construction Working Group will engage all relevant stakeholders—Government, local DPs, the private sector, and civil society—to implement the GNNSCP effectively. The Local Education Group, led by the Government and strengthened to serve as a platform for engagement, will hold two meetings per year to review and evaluate GNNSCP implementation.

[43] The spatial approach 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 (that is, WASH, education, health, nutrition, energy, transport, and infrastructure).

Table 3. 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
Tillabéri	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: MNE 2022 dashboard.

59. **Project scope.** The parent project will be expanded to have a national focus and include additional beneficiary groups. The revised project components will now cover the entire country, with beneficiaries to 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 1,500 adolescent girls who will benefit from direct interventions to enhance their learning in the three boarding schools; and (c) at least 50,000 teachers in primary and secondary school who will benefit from training and coaching activities.

Table 4. Summary of Changes to PDO and Components

Parent Project	Proposed AF/Restructuring	Rationale for Change
PDO		
To improve the quality of teaching and learning conditions in select regions, and strengthen education planning and management	To increase access to education; improve quality of teaching and learning environments; and strengthen education planning and management in Niger **(Revised)**	Increase access to education
Components/Subcomponents		
1. Improve teaching practices 1.1 Strengthening teacher education colleges 1.2 Developing a teacher coaching and supervision System 1.3 Teaching and learning materials	**Subcomponent 1.1. Strengthening teacher education colleges** **New activities:** - The standardization and digitalization of an M&E system for pre-service teacher training - The scale-up of the rehabilitation of the ENS **Subcomponent 1.2. Developing a teacher coaching and supervision system** No change **Subcomponent 1.3. Teaching and learning materials** **Scale up:** - The development of structured lesson plans for teachers and the reproduction of reading books in national languages	n.a
2. Promoting learning for girls and boys	**Subcomponent 2.1. Remedial prevention program** - Scale-up of PMAQ initiative during classrooms hours	Extend remedial

Parent Project	Proposed AF/Restructuring	Rationale for Change
2.1 Remedial prevention program 2.2 Second chance programs for out-of-school children 2.3 Grants for results in reading and math to selected *Makaranta* schools	- National learning outcomes assessments **Subcomponent 2.4. Improving the learning environment for girls (new subcomponent)** - Safe spaces in schools and boarding schools	prevention programs targeting girls
3. Strengthen systems and capacities for the delivery of education services 3.1 Performance-based management 3.2 Strengthening education human resources management 3.3 Monitoring, evaluation and accountability	**Subcomponent 3.1. PBC management** - Scale-up of the implementation of PBCs at the regional level - Deployment of PBC within the three boarding schools **Subcomponent 3.2. Strengthening education human resources management** No change **Subcomponent 3.3. Monitoring, evaluation and accountability** - TA for community-based management and capacity building - Acquisition of 203 internet connection kits for 203 inspectorates of the MNE	n.a.
4. Administration and coordination of the project	**New activities:** Additional specific experts for the implementation and supervision of activities under the new Component 6	
5. Contingent emergency response	No changes	
	Component 6. Construction of school infrastructure (newly added component) Subcomponent 6.1 Design, construction of schools and equipment Subcomponent 6.2 Design, construction of girls' boarding schools and equipment Subcomponent 6.3 Management and operation of boarding schools	Build sustainable school infrastructures and boarding facilities

Table 5. Revised Project Costs by Component (US$, millions)

Component	Original Financing Allocations		AF	Revised Cost
	IDA Grant	IDA Credit	IDA Credit	
1. Improving Teaching Practices	67	5	1	73
2. Promoting Learning for Girls and Boys	8	10	7	29[a]
3. Strengthening Systems and Capacities for the Delivery of Education Services	32	4	6	42
4. Project Administration and Coordination	9	1	16	26
5. Contingent Emergency Response Component	—	—	—	—
6. Construction of School Infrastructure	—	—	200	200
7. Unallocated	4	—	—	0
Total	**120**	**20**	**230**	**370**

Note: a. The total revised cost of Component 2 is US$29 million, which includes US$18 million (initial amount of this component) and US$4 million of 'Unallocated funds' under the parent project. The total cost of the parent project is US$22 million, and the AF is US$7 million.

Table 6. PDO-level and Intermediate Indicators under the Proposed AF

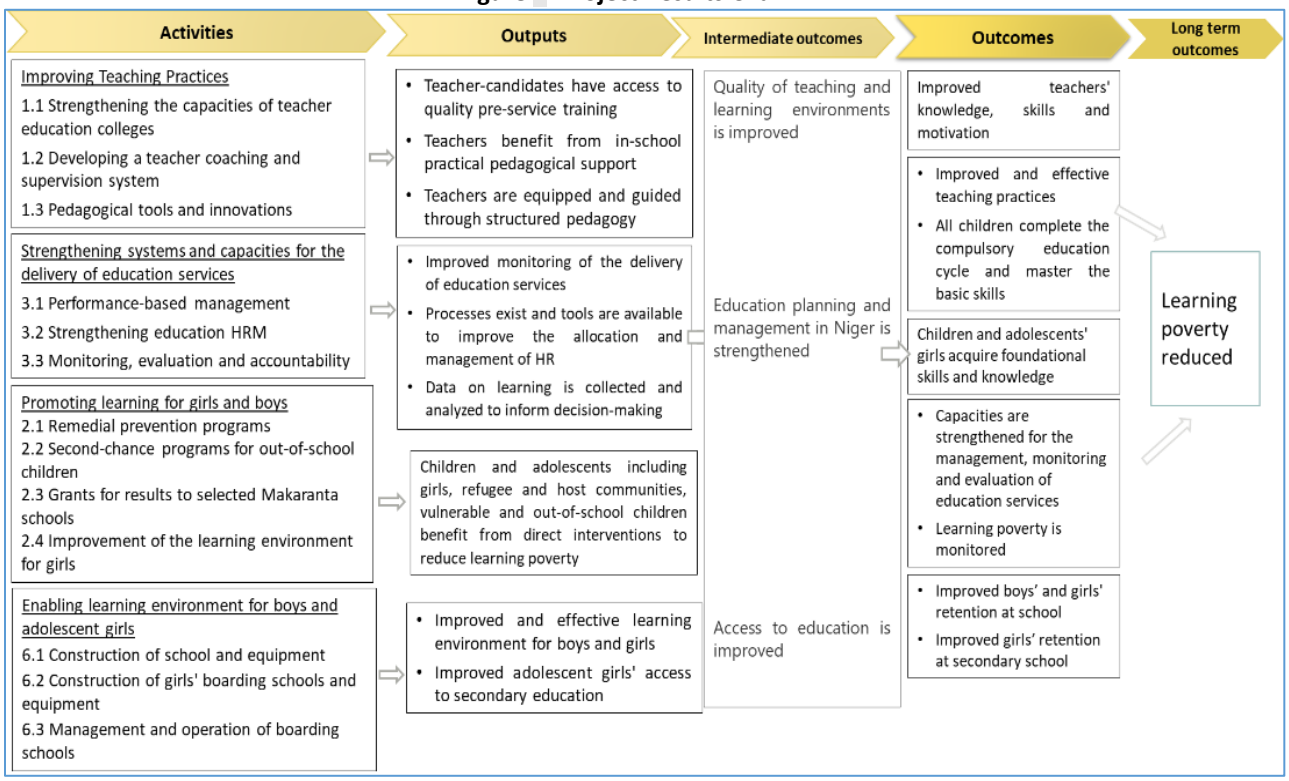
Supported under Parent Project	Supported under Proposed AF/Restructuring	Target	Rationale
PDO-level Indicators			
Students benefiting from direct interventions to enhance learning (CRI, Number) (New)		600,000	
Out-of-school children and adolescents benefiting from direct interventions to support learning (disaggregated by general population, host communities and refugees) (Number) (New)		125,000	
—	Students enrolled in schools constructed with designs that incorporate reduced vulnerability to floods and droughts (disaggregated by female) (Number) **(New)**	314,773	This indicator will capture investment under the proposed AF to address the inadequacy of existing education facilities in Niger, to promote equitable access to education for all children and to sustain learning
—	Girls enrolled in boarding schools (Number) **(New)**	1,500	This indicator will capture the number of girls benefiting from the boarding schools which will be built and supported under the proposed AF. These schools aim to keep more girls in school by alleviating number of constraints to their access and retention to education

Supported under Parent Project	Supported under Proposed AF/Restructuring	Target	Rationale
	Large-scale primary/secondary learning assessments completed (Number) **(New)**	5	This indicator will capture the number of large-scale national assessment will be carried out in primary and lower secondary education during the Project (one per year)
Intermediate Indicators			
	New classrooms constructed and equipped with designs that incorporate reduced vulnerability to floods and droughts at the national level (number) **(New)**	5,430	This indicator will capture the increase in infrastructure under the proposed AF with the aim of increasing access and improving the learning environment
	Schools completed with new equipped classrooms (number) (**New)**	135	This indicator will capture the number of schools that have been completed with new classrooms (in addition to the replaced CPs) and new facilities by the project
	Boarding schools constructed and equipped (number) **(New**)	3	This indicator will capture the number of boarding schools that will be built
	Impact Evaluations Conducted (number) **(New)**	2	This indicator will capture the number of impact evaluation surveys that will be carried out under the proposed AF. This rigorous impact evaluation will assess the cumulative benefits of the different activities under the parent project, including those under this AF (Component 6) to better measure the impact of both student's attendance in classrooms in primary schools and boarding schools on school retention and learning outcomes
Students benefiting from remedial programs at the primary and lower secondary level (Number)	New	250,000	
Selected Makaranta schools that have signed an agreement with MNE (number)	New	100	
Girls benefiting from the learning space initiative (Number)	New	4,500	
	Corrective measures integrated in the project implementation following feedback from	Yes	

Supported under Parent Project	Supported under Proposed AF/Restructuring	Target	Rationale
	Beneficiaries based on satisfaction survey (Yes/No) (New)		
	Impact Evaluations (Number) (New)	2	

Project Results Chain

Figure 1. Project Results Chain



60. **The long-term outcome of the parent project and this AF is to provide basic skills to students enrolled in basic education in order to reduce learning poverty.** The beneficiaries of the project are pre-primary, primary, and secondary school students; teachers; and out-of-school children. Activities focus on increasing access to education, improving quality of teaching and learning environments, and strengthening education planning and management in Niger. The proposed AF will in addition create an enabling learning environment for boys and adolescents' girls. The overall results chain is depicted in figure 1. The proposed AF will in addition create an enabling learning environment for boys and adolescents' girls. The overall results chain is depicted in figure 1. The proposed AF will in addition create an enabling learning environment for boys and adolescents' girls. The overall results chain is depicted in figure 1. The proposed AF will in addition create an enabling learning environment for boys and adolescents' girls. The overall results chain is depicted in figure 1. The proposed AF will in addition create an enabling learning environment for boys and adolescents' girls. The overall results chain is depicted in figure 1.

Institutional and Implementation Arrangements

61. **Institutional arrangements.** The institutional arrangements that were established for the parent project under the supervision of the MNE will be maintained and further strengthened with the recruitment of staff dedicated to overseeing the effective implementation and monitoring of activities included under the proposed AF. In keeping with the existing institutional and implementation arrangements, the project's organizational structure will be reinforced. 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, especially with respect to performance-based contracting, and at the decentralized level, with Regional Technical Support Units (RTSUs) being strengthened by experts in civil engineering and M&E, supported by the Regional Directorate of National Education (*Direction Régionale de l'Education Nationale*, DREN) or the regional school construction division. Three new RTSUs will be created in the three new regions that the proposed AF will cover as part of school construction. The new structural organization chart of the project is presented in annex 7. Technical coordination**.** The MNE Secretary General ensures overall technical coordination, while the implementation of each subcomponent is the responsibility of a specific MNE technical directorate. Additional staff will be recruited to support Component 6 implementation at the central coordination level and at the decentralized level by strengthening the existing RTSUs and establishing the three new RTSUs. In addition, a civil engineer will be recruited to provide the MNE with technical support in coordinating civil engineering and school construction and to support the MNE Secretary General in coordinating across the technical monitoring committee (TMC), the technical teams of the school construction division, the PCU, DRENs, and RTSUs.

62. **Strengthening the MNE for Component 6 implementation.** Similarly, to the parent project, the proposed AF will be implemented by the MNE with the support of the existing PCU as well as the MNE's central and decentralized technical directorates. The Project Implementation Manual (PIM) and the PBC manual will be revised, while a construction manual and a boarding school management manual will be drawn up to cover the proposed AF's new provisions. The PCU will recruit an international school construction expert, a national school construction engineering expert, an additional accountant, an additional procurement specialist (expert in civil engineering), two procurement assistants, and a GBV specialist.

63. **At the decentralized level, the project will strengthen the five existing RTSUs and create three new RTSUs in Niamey, Dosso, and Agadez.** The following personnel will be recruited in the five existing RTSUs and at the regional level: (a) five construction engineers at the regional level and (b) five M&E assistants (one per region). For each of the three additional regions (Niamey, Dosso and Agadez), the following personnel will be recruited: one regional coordinator, one accountant assistant, one M&E assistant, one construction engineer, and one internal controller.

64. **Strengthening the MNE in procurement processes.** To support school construction procurement under Component 6, the World Bank will provide the MNE, and its PCU, with Hands-on Extended Implementation Support - HEIS.

65. **Strengthening of the MNE's General Secretary (lead of TMC).** As part of the implementation of the GNNSCP, an expert in construction work (civil engineer) will be recruited. He/She will provide technical support to the MNE in coordinating civil engineering and construction work activities in schools and boarding schools. It will ensure efficient coordination between the TMC (under the General Secretary of

the MNE), the technical teams of the school construction division, the PCU, the eight DRENs, and the eight RTSUs.

66. **Implementation readiness.** To generate early results and benefits for communities under this AF, the MNE has drawn up its Project Procurement Strategy for Development (PPSD), a Procurement Plan for the first 18 months, school construction bidding documents, and a map of available local contractors based on prior experience from FCSE and Government ongoing construction program. In addition, the World Bank will support the MNE through the Statistics Regional Project "Harmonizing and Improving Statistics in West and Central Africa" (HISWACA) (P178497) by improving the targeting and monitoring of activities under this AF with the school map development (in progress) and by strengthening education statistics in a harmonized framework useful for more accurate targeting of schools and areas to be selected for construction.

67. **Closing date.** April 30, 2026, closing date of the parent project remains unchanged. The closing date of the proposed AF will be April 30, 2029.

Monitoring and Evaluation

68. **The parent project's M&E system will be strengthened through capacity building.** Under the proposed AF, the M&E will utilize more information and communication technology (ICT)-based supervision, in particular, Geo-Enabling Initiative for Monitoring and Supervision (GEMS), to monitor and evaluate activities at the national and regional levels (see annex 4 for details). The World Bank team will conduct a rigorous evaluation of the expected results under Component 6 to measure the impact of both permanent primary schools' classrooms and boarding schools on school retention and learning outcomes.

Sustainability

69. **The proposed AF is well aligned with national priorities and benefits from a strong Government ownership, which is critical to its long-term sustainability.** The PDO and project-supported activities are consistent with national strategies, including PDES, PTSEF[44] 2020–2023 and PSEF[45] (2024–2034). The project benefits from strong Government commitment to improving the education quality and learning outcomes. The preparation of this AF has been highly collaborative, with both the MNE and DPs ensuring that resources and interventions are complementary and coordinated. The proposed AF's design and implementation arrangements explicitly promote long-term sustainability, by continuing performance-based management at all levels of the education system (including performance-based management for operational aspects of boarding schools) and by supporting better management and deployment of teachers across the country. The project also supports (a) the development of MNE's planning and M&E capacity, including through the modernization of the Education Management Information System (EMIS) and efficient use of ICT tools; (b) teacher training in classroom practice; (c) a school construction program that enhances the learning environment; (d) implementation of PBCs; and (e) a community approach design to strengthen both central governance and local ownership.

70. **Limited fiscal space and a volatile security context pose challenges to long-term sustainability.** While the proposed AF's school construction activities have minor implications on the Government's fiscal

[44] *Plan de transition du secteur de l'éducation et de la formation* (PTSEF).
[45] Plan sectoriel pour l'éducation et de la formation (PSEF).

space, other activities may imply incremental costs, such as the ongoing school grants, boarding school recurrent costs, and the Government's complementary program of classroom construction. It is expected that being able to demonstrate measurable impact of these activities on the improvement of teaching practices and learning outcomes will help mobilize additional domestic resources and attract further external financing. Although the GoN is expected to fund operating costs associated with the boarding schools,[46] institutionalized overall management financing and infrastructure and equipment maintenance during and after project implementation could be explored and sustained through the Development Policy Operations (DPO) as well as through dialogue with the GoN and DPs.

B. Corporate Requirements

71. **Climate change.** The proposed AF intends to build on the parent project's screening for short- and long-term climate change and disaster risks, by focusing on climate change adaptation and mitigation and ensuring that all components clearly raise awareness and address the impacts of climate change. Annex 3 summarizes the project's climate-smart interventions.

72. **Gender.** Under the proposed AF, the parent project activities that aim to reduce gender disparities in the education sector, along with their corresponding RF measures, will be maintained.[47] The parent project is financing activities to increase demand for girls' education and aims to address low retention rates among girls, by providing learning spaces for girls in lower secondary as part of a *learning space initiative*. This pilot program, to be established and implemented by an NGO, aims to provide a holistic and community-engaged approach to support girls' attendance in and completion of secondary school, with (a) classes, workshops, and extracurricular activities which will enable girls to learn and practice life skills; (b) individual and group mentoring—where local mentors act as role models for girls and facilitate both individual and group mentoring sessions; (c) provision of material support, where necessary, including tuition fees, uniforms, transportation fees/bicycles, and exam preparation services; and (d) family and community engagement to create environments that support girls' success in school and beyond. The proposed AF will also support the establishment of girls' boarding schools to promote girls' access to and retention in schools, by providing a package of interventions to enhance girls' life skills (decision-making, communication, and leadership) and awareness of their rights, building confidence and sense of agency. An action plan to counter GBV exists and will be reinforced by the adoption of an operational policy on the creation and management of boarding schools, with support from the DPO education sector reforms.

73. **Inclusive education.** With a view to removing barriers to education for all students, the AF will enhance capacity building and management training opportunities on inclusive education for the leadership team of teacher training colleges, directors of primary and secondary schools, and staff of boarding schools.[48] The project's school buildings and boarding schools are equipped with handicap-friendly latrines to ensure access for students and staff with mobility disabilities. All bidding documents will integrate inclusive norms and standards.

74. **Citizen engagement.** The SEP prepared for the parent project is updated and disclosed. It informs the consultations processes throughout the project implementation to ensure high participation. There will

[46] The Government should take over from the final year of project implementation (2028–2029 school year), to ensure smooth handover after the project closes in April 2029.
[47] The LIRE parent project received the gender tag.
[48] Boarding schools are open to all children including nomadic students. CDD approach will be used to allow classroom construction in remote and hard-to-reach locations as well as in hamlets.

be a strong emphasis on citizen engagement through yearly perception surveys, focus groups, and other approaches aimed at involving citizens and soliciting their feedback to refine project activities throughout implementation. Citizen engagement interventions will revolve around awareness-raising and information activities throughout implementation. The project will integrate two CE mechanisms to ensure that feedback from beneficiaries and stakeholders is captured during implementation and addressed. Beneficiaries' feedback will be used to inform the implementation of the project interventions and will thereby, allow for any needed points of attention to be corrected and will include an information process with stakeholders, to report on the measures taken based on their feedback:

(a) **A satisfaction survey** will be conducted at the project's midterm to assess beneficiaries' satisfaction rate—the results of the survey will inform the implementation of project interventions and concurrently feedback will be provided to stakeholders on the results of the satisfaction survey and the corrective measures identified to improve the project interventions.

(b) **The GRM** was updated to allow affected stakeholders to submit grievances and seek redress when they perceive that a negative impact has arisen from the project interventions. The GRM was revised in consultation with relevant government and non-government stakeholders. It will reinforce the accessible processes of complaint processes, as well as clear procedures from investigation to resolution and feedback. The revised GRM includes the provision for appeal if aggrieved parties are dissatisfied with the outcome. A consultation and communication campaign will be implemented aiming at raising awareness and informing stakeholders on how to use the GRM and explaining the investigation and resolution sequential process, timeline, and procedures.

III. KEY RISKS

75. **The overall risk rating for the project including the proposed AF is assessed as Substantial driven by**: (a) **Substantial** political and governance risks due to the persistent threat of severe external shocks, including the security crises in the subregion; (b) **Substantial** macroeconomic, sector strategies and policies, institutional capacity, fiduciary, and stakeholders risks which could affect implementation; (c) **Substantial** environmental and social risks from the activities related to civil works; and (d) the Technical Design risk is assessed as **Substantial**. These risks would continue to be managed by (i) ensuring close monitoring of project implementation, clear reporting arrangements, and third-party monitoring arrangements, as well as compliance with all security procedures; (ii) reinforcing the Project Team with school construction engineers, fiduciary specialists, and M&E specialists; (iii) maintaining close policy dialogue to ensure current or enhanced levels of sector funding; (iv) piloting the design and implementation of an initial phase of the construction strategy in the first two first years of project implementation; (v) fostering collaboration and partnership with other education partners involved in the implementation of the national school construction strategy; and (vi) strengthening the parent project's existing Grievance Redress Mechanisms, Gender-based violence, Sexual Exploitation and Abuse, and Sexual Harassment (GBV/SEA/SH) plan and recruiting a GBV specialist.

76. **Political and Governance.** At the approval of the parent project, the political and governance risk was rated **Substantial**. The political situation in Niger remains stable but tense since the last presidential elections in 2021. While Niger has returned to a democratically elected government since 2011, the political stabilization continues to be threatened by severe external shocks, including the security crises in the subregion. As articulated in the latest Risks and Resilience Assessment findings for Niger, the country faces a range of FCV risks: vulnerability to terrorist attacks and security risks coupled with limited

governance mechanisms and fragile institutions. The rising insecurity and political instability in the region, particularly in Burkina Faso and Mali, create risks of spillover and contagion. Overall governance performance is below regional averages[49] with potential challenges in government coordination and access to information. The risk for implementation will be mitigated by ensuring close monitoring of project implementation, clear reporting arrangements, and third-party monitoring arrangements as well as compliance with all security procedures.

77. **Macroeconomic.** The macroeconomic environment risk in Niger is assessed as **Substantial**. While the GoN appears to be able to continue prudent management of the economy amid major shocks, the high demographic growth, coupled with limited opportunities and stressed institutions, is an important risk factor that affects the macroeconomic and fiscal situation and needs to be addressed. Despite these macroeconomic challenges, the GoN places high priority on education given that the security situation of the country is highly related to youth unemployment. Close policy dialogue will continue so that sector funding will at least be maintained at current levels.

78. **Sector Strategies and Policies.** Risks related to sector strategy and policy are rated **Substantial**. The GoN and DPs are currently using a sectoral education and training transition plan from 2020 to 2023, which was a revision of the previous Education and Training Sector Program (*Plan Sectoriel de l'Éducation et de la Formation*, PSEF) (2014–2024), endorsed by all partners in 2013. Despite these efforts and improved education data, there is no school mapping 'Carte scolaire' and the newly elaborated National Strategy of School Construction is yet to be implemented. It is unlikely that the country will have enough resources and capacities to meet the national targets of classroom construction, and the rating is still assessed as Substantial. The endorsement of a new PSEF for the next 10 years (2024–2034) built on the lessons learned from the implementation of the previous PSEF (2014–2024) and the design and implementation of a pilot phase of the construction strategy during the first two years of project implementation will contribute to mitigate these risks.

79. **Technical design** risk of the project is assessed as **Substantial.** The MNE and the World Bank have substantial experience in the implementation of education projects, and the project team has built strong relationships with key actors in the sector. However, given the challenges associated with implementing the activities financed under the proposed AF, particularly civil works activities, the technical design risk is assessed as substantial. This risk rating is justified by the limited expertise in construction and the scope of the work foreseen under the proposed AF. After two years of implementation, no factor related to the technical design of the project that could adversely affect the achievement of the PDO has been reported or identified. Ultimately, school construction engineers are expected to reinforce the regional implementation units and the PCU's implementation capacity.

80. **Institutional Capacity for Implementation and Sustainability** risk is assessed as **Substantial.** Weak technical and financial capacity at the MNE level, can be a bottleneck to the smooth implementation of project activites and its sustainability. Mitigations measures include activities to improve capacity to better manage human and fiscal resources by continuing the activities of the parent project on performance-based management at all levels of the education system (including performance-based management for operational aspects of boarding schools) and by supporting the HR strategy aiming at better management and deployment of teacher across the country, coupled with the actions and

[49] As measured by Worldwide Governance Indicators, the Mo-Ibrahim Index, the Country Policy and Institutional Assessment, the Open Budget Index and the Fragile States Index.

measures carried out within the framework of the Niger Development Policy Financing (P179536). The project also supports the development of planning and M&E capacity within the MEN, including through the modernization of the EMIS and efficient use of ICT tools and GEMS. The activities of the parent project on teacher training to improve teaching practices in the classroom coupled with those of the AF aimed at improving the learning environment (construction of classrooms and girls 'boarding schools) are likely to have a positive effect on the system beyond the life of the project. In addition, the implementation of PBCs and the community approach will contribute to improving governance and ownership by the government and by the communities in the management of schools and boarding schools.

81. **Fiduciary.** Fiduciary risks are assessed as **Substantial.** The lack of adequate management capacity, leadership, and accountability structures with regard to fiduciary aspects, M&E, and project management constitutes a potential risk for project implementation. The school construction activities will involve a multitude of actors and beneficiaries which may lead to weak compliance with the World Bank requirements in hard-to-reach locations. New fiduciary specialists will be hired and trained to support the project implementation.

82. **Environmental and Social.** Overall, the environmental and social risks are considered to be **Substantial,** and the SEA/SH risks are considered as **High**. Measures to mitigate these risks in the parent project remain relevant. The proposed AF is expected to have net positive environmental and social 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. All safeguards' documents required under this AF were prepared and disclosed before appraisal (cf table 8).

83. **Stakeholders.** Risks related to stakeholders is assessed as **Substantial.** Lack of effective coordination (a) across the central level and the regional departments of the MNE; (b) across the MNE and the commune beneficiaries of school infrastructures construction; and (c) between education DPs involved in construction program during the implementation of school construction program presents a risk to the effective implementation of the project. The project aims to mitigate these risks through collaboration and partnership with other education DPs[50] involved in the implementation of the national school construction strategy recently approved by the GoN.

84. **Other risks are assessed as Substantial.** In light of the security context and the fact that schools are specifically targeted by violent extremist groups, as described in the context section, the Government will ensure that a thorough SRA and SMP will be undertaken, as required by the Environmental and Social Framework and that the findings will feed into the geographic targeting for the school construction. The project will apply a strict spatial lens to focus on resilience in conflict-affected areas and on prevention in at-risk areas. Applying this lens, the Project will build school infrastructure in high-conflict and medium-conflict areas (particularly Tillabéri, Tahoua, and Diffa) but to focus on low-risk areas to invest in human development. In the areas deemed too insecure to build school infrastructure, the Government will seek to provide alternatives, such as multimodal distance learning opportunities already implemented through

[50] The DPs include the IDB and the partner contributors of the FCSE: AFD, UNICEF, European Union, Global Partnership for Education, Luxembourg Cooperation, Canada, Switzerland, Norway.

the parent project LIRE and other DPs. These activities should benefit conflict-affected and forcibly displaced children. Since grievances around the unequal access to basic services are fueling conflict in these areas, it is essential that alternative activities to school construction be implemented in these areas.

IV. APPRAISAL SUMMARY

A. Economic and Financial Analysis

85. **A full 87 percent of the proposed AF will go to school construction.** The AF will build and equip attractive, safe, sustainable, and climate-resistant education facilities—safe mixed-gender girls' boarding schools. Since the parent project's economic and financial analysis evaluated the viability of interventions it finances, this assessment will be restricted to school construction activities under Component 6.

86. **The proposed AF will upgrade the country's school stock.** The upgrade involves improvements to durability, safety, and attractiveness. Providing access to safe and attractive learning conditions will benefit students, school staff, their families, communities, and the country overall. The analysis will estimate benefits accruing from (a) no longer having to build CPs every year; (b) lowering injury and death risk that students and school staff bear; (c) reducing schooling disruption for students; and (d) raising girls' opportunities to achieve higher level of education. These benefits are particularly important in increasing human capital, threatened by a worsening school dropout rate and other challenges.

87. **The cost-benefit analysis, conducted solely on pecuniary benefits of education, indicates that the proposed AF is economically viable.** Over a 25-year horizon, the estimated present value of benefits stands at US$169.1 million, while the present value of costs is estimated at US$159.8 million. The corresponding net present value (NPV) of the AF is US$9.3 million. The internal rate of return (IRR) associated with this NPV is 8.5 percent. Since benefits such as the intangible value of life and safety and the nonpecuniary benefits of education are not fully quantifiable, they were not included in the assessment. Despite this, the estimated present value of benefits exceeds the present value of total costs. This confirms the economic soundness and financial rationale of the interventions to be supported under the AF.

B. Technical

88. **The proposed AF draws directly from the extensive in-country experience.** PAEQ (P132405) and the 2023 GNNSCP,[51] funded by the GoN and DPs, provide a foundation for school construction planning and execution.

89. **PAEQ-supported school construction.** Between 2014 and 2019, PAEQ delivered 1,187 primary school classrooms and 330 secondary school classrooms, attaining more than 95 percent of its initial target. The GNNSCP estimates the classroom needs by region and commune, with annual projections from 2023 to 2028, by using the new model of scalable and economical classrooms. A statistical tool, using a disaggregated rate of population growth, will be used for spatial arbitration and prioritization of school construction.

[51] Bruno Hennion. 2022. *Appui à l'élaboration d'une stratégie nationale opérationnelle en matière de programme de constructions scolaires au Niger (*Government of Niger National School Construction Program*).* MNE

C. Financial Management

90. **The MNE, through the PCU of the ongoing parent project (P168779),** will continue to manage the overall fiduciary responsibilities for the AF and use the existing FM arrangements at the central and regional levels.

91. **The parent project maintains adequate FM and disbursement arrangements.** There are no overdue unaudited interim financial reports (IFRs) or audit reports. The overall FM performance of the project following the last FM supervision mission of May 2023 was rated 'Satisfactory'. While the overall FM risk for the AF is rated as Substantial, mainly given the security concerns in some locations where construction work will take place, the FM arrangements satisfy the World Bank's minimum requirements for IPF. As a result, the FM arrangements are adequate to provide, with reasonable assurance, accurate and timely FM information on the status of the project required by the World Bank.

92. **Staffing.** The parent project's PCU is adequately staffed, at the central level, with an international FM specialist, a local FM specialist, and an accountant and at the regional level, with an accounting assistant in each of the five regions. The PCU's internal audit department is adequately staffed with an internal auditor at the central level and an assistant internal controller in each of the five regions. The proposed AF will require the recruitment of an accounting assistant and an assistant internal controller for each of the three new RTSUs. An additional accountant will also be recruited to strengthen the FM team at the central level.

93. **Budgeting.** The budgeting process and monitoring are clearly defined in the existing Administrative and Accounting Manual of Procedures. Periodic reports of budget monitoring and variance analysis will be prepared by the FM team on a semestrial basis.

94. **Reporting and monitoring.** The unaudited IFR format of the parent project was updated to include the proposed AF: sources and uses of funds according to project expenditures classification and a comparison of budgeted and actual project expenditures (commitments and disbursements) to date and for the semester. The PCU will submit its financial reports to the World Bank within 45 days following the end of each calendar semester, along with annual financial statements that include the AF and comply with International Federation of Accountants and World Bank requirements. These financial statements will include (a) balance sheet and statement of sources and uses of funds; (b) statement of commitments; (c) accounting policies adopted and explanatory notes; and (d) management assertion that project funds have been expended for the intended purposes as specified in the relevant FA.

95. **Accounting.** The parent project's accounting system (SYSCOHADA) and accounting standards will apply to the AF. The existing accounting software (TOMPRO) will be updated to consider the AF activities. This accounting software information will be shared with staff having FM responsibilities.

96. **Disbursement.** The AF's funds flow will follow the arrangements used for the parent project's credit and grant. The two Designated Accounts (DAs) that had received the initial financing proceeds will also be used to receive the AF proceeds. In addition, a new DA will be opened for the construction-related category and will disburse based on expenditures forecast in the IFRs. As in the parent project, the disbursements related to the other categories will be based on Statements of Expenditures. Other disbursement methods, such as reimbursement, special commitment, and direct payment, will also apply. Additional instructions for disbursement will be provided in the Disbursement and Financial Information

Letter for this AF. In addition, disbursements under category 3 will be subject to the recruitment of additional staff required for the Construction [and Equipment] of School Infrastructure.

97. **External audit.** The proposed AF will not require a separate audit report but will be added to the financial statements of the parent project with separate disclosures in the notes to the financial statements. The audits will be conducted based on International Standards on Auditing (ISA) by a firm acceptable to the World Bank. An audit report will be submitted to the World Bank on a yearly basis, along with the respective management letters, within six months of the end of each fiscal year. It is expected that the terms of reference (TORs) of the external audit emphasize the physical control of the constructions planned under the implementation of the AF. The TORs of the external audit will be updated within one month of the AF becoming effective.

98. **Internal control.** The existing manual of administrative financial and accounting procedures is adequate to be used for the proposed AF. It defines clear FM procedures and operations documentation (table 7). The manual will be updated to consider the AF activities and will describe a mechanism of accountability as the project intends to use CDD approach for construction in some localities.

Table 7. FM Action Plan

	Actions to be Taken	Expected Completion Date	Responsible Entity
1	Update the FM manual to incorporate the AF activities and the accountability mechanism (AM) to be implemented for the CDD approach agreed upon for the construction works.	Within one month following AF effective date	PCU
2	Recruit at the central level one accountant	Within two months following AF effective date	PCU
3	Recruit at the regional level (a) one internal controller and (b) one accounting assistant for each new regional unit to be created	Within four months following AF effective date	PCU
4	Extend the TORs of the external auditor to cover the AF activities	One month following AF effective date	PCU
5	Revise the PBC manual and the independent verification firm's TORs to cover PBC's activities under the AF	Within one month following AF effective date	PCU

D. Procurement

99. **Applicable Procurement Rules and Procedures.** Procurement for goods, works, and non-consulting and consulting services for the project will be done in accordance with the procedures specified in the Procurement Regulations. This AF will be processed under Paragraph 12 of the World Bank Policy on IPF (Projects in Situations of Urgent Need of Assistance or Capacity Constraints); the World Bank's Anti-Corruption Guidelines 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants' (dated October 15, 2006, and revised in January 2011 and as of July 1, 2016); and the provisions stipulated in the FA. In accordance with paragraph 5.9 of the Procurement Regulations, the World Bank's Systematic Tracking of Exchanges in Procurement (STEP) system will be used to prepare, clear, and update procurement plans and monitor all procurement transactions for the project. All requests for prior review will be sent to the World Bank Group (WBG) for

clearance through STEP. Procurement activities not requiring WBG prior review will be recorded in STEP as well.

100. **All goods, works, and non-consulting services will be procured in accordance with the requirements set forth or referred to in Section VI** of the Procurement Regulations and the consulting services will be procured in accordance with the requirements set forth or referred to in Section VII. The approved selection methods include consulting services of the Procurement Regulations. The construction bidding document 'Dossiers d'appel d'offres' will list the TORs to have preference for Leadership in Energy and Environmental Design (LEED) certified agency or to bring in an architect that can guide local construction firms on best practices.

101. **Procurement responsibilities.** The procurement activities will be carried out by the existing PCU. A second procurement specialist with a civil engineer profile and two procurements assistants will be hired as part of the key personnel in charge of the FA. The PCU will be responsible for the coordination and quality control of all procurement-related activities funded by the proposed AF. The procurement team will also include a civil engineer, who may assist on technical matters related to construction.

102. **Special Procurement considerations.** Given that insecurity and fragility affect areas in which the proposed AF will operate, the PCU will use flexibility and simplification in procurement. These procurement arrangements (including the support of a HEIS) will draw on the World Bank Guidance on Procurement Procedures in Situations of Urgent Need of Assistance or Capacity Constraints (July 1, 2016, revised on March 7, 2019). These measures include use of the borrower's national procurement, provided the arrangements are consistent with WBG Core Procurement Principles. Other key measures to fast-track procurement include use of UN agencies, NGOs, Direct Selection and/or Limited Competition, and Request for Quotations with identified manufacturers and suppliers for other urgent items. Bid Securing Declaration may be used instead of the bid security. Advance payment may be increased to 40 percent while secured with the advance payment guarantee. The time for submission of bids/proposal can be shortened to 15 days in competitive national and international procedures and to 3 days for the Request for Quotations, although if bidders request an extension, it should be granted. The simplified procurement arrangements will be detailed in the procurement section of the PIM.

103. **PPSD.** A simplified PPSD and a Procurement Plan for the first 18 months have been prepared and agreed upon with the World Bank. They define the applicable procurement arrangements and appropriate selection methods, including the market approach and type of review to be conducted by the World Bank. During implementation, the Procurement Plans will be updated as required and at least annually to reflect actual program implementation needs and improvements in institutional capacity.

104. **Procurement risks.** The identified risks are as follows: (a) lack of proficient procurement staff to implement actions on time; (b) inadequate communication and interaction between the beneficiaries and the PIU may lead to delays in the procurement processes and poor cost estimations; (c) administrative routines may increase delays in the procurement processes and affect project implementation; (d) there may be poor contract management and administration of big contracts; and (e) poor filing of documents may lead to loss of documents. These risks can cause mis-procurement, delays in evaluation of bids and technical proposals leading to poor quality of contract deliverables, and reputational risks to the GoN and the World Bank. While the raw procurement risk is assessed as Substantial, the residual risk will be Moderate once the following mitigation measures are applied: (a) finalize a PPSD to be approved by the WBG; (b) hire an additional procurement specialist and two procurement assistants experienced and

familiar with WBG procurement procedures and policies, to be in charge of this AF and located in the implementing agency; (c) train all project staff involved in procurement in the WBG procedures; (d) update the PIM to consider this AF, clarify roles for each team member involved in the procurement process, define the maximum delay for each procurement stage, and plan measures to fast-track procurement; and (e) develop contract management plans for prior review contracts; and (f) improve the filing system to ensure compliance with the WBG procurement filing manual.

E. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

F. Environmental and Social

105. **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; land acquisitions; and the risk of cultural degradation in case of fortuitous discoveries during excavations.

106. **Environmental and social risk management instruments.** The environmental and social instruments currently comprise the Environmental and Social Management Framework (ESMF), the Environmental and Social Commitment Plan (ESCP), the Stakeholder Engagement Plan (SEP), the Labor Management Procedure (LMP), and a Grievance Redress Mechanism (GRM) and Action Plan. Given the proposed AF's new activities, with their own risks and potential impacts, the Environmental and Social Review Summary (ESRS) has been updated. Given the 'Substantial' environmental and social risk rating, the GoN has prepared two new environmental and social instruments: (i) Security Risks Assessment (SRA); (ii) SMP. These documents were prepared and disclosed (see table 8 for the full set of instruments and link of disclosure).

Table 8. Environmental and Social Instruments

Name	Status	Disclosure date
ESMF (ESS 1) [52]	Updated	05/18/2023
SEP (ESS 10)	Updated	05/21/2023

[52] ESS: Environmental and Social Standard.

GRM Manual and Action Plan (ESS 10)	Updated	prior to the Effective Date of the AF
LMP (ESS 2)	Updated	05/05/2023
ESCP	Updated	05/21/2023
RPF (ESS 5)	New	05/06/2023.
SRA and SMP	New	05/30/2023.
Link of disclosure: https://operationsportal4.worldbank.org/esms/projects/P168779/documents		

107. **GBV/SEA/SH risks and prevention activities.** Key contextual risks regarding GBV/SEA/SH include the high prevalence and acceptability of GBV in Niger, the humanitarian situation, and high level of poverty in the proposed areas of project implementation (Diffa, Tillabéri, Maradi, Tahoua, and Zinder), as well as the scarcity of GBV prevention and response services and safe reporting mechanisms. Available data suggest that the Nigerien education sector is disproportionally composed of male personnel (that is, teachers and school directors), in particular at the secondary school level; this is an important factor that can exacerbate risks of SEA, such as transactional sex, in the context of boarding facilities set up for girls. Examples of project-driven risks include activities related to the rehabilitation of classes and the construction of boarding schools. These activities are likely to generate a medium influx of workers, which could affect social dynamics; increase power imbalance; and negatively affect the safety of women, girls, and boys in the surrounding areas thereby leading to an increase of SEA/SH cases. The project primarily targets secondary school girls, who are the most at risk of dropping out of school. While boarding school placement offers tremendous opportunity for girls to pursue their education, it can also place them at heightened risks of sexual, physical, and emotional violence perpetrated by school staff and peers. This is particularly true in settings where there are no prevention and response mechanisms at the school level and in which students may fear reprisals if cases are reported. Other examples of project-driven risks include the potential presence of paid security personnel contracted to secure the boarding schools and the lack of established and operational mechanisms to safely report and respond to violence that occur in school settings. To address these challenges, several actions and mitigation measures have already been developed and partly implemented (for example, implementation of the SEA/SH risk management and mitigation plan, operationalization of the GRM system, capacity building for management, draft and signature of a code of conduct, and training on GBV/SEA/SH for key stakeholders at the regional level). These SEA/SH risks will need to be included in updates to the project's SEA/SH Action Plan and GM procedures. In addition to the mitigation strategies outlined in the parent project's SEA/SH Action Plan, the project will also need to (a) ensure robust vetting procedures for the recruitment of school staff; (b) create safe spaces at the facility level (for example, separate toilets that can be locked from inside, well-lit areas, accessible spaces for children living with a disability); and (c) include a third-party monitoring activity to monitor the efficient implementation of the SEA/SH Action Plan.

Climate and Disaster Risk Screening

108. **Short- and long-term climate change and disaster risks and the exposure risk are Moderate.** These risks include 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 are leading to food insecurity and scarcity of resources, which has implications on the nutritional status of the population including lack of water availability. Moreover, climate change is exacerbating conflict, deepening poverty, and disrupting traditional means of survival (that is, farming and herding). Extreme rainfall in the region has produced more flooding, which may increase vector- and water-borne diseases and can affect the structural integrity of education and health facilities. 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 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 the country's contribution to its GHG emissions.

V. WORLD BANK GRIEVANCE REDRESS

109. **Grievance redress.** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the World Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project-affected communities and individuals may submit their complaint to the World Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of World Bank noncompliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of World Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's Grievance Redress Service (GRS), please visit http://www.worldbank.org/GRS. For information on how to submit complaints to the World Bank's Accountability Mechanism, please visit https://accountability.worldbank.org.

VI SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Project's Development Objectives	✓	
Results Framework	✓	
Components and Cost	✓	
Implementing Agency		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Disbursements Arrangements		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓

VII DETAILED CHANGE(S)

PROJECT DEVELOPMENT OBJECTIVE

Current PDO

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

Proposed New PDO

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

COMPONENTS

Current Component Name	Current Cost (US$, millions)	Action	Proposed Component Name	Proposed Cost (US$, millions)
Improving Teaching Practices	72.00	Revised	Improving Teaching Practices	73.00
Promoting Learning for Girls and Boys	18.00	Revised	Promoting Learning for Girls and Boys	29.00
Strengthening Systems and Capacities for the Delivery of Education Services	36.00	Revised	Strengthening Systems and Capacities for the Delivery of Education Services	42.00
Project Administration and Coordination	10.00	Revised	Project Administration and Coordination	26.00
Contingency Emergency Response Component	0.00		Contingency Emergency Response Component	0.00
Unallocated	4.00	Marked for Deletion	Unallocated	0.00
	0.00	New	Construction of school infrastructure	200.00
TOTAL	**140.00**			**370.00**

Expected Disbursements (in US$)

Fiscal Year	Annual	Cumulative
2020	0.00	0.00
2021	0.00	0.00
2022	23,548,000.00	23,548,000.00
2023	35,826,000.00	59,374,000.00
2024	68,146,686.00	127,520,686.00
2025	78,798,272.00	206,318,958.00
2026	84,823,405.00	291,142,363.00
2027	52,455,926.00	343,598,289.00
2028	23,181,711.00	366,780,000.00
2029	3,220,000.00	370,000,000.00
2030	0.00	370,000,000.00

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	Moderate	Substantial
Macroeconomic	Moderate	Substantial
Sector Strategies and Policies	Moderate	Substantial
Technical Design of Project or Program	Moderate	Substantial
Institutional Capacity for Implementation and Sustainability	Moderate	Substantial
Fiduciary	Substantial	Substantial
Environment and Social	Moderate	Substantial
Stakeholders	Moderate	Substantial
Other	Moderate	Substantial
Overall	Moderate	Substantial

LEGAL COVENANTS – Niger Learning Improvement for Results in Education Project Additional Financing (P180064)

Sections and Description
The Recipient shall, not later than one (1) month after the Effective Date, update, adopt and maintain throughout the Project implementation period, the implementation manual for the Original Project (once updated, the "Project Implementation Manual" or "PIM"), in form and substance satisfactory to the Association
The Recipient, through the PCU shall, not later than two (2) months after the Effective Date, recruit and thereafter maintain, throughout the Project implementation period the following additional staff in order to support the implementation of Part 6 of the Project: (i) an international expert in school construction; (ii) a national school construction engineer; (iii) a procurement specialist with focus on civil works; (iv) two procurement assistants; and (v) an accountant; each of whose qualifications, experience and terms of reference shall be acceptable to the Association.
The Recipient, through the PCU shall, not later than one (1) month after the Effective Date, recruit and thereafter maintain, throughout the Project implementation period a gender-based violence specialist, with qualifications, experience and terms of reference acceptable to the Association.
The Recipient shall, not later than four (4) months after the Effective Date, recruit and thereafter maintain, throughout the Project implementation period, the following additional staff, each of whose qualifications, experience and terms of reference shall be acceptable to the Association: (i) in each of the five (5) existing RTSUs: (A) a regional construction engineer; (B) a regional monitoring and evaluation assistant; and (ii) in each of the three (3) additional RTSUs covering Niamey, Dosso and Agadez: (A) a regional coordinator; (B) a regional construction engineer; (C) a regional monitoring and evaluation assistant; (D) a regional accountant assistant; and (E) a regional internal controller.

The Recipient shall ensure that the MNE, not later than two (2) months after the Effective Date, appoint and/or designate focal points specialized in school construction engineering; management training; and gender-based violence.
The Recipient shall, not later than one (1) month after the Effective Date, update, consult upon, disclose and adopt, the Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) Risk Management and Mitigation Action Plan.
The Recipient shall, not later than one (1) month after the Effective Date for the Fiscal Year in which this Agreement shall become effective, complement its Annual Work Plan and Budget initially prepared for the Original Project in accordance with the Original Financing Agreement to include additional activities to be financed under this Agreement.
Prior to implementing Part 1.1.b, Part 2.3 and Part 3.1 of the Project, and not later than one (1) month after the Effective Date, the Recipient shall update and adopt a manual for PBCs (“PBC Manual”), in form and substance satisfactory to the Association.

Conditions

Type	Financing source	Description
Disbursement	IBRD/IDA	No withdrawal shall be made under Category (3) unless and until the Recipient has adopted the "Construction Manual" in a manner satisfactory to the Association, in accordance with Goods and works for Part 6.1 and 6.2 of the Project
Type	Financing source	Description
Disbursement	IBRD/IDA	No withdrawal shall be made under Category (4) unless and until the Recipient has adopted the "Boarding School Management Manual" in a manner satisfactory to the Association, in accordance with Goods and works for Part 6.3 of the Project

VIII. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Niger

Niger Learning Improvement for Results in Education Project Additional Financing

Project Development Objective(s)

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

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Objective 1: Increase Access to Education *(Action: This Objective is New)*								
Students enrolled in classrooms constructed with designs that incorporate reduced vulnerability to floods and droughts (Number)		0.00	12,500.00	39,700.00	94,600.00	166,900.00	242,300.00	314,773.00
Action: This indicator is New	***Rationale:*** ***This indicator will capture investment under the proposed AF to address the inadequacy of existing education facilities in Niger, to promote equitable access to education for all children, and to sustain learning.***							
Female (Number)		0.00	5,600.00	17,900.00	42,600.00	75,100.00	109,000.00	141,600.00

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Action: This indicator is New								
Number of girls enrolled in boarding schools (Number)		0.00	0.00	350.00	1,100.00	1,200.00	1,400.00	1,500.00
Action: This indicator is New	***Rationale:*** ***This indicator will capture the number of girls benefitting from the boarding schools which will be built and supported under the proposed AF. These schools aim to keep more girls in school by alleviating number of constraints to their access and retention to education.***							
Objective 2: Improve Quality of Teaching and Learning Environments *(Action: This Objective has been Revised)*								
Targeted teachers in basic education demonstrating improved teaching practices in the classroom (Text)		n.a.	n.a	5.00	5.00	5.00	5.00	20.00
Action: This indicator has been Revised								
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	21,000.00	100,000.00	200,000.00	400,000.00	600,000.00	600,000.00
Action: This indicator is New								
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	45.00	45.00	45.00	45.00	45.00	45.00
Action: This indicator is New								
Out-of-school children and adolescents benefiting from direct interventions to		0.00	25,000.00	50,000.00	70,000.00	100,000.00	125,000.00	125,000.00

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
support learning (disaggregated by general population, host communities and refugees) (Number)								
Action: This indicator is New								
Female (Percentage)		0.00	45.00	45.00	45.00	45.00	45.00	45.00
Action: This indicator is New								
Objective 3: Strengthen Education Planning and Management *(Action: This Objective has been Revised)*								
Primary and lower secondary schools benefiting from a performance grant and meeting the minimum requirements in terms of teaching and learning conditions (Percentage)		0.00	60.00	65.00	70.00	75.00	80.00	80.00
Action: This indicator has been Revised								
National large-scale standardized learning assessments completed (Number)		0.00	0.00	0.00	0.00	1.00	1.00	1.00
Action: This indicator has been Revised								
Large-scale primary/secondary learning assessments completed		No						Yes

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
(Yes/No)								
Action: This indicator has been Marked for Deletion								
Large-scale primary/secondary learning assessments completed (CRI, Number)		0.00	2.00	2.00	3.00	4.00	5.00	5.00
Action: This indicator is New								
Improved learning conditions for girls and boys *(Action: This Objective has been Marked for Deletion)*								
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	25,000.00	100,000.00	200,000.00	400,000.00		600,000.00
Action: This indicator has been Marked for Deletion	***Rationale:*** ***The indicator measures the number of student beneficiaries benefitting from direct interventions to enhance learning under Bank-supported operations.***							
Female (Percentage)		0.00	45.00	45.00	45.00	45.00	45.00	45.00
Action: This indicator has been Marked for Deletion								
Out-of-school children and adolescents benefiting from direct interventions to support learning (disaggregated by general population, host communities and refugees)		0.00	25,000.00	50,000.00	75,000.00	100,000.00		125,000.00

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
(Number)								
Action: This indicator has been Marked for Deletion								
Female (Percentage)		0.00	45.00	45.00	45.00	45.00	45.00	45.00
Action: This indicator has been Marked for Deletion								

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Objective 1: Increase Access to Education ***(Action: This Component is New)***									
Number of new classrooms constructed and equipped with designs that incorporate reduced vulnerability to floods and droughts at the national level (Number)		0.00	250.00	750.00	1,750.00	3,000.00	4,250.00	5,430.00	5,430.00
Action: This indicator is New	***Rationale:*** ***This indicator will capture the increase in infrastructure under the proposed AF with the aim of increasing access and improving the learning environment.***								
Number of schools completed with new		0.00	10.00	25.00	55.00	100.00	125.00	135.00	135.00

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
equipped classrooms (Number)									
Action: This indicator is New									
Number of boarding schools constructed and equipped (Number)		0.00	0.00	1.00	3.00	3.00	3.00	3.00	3.00
Action: This indicator is New	***Rationale:*** ***This indicator will capture the number of girls benefitting from the boarding schools which will be built and supported under the proposed AF. These schools aim to keep more girls in school by alleviating number of constraints to their access and retention to education.***								
Objective 2: Improve Quality of Teaching and Learning *(Action: This Component has been Revised)*									
Pedagogical and organizational audit conducted, and reports produced for ENIs and ENS (Yes/No)		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised									
Number of teacher trainers trained (Number)		0.00	0.00	75.00	115.00	150.00	150.00	150.00	150.00
Action: This indicator has been Revised									
Classroom observation tools to assess teaching practices are established (Yes/No)		No	No	Yes	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised									

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Number of basic education teachers participating in the new coaching activities (Number)		0.00	0.00	3,000.00	6,000.00	9,000.00	12,000.00	12,000.00	12,000.00
Action: This indicator has been Revised									
Number of coaching facilitators trained (Number)		0.00	60.00	120.00	240.00	360.00	480.00	480.00	480.00
Action: This indicator has been Revised									
Structured lessons are developed and digitized (Yes/No)		No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised									
Number of students benefiting from remedial programs at the primary and lower secondary level (Number)		0.00	0.00	50,000.00	100,000.00	150,000.00	250,000.00	250,000.00	250,000.00
Action: This indicator is New									
Number of selected Makaranta schools that have signed an agreement with MNE (Number)		0.00	0.00	50.00	100.00	100.00	100.00	100.00	100.00
Action: This indicator is New									

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Number of girls benefiting from the learning space initiative (Number)		0.00	0.00	750.00	1,500.00	2,250.00	3,350.00	4,100.00	4,500.00
Action: This indicator is New									
Percentage which remain enrolled in secondary school at the end of the year (Percentage)		0.00	0.00	80.00	80.00	80.00	85.00	90.00	95.00
Action: This indicator is New									
Objective 3: Strengthen Education Planning and Management *(Action: This Component has been Revised)*									
Number of regional education authorities having achieved at least 80% of their PBC objectives (Number)		0.00	0.00	4.00	6.00	8.00	8.00	8.00	8.00
Action: This indicator has been Revised									
Percentage of targeted inspectorates having achieved at least 80% of their PBC objectives (Percentage)		0.00	0.00	20.00	40.00	60.00	80.00	80.00	80.00
Action: This indicator has been Revised									
Number of primary and lower secondary schools benefiting from a grant		0.00	0.00	1,000.00	1,500.00	3,000.00	3,300.00	3,300.00	3,300.00

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
based on a signed performance agreement (Number)									
Action: This indicator has been Revised									
Communities trained and verifying the use and implementation of school grants (Number)		0.00	1,000.00	3,300.00	3,300.00	3,301.00	3,303.00	3,303.00	3,303.00
Action: This indicator has been Revised									
New protocol on teacher deployment is established (Yes/No)		No	No	No	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised									
A time-bound capacity-building and skills transfer implementation plan is established and implemented (Yes/No)		No	No	Yes	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised									
A national online education platform is established and is functional (Yes/No)		No	No	Yes	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised									
Annual school census conducted through new digital tools and report		No	No	No	No	Yes	Yes	Yes	Yes

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
produced (Yes/No)									
Action: This indicator has been Revised									
Corrective measures integrated in the project implementation following feedback from Beneficiaries based on satisfaction survey (Yes/No)		No	No	No	Yes	Yes	Yes	Yes	Yes
Action: This indicator is New									
Number of impact evaluation (Number)		0.00	0.00	1.00	1.00	1.00	2.00	2.00	2.00
Action: This indicator is New									
Promoting Learning for Girls and Boys *(Action: This Component has been Marked for Deletion)*									
Number of students benefiting from remedial programs at the primary and lower secondary level (Number)		0.00	0.00	50,000.00	100,000.00	150,000.00	250,000.00		250,000.00
Action: This indicator has been Marked for Deletion									
Female (Percentage)		0.00	0.00	45.00	45.00	45.00	45.00		45.00

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Action: This indicator has been Marked for Deletion									
Number of selected Makaranta schools that have signed an agreement with MOE (Number)		0.00	0.00	100.00	100.00	100.00			100.00
Action: This indicator has been Marked for Deletion									
Number of girls benefiting from the learning space initiative (Number)		0.00	375.00	750.00	1,500.00	2,250.00			3,000.00
Action: This indicator has been Marked for Deletion									
Percentage which remain enrolled in secondary school at the end of the year (Percentage)		0.00	0.00	70.00	70.00	70.00	70.00		70.00
Action: This indicator has been Marked for Deletion									

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
Students enrolled in classrooms constructed with designs that incorporate reduced vulnerability to floods and droughts	This indicator is related to the number of students enrolled in the new classrooms built by the project.	Annual	PCU data	Report from enrolled students in the classroom built by the Project and collected by the PCU and the directorate of Planning of the MNE	Ministry of national education (MNE)
Female	This indicator is related to the number of girls enrolled in the new classrooms built by the project	Annual	PCU implementation reports	Report from enrolled students in the classroom built by the Project and collected by the PCU and the directorate of Planning of the MNE	MNE
Number of girls enrolled in boarding schools	This indicator will capture the number of girls benefitting from the boarding schools which will be built and supported under the proposed AF. These schools aim to keep more girls in school by alleviating number of constraints to their access and retention to education.	Annual	PCU data	Report from enrolled students in the classroom built by the Project and collected by the PCU and the directorate of Planning of the MNE	PCU reports
Targeted teachers in basic education	The actual baseline will be	Annual	Survey on	Starting in Y3 of project	MNE/PCU

demonstrating improved teaching practices in the classroom	completed in November 2022.		teaching practices using observation tools in classrooms.	implementation, yearly reports of teacher classroom practices will be collected from inspectorates and pedagogical units by MNE	
Students benefiting from direct interventions to enhance learning		Annual	MNE	Reports from learning interventions collected by PCU.	MNE/PCU
Students benefiting from direct interventions to enhance learning - Female		Annual	Reports of the PCU	Reports from learning interventions collected by PCU.	MNE/PCU
Out-of-school children and adolescents benefiting from direct interventions to support learning (disaggregated by general population, host communities and refugees)	This indicator will measure the number of out-of-school students benefiting from project interventions to access school and improve their learning.	Annual	Project reports	The number of beneficiaries will be determined on the basis of attendance records and evaluations that will be carried out.	MNE/PCU
Female	This indicator will measure the number of out-of-school girls benefiting from project interventions to access school and improve their learning.	Annual	MNE	Project reports	PCU/MNE
Primary and lower secondary schools benefiting from a performance grant and meeting the minimum requirements in	The signing of the PBCs started in for September 2022 and will be completed	Annual	Project data	Drawing from SDI survey methodology, data will be collected through	PCU

terms of teaching and learning conditions	by December 2022			visual inspections of classrooms and school premises in each primary and lower secondary schools surveyed.	
National large-scale standardized learning assessments completed	The national assessment is scheduled for 2024	Once	PASEC Data	Reports from PASEC assessment and national reports on final PASEC results.	MNE
Large-scale primary/secondary learning assessments completed	CRI				
Large-scale primary/secondary learning assessments completed	The indicator measures the number of Bank-supported completed large-scale assessment rounds at the primary or secondary levels. "Completed large-scale assessment rounds" refers to rounds of a large-scale assessment, for which the results are made publicly available within 2 years of the assessment administration. The supported activities could include capacity building, design, administration, analysis, reporting, use, publication, and/or	Annual	MNE	School census	MNE

	dissemination of an assessment. "Large-scale assessment" includes both national large-scale assessments (NLSA) and international large-scale assessments (ILSA). Report for the following education levels: Primary (ISCED 1) and Secondary (ISCED 2 & 3)				
Students benefiting from direct interventions to enhance learning		Annual	Project data	Reports from learning interventions collected by PCU. Efforts will be made to report disaggregated data per cycle of education (primary and lower secondary), category of population (refugee, host, general), regions and districts.	PCU
Female					
Out-of-school children and adolescents benefiting from direct interventions to support learning (disaggregated by general population, host communities and refugees)		Annual	Project data	Reports from learning interventions. Efforts will be made to report disaggregated data per age, category of population (general	PCU

				population, host communities, refugees), regions and districts.	
Female					

Monitoring & Evaluation Plan: Intermediate Results Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
Number of new classrooms constructed and equipped with designs that incorporate reduced vulnerability to floods and droughts at the national level	The indicator measures the number of classrooms constructed under the proposed AF to access and improve the learning environment.	Annual	PCU data	PCU Implementation report	MNE/PCU
Number of schools completed with new equipped classrooms	This indicator will capture the number of schools that have been completed with new classrooms (in addition to the replaced "Classes Paillotes") and new facilities by the project.	Annual	MNE/PCU	MNE and PCU implementation reports	MNE/PCU
Number of boarding schools constructed and equipped	This indicator will capture the number of Boarding schools built by the project.	Annual	MNE/PCU reports	PCU implementation reports	MNE/PCU
Pedagogical and organizational audit conducted, and reports produced for ENIs	Target achieved. The audit has been completed, the	Once	Project data	Audit reports will be prepared and	MNE/PCU

and ENS	reports produced, and results disseminated among directors of ENIs and ENS, as well as key officials at the MOE. MOE's official validation of the audit's recommandations was decided during the technical workshop on April 21, 2021, as per the meeting minutes.			transmitted by external auditors to the PCU	
Number of teacher trainers trained	The concept note for the training of trainers has been developed and is being validated by the Ministry of Education. The trainings are expected to start in march 2022.	Annual	MNE's Reports from training interventions	Training reports will be prepared and transmitted by DFIC (MNE) to the PCU	MNE (DFIC)
Classroom observation tools to assess teaching practices are established	Target achieved. The classroom observation tools to assess teachers' practices have been developed, validated and popularized, and the electronic forms related to these tools have been	Annual	Project data (implementation reports)	Reports will be produced by selected experts at every stage of the process (conception of the tools, validation and piloting) consolidated by DFIC and transmitted to the PCU	MNE/PCU

	created via the koboCollect application. The following tools are available: Observation grid for a reading session; teacher questionnaire; grid for the first grade reading fluency test; grid for the second grade reading fluency test and a cross-sectional observation grid.				
Number of basic education teachers participating in the new coaching activities	The different coaching activities have not started yet.	Annual	Project data - reports from training interventions	Reports from CAPED and UP meetings will be prepared by the facilitators, consolidated by DFIC and transmitted to PCU. Efforts will be made to report disaggregated data by gender, cycle of education (primary and lower secondary), regions and districts.	MNE - DFIC with support from PCU
Number of coaching facilitators trained	This indicator will capture the number of teachers trained as coach and will support the teachers in improving teaching practices.	Annual	Project data - Reports from training interventions	Training reports will be prepared and transmitted by DFIC to the PCU. Efforts will be made to report disaggregated data by gender, cycle of	MNE - DFIC with support from PCU

				education (primary and lower secondary), regions and districts.	
Structured lessons are developed and digitized	This indicator will capture the number of model lessons developed in French and national languages.	Annual	Project reports implementation	Analysis of implementation Reports under Component 1.	MNE/PCU
Number of students benefiting from remedial programs at the primary and lower secondary level	This indicator will capture the number of students in primary and lower secondary education benefing from remedial interventions during school time and out of school time.	Annual	MNE	PCU implementation report	MNE/PCU
Number of selected Makaranta schools that have signed an agreement with MNE	Number of selected Makaranta schools that have signed an agreement with the MNE on the implementation of PBCs to improve learning outcomes in Mathematics and French for Makaranta students.	Annual	MNE/PCU reports on the PBCs implementation	Analysis of Project implementation reports	MNE/PCU
Number of girls benefiting from the learning space initiative	This indicator will capture the number of girls in secondary education benefiting from project's interventions (under parent project and the AF	Annual	MNE	PCU implementation reports NGOs implementation reports on safe spaces.	MNE/PCU

	including boarding schools) to improve their life skills and sexual and reproductive health awareness activities.				
Percentage which remain enrolled in secondary school at the end of the year	This indicator will capture the number of girls of secondary education benefiting from project's interventions (under parent project and AF including the boarding schools) to improve their life skills and sexual and reproductive health awareness activities who remains at school.	Annual	MNE and NGOs in charge of implementation of safe spaces.	PCU and NGOs implementation reports	MNE/PCU
Number of regional education authorities having achieved at least 80% of their PBC objectives	This indicator will capture the number of regional authorities receiving PBCs which achieve at least 80 percent of their objectives.	Annual	Project data, signed PBC and external evaluation of PBC	Independent evaluation reports.	MNE/PCU
Percentage of targeted inspectorates having achieved at least 80% of their PBC objectives	This indicator will capture the number of inspectorates receiving PBCs which achieve at least 80 percent of their objectives.	Annual	Project data, signed PBC and evaluation of PBC implementation	Independent evaluation reports.	MNE/PCU

Number of primary and lower secondary schools benefiting from a grant based on a signed performance agreement	This indicator will capture the number of primary and lower secondary schools receiving PBCs which achieve at least 80 percent of their objectives.	Annual	Project data, signed performance agreement and copy of bank transfer	Independent evaluation reports.	MNE/PCU
Communities trained and verifying the use and implementation of school grants	This indicator will capture the number the level of communities participation in the implementation of schools' grants in primary, lower secondary schools, and secondary school integrated in boarding schools receiving PBCs.	Annual	Project data	Reports	MNE/PCU
New protocol on teacher deployment is established	Target achieved. A decree on the creation, attributions, composition and functioning of the assignment, transfer and redeployment commissions of the personnel of the Ministry of National Education and fixing their conditions and criteria has been issued by the Ministry of National Education.	Annual	HR protocols	Protocols are prepared and transmitted by the HR directorates to PCU	MNE/PCU
A time-bound capacity-building and skills transfer implementation plan is established and implemented	Target achieved. A time-bound capacity-building and skills transfer plans	Annual	PCU implementation reports	Analysis of PCU implementation reports	MNE

	(PTC) of the counterparts have been developed by all the poles and validated with the support of the International Human resource management expert. These PTC were approved by the World Bank in February 2022 and are currently being implemented.				
A national online education platform is established and is functional	This indicator will measure the process of establishing and maintaining the MNE resources management platform for improving efficiency resources management in primary and secondary education.	Annual	Online education data	Reports generated by the online education platform	MNE/PCU
Annual school census conducted through new digital tools and report produced	The census is scheduled for 2024.	Annual	Online education platform	Census reports generated by the online education platform	Directorate for Information System
Corrective measures integrated in the project implementation following feedback from Beneficiaries based on satisfaction survey	The information obtained from this survey will be reviewed by the PCU to identify any bottlenecks to implementation or limitations in the design—which will subsequently be	Regular	PCU implementation report	Survey and GRM	MNE/PCU

	used to enhance the effective implementation of the project and its impact on beneficiaries.				
Number of impact evaluation	This indicator will capture the number of impact evaluations that will be carried out under the parent project and the proposed AF. This rigorous impact evaluation will assess the cumulative benefits of the different activities under the parent project, including those under this AF. A first assessment will be carried out on the parent project activities and a second one on boarding schools, under the AF.	Every two years	Reports on each impact evaluation (one from the Parent Project and one from AF activities)	Analysis of reports and results of impact evaluation.	MNE/PCU
Number of students benefiting from remedial programs at the primary and lower secondary level		Annual	Project data	Reports from learning interventions will be collected by PCU. Efforts will be made to report disaggregated data per cycle of education, category of population (refugees and host communities), regions and districts.	PCU

Female					
Number of selected Makaranta schools that have signed an agreement with MOE	The selection committees at the national and regional levels were established in 2021 and the selection criteria and application form were validated by the Ministry of Education. Notices of interest will be advertised for the selection of Makaranta on August, 2022. The process of selection of the 100 Makaranta will be finalized before November 30, 2022.	Annual	Project data and signed agreements	Reports	PCU
Number of girls benefiting from the learning space initiative	The PCU in collaboration with the Ministry of national education have successfully recruited an NGO. Activities are scheduled to start in November 2022.	Annual	Project data	Reports	PCU
Percentage which remain enrolled in secondary school at the end of the year		Annual			

ANNEX 1: COMPONENT 6 - ADDITION OF A NEW COMPONENT ON SCHOOL INFRASTRUCTURES CONSTRUCTION AND EQUIPMENT (US$200 MILLION IDA CREDIT)

Component 6 Objectives

1. Component 6 (US$200 million) is a new component designed to improve the access to safe and resilient school infrastructures and equipment in Niger, as part of the Government's strategy for construction of schools for primary and secondary education.

2. The component contains three subcomponents. The first two will support the implementation of separate initiatives, targeting different groups of children, proposing different challenges, and requesting different implementation approaches. Subcomponent 6.1 focuses on the construction of approximatively 700 schools (530 primary schools and 170 secondary schools) totaling 5,430 classrooms with related facilities in selected urban and rural areas of Niger. Subcomponent 6.2 focuses on the design and construction of a limited number of boarding schools for girls to promote inclusion in access to and retention in the education system. The third subcomponent, Subcomponent 6.3, completes the implementation of the package of activities for boarding schools described in Subcomponent 2.4 and will support the management of the boarding schools and cover its operating costs (table 1.1).

Budget Summary

3. The budget for the new Component 6, per tentative scenarios for the boarding schools, amounts to approximately US$200 million. A major part of it (90 percent) will be allocated to the construction and equipment of the 700 schools targeted under Subcomponent 6.1. The remaining 10 percent will be allocated for the construction, equipment, and running of three pilot boarding schools for girls.

Table 1.1. Estimated Budget for the New Component 6

C6	Estimated Budget for C6	In million US$	In billion XOF	%
SC 6.1	Construction of schools and equipment	183	110	90
SC 6.2	Construction of girls' boarding schools and equipment	12	7	8
SC 6.3	Recurrent operating costs supported by the project	5	3	2
	Total C6	**200**	**120**	100

Note: Exchange rate US$/XOF: 602,460.

Subcomponent 6.1: Design, construction of schools and equipment

4. Under Subcomponent 6.1, the AF will finance the construction and equipment of approximately 700 primary and lower secondary education schools in selected urban and rural areas of Niger. Most of the schools will be for the primary education sector with 530 schools targeted, each one offering six classrooms for primary education and two classrooms for preschool (6 + 2 standards) and a related annex as described below. The remaining 170 schools will support lower secondary education, each one offering seven classrooms and related annexes. This construction will create 5,430 classrooms providing nearly 271,500[53] safe, durable, and comfortable seats for students. This contribution is part of the

[53] 5,430 classrooms and 50 students per classroom (students/classrooms ratio)

Government's plan to replace 28,750 CPs and the construction of 24,765 new classrooms to close the access gaps (details on the needs and the national strategy are summarized in annex 2). At the end of the project, this contribution will allow 271,500 children (ratio of 50 seats per classroom) to access a safe and comfortable learning environment.

a. Infrastructure package for primary and lower secondary schools

5. The MNE decree number 0875, dated September 30, 2022, specifies the general planning standards for basic and intermediate education (table 1.2). It details the standards for the layout and surface area of the various functions and their equipment for preschools and primary and secondary schools. The study of the normative framework (April 2022) complements and enriches this ministerial decree by presenting examples of plans for the different types of schools (preschool, primary, junior high, and high school) according to their enrollment.

6. The primary school package includes six classrooms for primary education and two classrooms for the preschool. The lower secondary school package includes seven classrooms (five ordinary and two laboratories). In addition, each school will include open covered spaces, a library, an administration building, sanitation for girls and boys, a courtyard for both primary and preschool sections, landscaping, natural fencing, and a guardian house, as needed. Solid fencing is also considered for schools located in urban areas. The schools will also follow the universal accessibility norms with ramps and obstacle-free paths linking all buildings. The schools will also be equipped with solar panels. The project will determine whether each school has adequate access to clean water through an individual or community well. In terms of constructed floor area, primary schools have a total of approximately 733 m^2 and the lower secondary schools 818 m^2. Housing for the principal and teachers is optional for remote schools and will be considered on a case-by-case basis.

Table 1.2. Infrastructure Package for Primary and Lower Secondary Schools of 400 Students Each as per the Nigerien Norms[54]

Infrastructure Package Per Cycle		Preschool 80 Seats			Primary 400 Seats			Lower Secondary 400 Seats		
		No.	m^2	Total	No.	m^2	Total	No.	m^2	Total
Classrooms	Classrooms	2	63	126	6	63	378	5	63	315
	Laboratory	—	—	—	—	—	—	2	84	168
	Preparation room	—	—	—	—	—	—	1	20	20
	Open covered space	1	40	40	—	—	—	—	—	—
	Library	—	—	—	—	—	—	1	60	60
Administration	Principal	—	—	—	1	13	13	1	13	13
	Secretary	—	—	—	—	—	—	1	10	10
	Entrance, waiting area	—	—	—	1	20	20	1	20	20
	Teacher's room	—	—	—	—	—	—	1	20	20
	Watcher's room	—	—	—	—	—	—	1	7	7
	Economat	—	—	—	1	7	7	1	7	7
Services and common	Toilet for staff and disabled	—	—	—	3	2	6	3	2	6

[54] Hennion 2022b.

Infrastructure Package Per Cycle		Preschool 80 Seats			Primary 400 Seats			Lower Secondary 400 Seats		
		No.	m²	Total	No.	m²	Total	No.	m²	Total
spaces	Toilets for girls (box)	1	2	2	3	2	6	5	2	10
	Toilets for boys (box)	1	2	2	3	2	6	4	2	8
	Kitchen	—	—	—	—	—	—	1	20	20
	Guardian's house	—	—	—	1	60	60	1	60	60
Landscaping	Courtyard for primary	1	300	—	1	900	—	1	1,800	—
	Path and ramps for disabled	1	—	—	1	—	—	1	—	—
	Trees and shaded area	1	—	—	1	—	—	1	—	—
Housing (optional)	Housing for principal	—	—	—	—	—	—	1	110	—
	Housing for six teachers	—	—	—	—	—	—	1	145	—
	Dormitory	—	—	—	—	—	—	2	135	—
Total	Total usable area	—	—	170	—	—	496	—	—	744
	Walls	—	10%	17	—	10%	50	—	10%	74
	Total constructed area	—	—	**187**	—	—	**546**	—	—	**818**

b. School models

7. The project will use existing school models validated by the MNE through a recent decree dated September 30, 2022, to align its standards with the national strategy for school construction. These existing school models have been assessed as satisfactory,[55] and the school model used in PAEQ has also been assessed as adequate.[56]

Figure 1.1. Example of Site Layout for a Primary School[57]

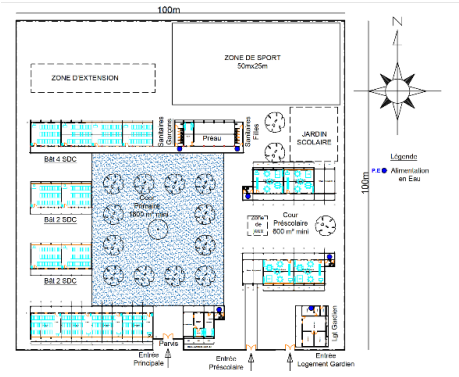


Figure 1.2. Example of the MNE Model

Note: Ramps for disabled are missing here.

8. However, the project will pay attention to good practices in terms of climate-resilient design especially regarding heat protection to ensure adequate comfort inside the classrooms. This will be achieved

[55] Hennion 2022a, 14.
[56] Theunynck and Wodon 2020.
[57] Henion 2022b.

through low-cost options, such as the orientation of the building to minimize sun exposure, extended roof eaves and front gallery to shade the facades, cross-ventilation, open and covered spaces between classrooms to be used as recreation or pedagogical areas, permeable treatment of the outside ground surfaces, planting of tree, and so on. The construction system will follow usual and best-known techniques from the construction companies, such as concrete for the structure, cement blocks for the walls, and metal trusses and corrugated iron sheets for the roof (figures 1.1 and 1.2).

c. Implementation of construction strategy

9. **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 800 classrooms per year.** The construction of 700 schools and 5,430 classrooms in a six-year period (2024–2029) is an ambitious goal, especially when considering that the recent similar project financed by the World Bank in Niger, PAEQ, has allowed the construction of 1,200 classrooms over a three-year period (average of 400 classrooms per year).

10. Several important planning tools (data, norms, plans, and 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 PAEQ and national enterprises working with the MNE on the implementation of the schools' construction, which achieved an average construction pace of 750 classrooms per year and explored 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 to not overload the capacity of a unique structure.
    - **Centralized project management (PAEQ model).** A major part of the classroom construction will be implemented following the Assumed Contracting Authority (*maîtrise d'ouvrage assumée,* MOA) approach which has proven to be more efficient under the PAEQ Project.[58] 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, allowing to award 100–150 classrooms per company, is expected to improve the efficiency of this modality compared to the PAEQ model, which did not follow the cluster approach. The modality will be adapted/reinforced when needed to reasonably increase the construction speed. 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 has not yet been used for large-scale school construction in Niger and should be tested and evaluated before it is developed. To not overload the MNE, this modality could be implemented directly by the PCU. In this case, the PCU will have to recruit technicians and engineers to manage the project at the PCU level.
    - **Decentralized model via the education sector fund.** Project management for school construction in Niger is divided between the MOE and the local authorities (municipalities for primary schools and regions for secondary schools). This model is supported by the Education Sector Common Fund in which different donors are participating. Local authorities are supported by a dedicated

[58] Rapport d'achèvement du PAEQ, MEP/MES, 10 juillet 2019.

national funding agency for the municipalities (*Agence Nationale de Financement des Collectivités Territoriales,* ANFICT). According to the national strategy, this modality has an important potential for improvement to reach a construction pace up to 1,000 classrooms per year without additional administrative effort.[59] This modality could be an interesting complement to the two abovementioned modalities. The project will not use this implementation modality.

- **CDD approach.** CDD is a term used by the World Bank to characterize investment programs that support decentralization.[60] The participation of communities for school infrastructure construction directly or through local subcontractors within the community will be implemented in 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.

d. Planning and pilot phase

11. Before the project implementation, a consultant will be hired to finalize the planning of interventions. These interventions include (a) the preselection of schools to be grouped into 'geographical clusters' of 10 to 20 schools each (40 to 80 classrooms), with each cluster represented in one summary sheet and tendered as one lot, and (b) the compilation of standards documents to be used by the firms, including plans, the bill of quantities (BOQ), and contract models. A pilot phase of approximately 750 classrooms will be implemented within the first two years of the project. The subsequent phases will be planned once the pilot phase has been successfully launched.

e. Selection of schools and prioritization of interventions

12. The national school construction strategy defines the repartition of the investments by region considering both classrooms' construction and enrollment needs based on school census (*tableau de bord des écoles*, TBE). The project will follow the recommendations of the national strategy and target the municipalities and schools having the most CPs to be replaced. The schools lacking at least four classrooms will be prioritized. For maximum efficiency, the pilot phase will target the two regions lacking the most classrooms, Maradi and Zinder, which alone represent more than 50 percent of the needs. Subsequent phases will be extended to the other regions. The final selection of schools will be discussed with the MOE considering other projects under way (national budget, common trust fund, and so on) or to come. The project will also ensure that selected sites have not benefited from other investments.

f. Procurement strategy

13. In principle, the design phase and the construction phase will be separated into two different contracts. A BE 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 by either the BE or a separate supervision firm.

14. The project will try to minimize the number of procurement processes by reasonably increasing the volume of classrooms constructed by contractors. To minimize the risks related to large contracts, the

[59] Henion 2022a.
[60] Theunynck 2009.

project will explore the possibility of proposing framework contracts to service providers (BEs and construction companies) that have performed well in PAEQ. Framework contracts will enable the delivery of services following the phases of project implementation.

15. Niger has a valuable pool of local BEs, capable of monitoring and controlling the work. PAEQ alone, worked with 16 BEs (mainly nationals), all with good records. The project will explore the possibility to short-list the BEs that have performed well and to retain them through framework contracts. The project will use the BEs both during the study phases (mass plans, adaptation to the sites, and so on) and for site supervision. The BEs can also assist the project management in the preparation of procurement documents, the analysis of companies' offers, and the preparation of contracts.

16. For the construction companies too, Niger has a valuable pool of good national companies. PAEQ 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. This means 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 of short-listing the construction companies that have performed well and retaining them through framework contracts.

g. Budget estimation and cost structure

17. The total budget for the construction and equipment of the 700 schools is estimated at US$183 million. This includes all the related costs, including the design, supervision, furniture, and equipment (table 1.3). This represents an average cost of US$188,362 per primary school (US$31,394 per classroom) and US$306,043 per lower secondary school (US$43,720 per classroom). The cost difference per primary classroom with the one mentioned in the national strategy (XOF 16,000,000 or US$26,000 per classroom)[61] is due to the addition of a covered space in the preschool, solar panels, and a provision for the guardian's house. Construction costs represent 71 percent of these costs, studies and supervision 10 percent, and furniture and equipment 19 percent.

Table 1.3. Cost Estimates for the Activities under Subcomponent 6.1

Budget estimation						
Construction and equipment of classrooms		**Preschool**	**Primary**	**Secondary**	**Total**	
Scenario:						
Number of schools targeted		530	530	170	**700**	
Number of classrooms per school		2	6	7	**13**	
Number of classrooms created		1,060	3,180	1,190	**5,430**	
Number of seats created		53,000	159,000	59,500	**271,500**	
Constructed floor area per school in m^2		187	546	818	**1,364**	
Reference cost US$/$m^2$	**220**					
Reference cost XOF/m^2	132,541					
Exchange rate US$/XOF:	602.460					
Works		**Preschool**	**Primary**	**Secondary**	**Total**	

[61] Bruno Henion 2022, 11.

Budget estimation						
Construction and equipment of classrooms		**Preschool**	**Primary**	**Secondary**	**Total**	
Construction works, including annexes		41,140	120,032	180,048		
Landscaping including natural fencing	15%	6,171	18,005	27,007		
Subtotal		**47,311**	**138,037**	**207,055**	**392,403**	**71%**
Studies		**Preschool**	**Primary**	**Secondary**	**Total**	
Project design including topographical plans	4%	1,892	5,521	8,282		
Supervision of works	10%	4,731	13,804	20,706		
Subtotal		**6,624**	**19,325**	**28,988**	**54,936**	**10%**
Furniture and equipment		**Preschool**	**Primary**	**Secondary**	**Total**	
Furniture for classrooms and administration		5,000	15,000	30,000		
Laboratory			-	20,000		
Solar panels (administration and laboratory)			16,000	20,000		
Subtotal		**5,000**	**31,000**	**70,000**	**106,000**	**19%**
Grand total		**Preschool**	**Primary**	**Secondary**	**Total**	
Cost per school		**58,935**	**188,362**	**306,043**	**553,339**	**100%**
Cost for all schools		**31,235,306**	**99,831,835**	**52,027,298**	**183,094,439**	
Cost per classroom		29,467	31,394	43,720		
Cost per student (ratio per classroom)	50	589	628	874		

Subcomponent 6.2: Design, construction, and equipment of boarding schools for girls

18. Under Subcomponent 6.2, the AF will finance the design, construction, and equipment of a limited number of boarding schools for girls, as part of the Government's efforts to promote inclusion in access to and retention in the education system.

a. Vision

19. Besides the immediate construction need, the project seeks a more long-term impact by proposing a new vision for boarding schools in Niger, turning traditional 'dormitories' into integrated facilities dedicated to the development and education of young Nigerien girls, combining education, training, and recreational activities. In this sense, boarding schooling will take a holistic approach by promoting the development of a plurality of knowledge and skills that contribute to their development and empowerment.

20. In the academic field, residential schooling makes it possible to go beyond the simple implementation of teaching programs. It promotes the establishment of real-school support based on (a) monitored and supervised personal working times; (b) courses and support workshops in the basic disciplines of secondary education; (c) working groups between peers supervised by the director of studies and by the

teachers; (d) tutoring provided by available teachers who reside in the establishment; and (e) a variety of educational and cultural resources offered to students, in particular through physical and digital libraries. In the educational field, the boarding school offers the students, in addition to the courses, the possibility to prepare for adult life and integration into a globalized society. This preparation takes the form of specific activities to be deepened, formalized, and integrated into the establishment's project. These include activities related to professional orientation so that students can have precise knowledge of existing trades and the training courses to be taken to exercise them. Sports activities are available and encourage a sense of effort, individual and collective practices, and physical health. Cultural and artistic activities are offered to allow students to understand local, regional, and global practices and developments as well as to develop a sense of creativity. Socialization practices are available to help prepare students for life in a diverse society. These activities take the form of associative actions, participation in the organization of the establishment, sponsorship of the youngest students by their elders, and so on. Measurable academic and educational objectives should also be assigned to these school projects. These objectives must be subject to regular evaluations and lessons must be systematically drawn from these evaluations. Furthermore, the quality of the academic and educational services of a secondary education establishment requires the mobilization of appropriate resources, qualified, competent, and involved staff. In this regard, the recruitment, training, and monitoring of personnel should be the subject of particular attention.

b. Participatory design process

21. The project focuses on a participatory design process that involves key users, such as young girls, teachers, pedagogues, and so on. This approach aims to ensure an adapted design of the different function of the boarding schools and facilitate the appropriation of the spaces by the young girls. The participatory approach will be used to define the final architectural program as well as the architectural aspects of the project. This will be achieved through regular meetings between the BE, the community, and the representatives of the MOE.

Figure 1.3a. Housing 2020, Niamey

Source: Architect: united4design, Niamey
Photo: Torsten Seidel
URL: www.archdaily.com

Figure 1.3b. Amadou Hampaté school, Niamey

Source: Architect: Article 25
Photo: Toby Pear
URL: www.archdaily.com

Figure 1.3c. Family Planning Center, Burkina

Source: Architect: Francis Kérê
URL: www.domusweb.it/it

c. Climate resilience and passive design principle

22. In constructing schools, the project seeks to integrate passive design principles to mitigate high temperatures and create safe, comfortable, and user-friendly spaces, inspired by local lifestyles and tradition. In this context, the project will explore low carbon alternatives to reduce the use of cement in

construction materials. Inspiring examples of construction projects using participatory approaches and passive design principles can be found everywhere in the Sahelian region and in Niger. They can serve as reference for this project (figures 1.3a, 1.3b, and 1.3c).Intended room program (proposal).

23. The elaboration of the room program for the new prototype of the boarding schools is part of the project's first activity and will be carried out through a participatory design process. At this stage of the project, a draft scenario can be provided for a boarding school for 350 girls, inspired by the current Nigerien norms and the recent experiences of boarding school construction in Senegal. This scenario suggests a total constructed floor area of 7,642 m2—an average of 22 m2 per girl. The dormitory section alone represents nearly 60 percent of the space needs. The standards of the rooms (type of beds, organization of rooms, and so on) still need to be defined, and an alternative solution can be explored to optimize the dormitory's typology (table 1.4).

d. Selection of the BE to elaborate the new prototype

24. Even though the participatory approach and the implementation of passive design principles are growing trends for projects seeking innovation and exemplarity, they remain rare in public construction projects, when the design is awarded on an open bidding process and for which the time to conduct a proper participatory process is often lacking. A participatory approach also needs to be carried out by a team well connected to the community and well aware of cultural habits. At the same time, the integration of a passive design principle in the project requires specific expertise and experience in the Sahelian environment. It is expected that BEs with the required profile for the project will be limited. Before the implementation, the project will first carry out rapid research in the field, to identify the BEs that have completed similar projects and have approached similar contexts (the association of Nigerien architects and engineers can be consulted as well). The result will help in finding the best suited BE to implement the project's design objectives.

e. Construction and supervision/accompaniment

25. For the construction works, the project will recruit construction companies that have already implemented alternative construction techniques. The variety of construction techniques visible in school construction in Niger[62] shows that supervision and construction companies with the required profile exist in Niger. The project will short-list construction companies via an Expression of Interest and select the winning firm through a standard bidding process. The implementation of alternative construction techniques requires close accompaniment from experts that are normally integrated in the supervision firm. If not, the project will hire specific expertise to reinforce the supervision team.

[62] Bruno Hennion (sans date).

Table 1.4. Draft Estimation of Room Program for a Boarding School for 350 Girls

Estimated floor area for the boarding school (to be defined by the project)										
Scenario for floor area estimation										
Capacity of school/dormitory	350	girls/beds								
Constructed floor area	7,646	m^2								
Total floor area per girl	22	m^2 per resident girl								
Teaching area	**No.**	**m^2**	**Total**			**Dormitory for girls**	**No.**	**m^2**	**Total**	
Ordinary classrooms	7	63	441			12-beds room	20	80	1,600	
Language lab	1	63	63			6-beds room	18	40	720	
Computer lab	1	63	63			Toilets (box + disabled)	12	2	24	
Life and Earth Science lab	1	63	63			Shower (common area)	2	15	30	
Preparation room	1	25	25			Room for the supervisor	1	12	12	
Teacher rooms	1	50	50			Laundry and drying room	1	50	50	
Supervisor room	1	25	25			Cleaning room	1	8	8	
Storage room	2	12	24			Technical room	1	8	8	
Toilets (box + disabled)	12	2	24			Total usable floor area			2,452	
Total usable floor area			778			Walls and circulations	80%		1,962	
Walls and circulations	80%		622.4			**Total constructed area**			**4,414**	**58%**
Total constructed area			**1,400**	**18%**		Floor area per girl			12.61	
Services	**No.**	**m^2**	**Total**			**Housing for staff**	**No.**	**m^2**	**Total**	
Library/multimedia	1	80	80			House 1	1	80	80	
Foyer	1	200	200			Housing (6 beds)	2	60	120	
Infirmary	1	80	80			Custodian (No. of beds)	1	40	40	
Refectory	1	200	200			Total usable floor area			240	
kitchen and annexe	1	200	200			Walls and circulations	25%		60	
Toilet (box + disabled)	12	2	24			**Total constructed area**			**300**	**4%**
Total usable floor area			784							
Walls and circulations	25%		196							
Total constructed area			**980**	**13%**						

Administration	**No.**	**m^2**	**Total**			**Sport/recreation area**	**No.**	**m^2**	**Total**	
Reception/waiting	1	30	30			Multisport pitch				
Director office	1	18	18			Running lanes				
Censor office	1	18	18			Green area shaded by trees				
Assistant	2	12	24			Vegetable garden area				
Intendant + social worker	2	12	24			Farming area				
Other offices	2	12	24			Parking				
Archives	1	30	30			Security room	1	30	30	
Meeting room	1	30	30			Workshop, repair, and so on	1	200	200	
Reproduction + IT server	2	8	16			Total usable floor area			230	
Storage/cleaning room	1	8	8			Walls and circulations	15%		35	
Toilet (box + disabled)	4	2	8			**Total constructed area**			**265**	**3%**
Total usable floor area			230							
Walls and circulations	25%		57.5							
Total constructed area			**288**	**4%**		***Total constructed area***			***7,646***	100%

f. Budget estimation and cost structure

26. The budget for the construction and equipment of the boarding schools, considering the above room program scenario for a capacity of 350 girls, is estimated to be US$4.1 million per boarding school and US$12,000 per girl per bed. This estimation is based on reference costs per square meter for the covered spaces of US$300 per m^2 (XOF 180,000 per m^2). This cost per square meter, aiming to achieve the passive design standards, is higher than the one used for classroom construction using basic construction standards which is estimated around US$220 per m^2 (XOF 132,000 per m^2).

Table 1.5. Cost Estimate for the Activities under Subcomponent 6.2

Construction and equipment of boarding school						
Scenario						
Capacity of school/dormitory	350	girls/beds				
Constructed floor area	7,646	m^2 (see room program)				
Total floor area per girl	22	m^2 per resident girl				
Reference cost	300	US$ per m^2				
Reference cost	180,000	XOF per m^2				
Number of boarding schools	3	schools				
Exchange rate US$/XOF	602.46					
Works	**Unit**	**Quantity**	**Cost XOF**	**Cost US$**	**Total US$**	
Construction works (see detail)	school	3	1,381,922,748	2,293,800	6,881,400	
Landscaping and playground (25%)	school	3	345,480,687	573,450	1,720,350	
Solar panel and water supply (well)	school	3	48,196,800	80,000	240,000	
Subtotal works			**1,755,600,235**	**2,946,250**	**8,841,750**	**72%**
Studies	**Unit**	**Quantity**	**Cost XOF**	**Cost US$**	**Total US$**	
Elaboration of a prototype and plans through participatory approach (2%)	item	1	35,512,005	58,945	58,945	
Project adaptation including Topographical/geological (3%)	school	3	53,268,007	88,418	265,253	
Supervision of works (10%)	school	3	177,560,024	294,725	884,175	
Technical expertise (2%)	school	3	35,512,005	58,945	176,835	
Subtotal studies			**301,852,040**	**501,033**	**1,385,208**	**11%**
Furniture and equipment	**Unit**	**Quantity**	**Cost XOF**	**Cost US$**	**Total US$**	
1-Teaching area	school	3	120,492,000	200,000	600,000	
2-Services	school	3	72,295,200	120,000	360,000	
3-Administration	school	3	48,196,800	80,000	240,000	
4-Dormitory for girls	school	3	96,393,600	160,000	480,000	
5-Housing for Senior Management	school	3	30,123,000	50,000	150,000	
6-Sport/recreation area	school	3	48,196,800	80,000	240,000	
Subtotal furniture and equipment			**415,697,400**	**690,000**	**2,070,000**	**17%**
Grand total				**4,138,283**	**12,296,948**	**100%**
Total cost per resident girl				*11,824*		

Subcomponent 6.3: Management and operation of boarding schools

27. Under Subcomponent 6.3, this AF will complement the implementation of the package of activities for boarding schools described in Subcomponent 2.4. In addition, it will cover the recurring operating costs of boardings schools including food, individual hygiene kits, and transportation. Operating costs related to staff training and salaries will be covered by the state and local governments and communities. Advocacy will be done with education DPs to contribute according to their area of expertise (for example, nutritional assistance, child protection, and community accountability measures).

a. Indicative budget for eligible costs supported by the project

28. The eligible operating costs supported by the project will mainly be the school canteen and other smaller positions such as energy and consumables. The school canteen budget depends on the average cost of meals per student per day and still needs to be determined (table 1.6). The budget is tentatively calculated to be US$2.4 per resident per day (XOF 1,500 per day). The average running cost per school is tentatively estimated as US$30,000 per month (US$355,000 per year). This means an average cost per resident student in full pension of US$85 per month and roughly US$1,000 per year.

Table 1.6. Indicative Budget for the Recurrent Costs Supported by the Project

Recurrent operating costs supported by the project					
Scenario					
Capacity of school/dormitory	350	girls/beds			
Cost for meals per resident per day	1,500	XOF	US$2.5		
Number of boarding schools	3	schools			
Number of days per month	30				
Number of months per year	12				
Exchange rate US$/XOF	602.460				
		Monthly costs		**Annual cost**	
Food	**Unit**	**Cost XOF**	**Cost US$**	**Total US$**	
Food supply full pension (3/day)	month	15,750,000	26,143	313,714	
Total	month	**15,750,000**	**26.143**	**313,714**	**86%**
		Monthly costs		**Annual cost**	
Other recurrent costs	**Unit**	**Cost/unit XOF**	**Cost/unit US$**	**Total US$**	
Hygiene kits (cost for all girls)	month	1,400,000	2,324	27,886	
Health material	month	120,000	199	2,390	
Small material, stationery	month	60,000	100	1,195	
Energy, gas, electricity	month	200,000	332	3,984	
Water supply	month	500,000	830	9,959	
Cleaning material	month	50,000	83	996	
Maintenance funds	month	100,000	166	1,992	
Transportation (fuel)	month	120,000	199	2,390	
Total		**2,550,000**	4,233	**50,792**	**14%**
		Monthly costs		**Annual cost**	

Total		**Cost/unit XOF**	**Cost/unit US$**	**Total US$**	
Total per one school	school	**18,300,000**	30,375	**364,506**	**100%**
Total for all schools	schools	**54,900,000**	91,126	**1,093,517**	
Cost per resident girl	residents	**52,286**	87	1,041	

b. Contribution over the project period and hand over by the national counterpart

29. Table 1.7 shows an example of the contribution's repartition over the project period. In the last year of financing, the counterpart will finance the equivalent of the food provided to girls enrolled in the three boarding schools, estimated to US$940,424.

Table 1.7. Example of Repartition of the Contribution over the Project Period

Contribution over the project period and hand over by the national counterpart					
Total for all schools	1,093,517	US$			
Exchange rate US$/XOF	602.46				
		Project's contribution		**Balance for the counterpart**	
Years	**%**	**In XOF**	**In US$**	**In XOF**	**In US$**
Year 1	0%	0	**0**	0	0
Year 2	0%	0	**0**	0	0
Year 3	100%	658,800,000	**1,093,517**	0	0
Year 4	100%	658,800,000	**1,093,517**	0	0
Year 5	100%	658,800,000	**1,093,517**	0	0
Year 6	100%	658,800,000	**1,093,517**	0	0
Year 7	14%	92,232,000	**152,092**	566,568,000	940,424
Total contribution		2,727,000,000	**4,527,159**	566,568,000	940,424

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ANNEX 2: SUMMARY OF NATIONAL SCHOOL CONSTRUCTION PROGRAM AND MAIN EDUCATION DONORS ENGAGEMENT

1. **Background.** A national operational school construction strategy has been endorsed by the Government to resolve the immense needs in terms of classrooms, with the objective of replacing 36,000 CPs. The preparation of the next education sector plan in 2023 is expected to address the issue of school infrastructure and will take into account the possibility of programming financing dedicated to this objective by both the Government and DPs.

2. **Ambition of the construction program.** The progressive replacement of CPs, announced in the sectoral education plan in 2020 is under way. Realizing the program's school infrastructure construction plans is expected to significantly improve learning time, working conditions, and, in general, the safety and security for all students.

3. **Demographics and student population growth.** At the primary level, the number of students is increasing by about 3.5 percent annually or amounting to 700,000 additional students every year. Therefore, it is projected that about 2,500 classrooms need to be built per year just to accommodate the growth in the number of primary age children. The gross enrollment rate is 68 percent (Yearbook 2021), and the proposed strategy does not foresee any changes in the gross enrollment rate. The simulation and scenarios take into account a slowdown in the rate of increase with 3.5 percent for 2 years, and 3.4 percent to 3 percent in subsequent program years.

4. **Availability of recent tools developed by the Government to support the school construction program.** The 2022 statistical yearbook provides a list of all schools and colleges in the country. This sampling frame is critical for measuring progress that is made under this program and for identification of target schools. A statistical tool for arbitration and prioritization of schools' construction by region and year is proposed by the construction strategy. The document also includes newly revised building standards and codes and associated blueprints. In addition, a new classroom model that is both scalable and economical has been validated by the Government in 2021. Nationwide school mapping is expected to be rolled out in school year 2023.

5. **Estimation of classroom needs.** The school yearbook (2022) provides the total number of schools, student numbers per school, and the number of existing sound and sustainable classrooms (refer to table 2.1). The numbers of classrooms needed per school will be estimated based on expected enrollment in 2028. Construction standards include a per student area of 1.26 m^2 or a maximum of 50 students in a classroom of 63 m^2.

Table 2.1. Planning and Prioritization of School Construction

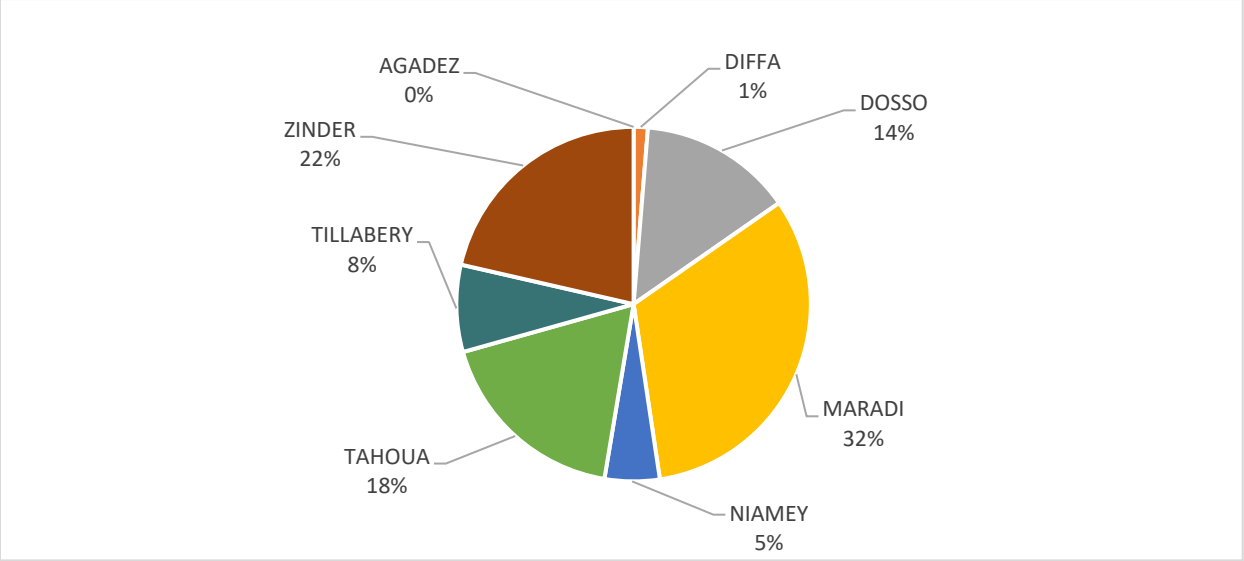
Region	Regional Public Primary Enrollment	Regional Distribution Rate (%)	No. of Classrooms to Be Planned in 6 Years	No. of Classrooms to Be Planned					
				2023	2024	2025	2026	2027	2028
Agadez	95,396	2.1	102	0	15	20	20	20	26
Diffa	86,653	2.6	129	0	19	26	26	26	32
Dosso	364,575	13.0	652	0	98	130	130	130	163
Maradi	630,197	24.9	1,247	0	187	249	249	249	312

Region	Regional Public Primary Enrollment	Regional Distribution Rate (%)	No. of Classrooms to Be Planned in 6 Years	No. of Classrooms to Be Planned					
				2023	2024	2025	2026	2027	2028
Niamey	232,551	6.3	317	0	48	63	63	63	79
Tahoua	523,759	18.8	938	0	141	188	188	188	235
Tillabéri	360,826	12.3	614	0	92	123	123	123	153
Zinder	498,246	20.0	1,001	0	150	200	200	200	250
Total	**2,792,203**	**100**	**5,000**	**0**	**750**	**1,000**	**1,000**	**1,000**	**1,250**

Source: National operational strategy for the school construction program in Niger (2023).

6. **Classroom needs by regions, departments, and education level.** An analysis of classroom needs by region reveals great variation in the number of sustainable classrooms. This ranges from 23 to 117 across various departments. Figure 2.1 illustrates the needs for primary school by region and it is clear that some regions like Maradi and Zinder have not had much in the way of infrastructure investments in the past. Allocation by education level is also an important consideration. For the next 6 years, it is proposed that the ratio of funding for primary and secondary school classrooms will be maintained at 70:30 or for 16,800 primary school classrooms versus 7,200 secondary school classrooms.

Figure 2.1. Needs for Primary School by Region



Source: National operational strategy for the school construction program in Niger (2023).

The main recommendations mentioned by the school construction strategy are the following:

7. **One site, one school.** Following the school construction programming support study (2018), the 'one site, one school' concept adopted by the MNE includes two aspects:
    - The delivery of complete schools (administrative and teacher rooms, classrooms, latrines, water, fences, and so on) which meet the revised construction standards and improve the quality of teaching-learning conditions. The number of classrooms per site will be determined by the (expected) number of students in each school or institution.

- A construction strategy that defines a site in terms of a complete school package and avoids successive interventions on the same site (for example, different efforts for classrooms, administrative and teacher rooms, latrines, furniture, fencing, and so on). Such disparate activities through different projects are sometimes difficult to coordinate; energies are dispersed in partially completed schools and often schools are never finished by the end of projects. Using a package approach will thus be preferred.

8. **Geographic clusters.** The idea is to group schools in the same geographical area (for example, area of 50 km^2), with construction deadlines within the same year. This approach could accommodate larger work packages (20 to 50 classrooms, latrines, administrations, and so on) on sites within this identified cluster (within communes and departments). In addition to the 'one site, one school' policy, these clusters of several schools will help meet the challenge of the number of classrooms to be built and, by geographical/administrative grouping, enable companies to structure their bids on longer and larger contracts.

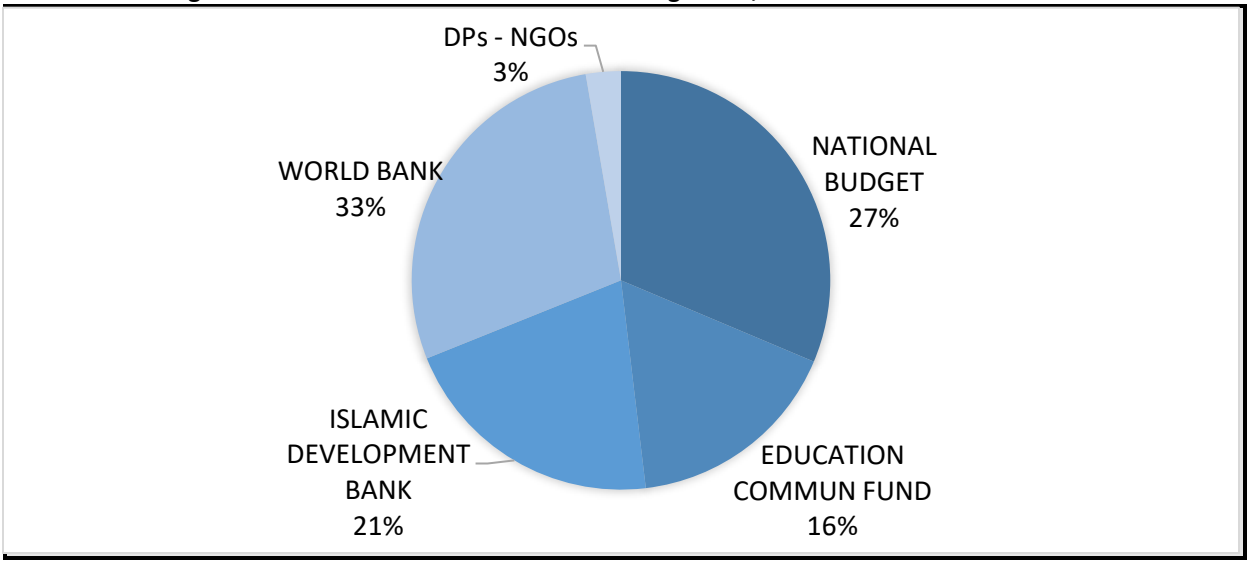
9. **Larger work packages of 20 to 50 classrooms and more.** The objective is to encourage and support the rise of the construction sector by allowing companies to structure themselves. In the long term, it should be possible to establish a register of experienced and competent companies (international, national, and regional level) dedicated to school construction, capable of meeting the needs (5,000 classrooms per year). To complete this system and given the importance and urgency of the construction to be carried out, it is advisable to open part of the building sites to larger companies. For that, it can be envisioned to experiment with batches of 300 to 500 classrooms and for the viability of invitations to tender to international construction firms.

10. **Planning of construction programs and multiyear financial planning.** The objective is to make the work programming procedures more fluid and to determine the needs of each school in the medium term (3–6 years). This should allow for multiyear operation plans for work sites and the financing needed to support these activities. Following the general national programming (needs by site, municipality, and region), site-by-site feasibility and programming studies (infrastructure needs, estimates, topographical plans, and sketch of ground plans) will be conducted. These studies will enable the project to refine and adapt programs to local specificities and to consolidate the land. For these missions, framework contracts for project management at the level of the schools would be considered. Finally, this programming at the level of the communes for elementary school will facilitate the choice and prioritization of targeted schools.

11. **Diversification of operating methods.** 'Operating methods' refers to the organization of the project ownership chosen to carry out the public works and equipment contracts. Several options are possible. The modalities of awarding the construction and equipment contracts and the control of the works can be managed by the MOA or a Delegated Contracting Authority (maîtrise d'ouvrage déléguée, MOD) or international biding for large work packages.

12. **Revised and simplified allocation and prioritization.** Coordination will be ensured by the MNE's Programming Department, which will set up programming and planning of interventions by region and commune according to approved priority criteria.

Figure 2.2. Distribution of Announced Funding for 24,000 Classrooms over 6 Years



Source: National operational strategy for the school construction program in Niger (2023).

Table 2.2. Main Education Donors Engaged in School Infrastructures Construction

Stakeholders	Roles	Capabilities
MNE and its central departments	Coordinates the school construction strategy (needs assessment, objectives, prioritization, and operational choices). The MNE has the possibility to implement directly as the MOA.	Little technical capacity. Needs capacity building at central and decentralized levels.
Regional Directorates of MNE	Support the local authorities and the ANFICT in regional construction program (priorities, quality, standards, and so on)	Low capacity to ensure the compliance of constructions (programming, standards, and quality)
Local authorities (municipalities for primary schools, regions for secondary schools)	They are the main contracting authority of school construction in the framework of decentralization.	Very low technical capacity. The local authorities supervised by ANFICT recourse to MOD and call upon local MODs for the implementation.
ANFICT	Manages agreements between the MNE and ANFICT and then between ANFICT and the local authorities	Low technical capacities fortunately reinforced by FCSE experts
FCSE	Combines the investment funds of several developments partners to supplement the national budget. The main contributors are AFD, UNICEF, European Union, Global Partnership for Education, Luxembourg Cooperation, Canada, Switzerland, and Norway	
LIRE Project financed by World Bank	Supports the project implementation unit	Major infrastructures financing (US$230 million)

Stakeholders	Roles	Capabilities
ENABEL Belgium Cooperation	Ensures bilateral cooperation	US$3.5 million
KFW German Cooperation	Ensures bilateral cooperation; Supports the MOD with municipalities	
IDB and BADEA	Ensures bilateral cooperation	Major infrastructures financing (US$135 million)
Japan International Cooperation Agency (JICA)	Ensures bilateral cooperation	US$15 million from 2023 to 2025
NGOs	Various NGOs (Plan International, Aide et Action, Save the Children, SOS Children's Village, and so on)	

Source: National operational strategy for the school construction program in Niger (2023).

Table 2.3. List of Donors Investing in the Construction of Schools and Boardings Schools in Niger

Donor	Unit (Classroom/ Boarding School)	Location	Budget (US$, millions)	Comments
Construction of classrooms				
IDB	1,915	Niamey by the Ministry)	60	Classrooms including fencing, classroom equipment, textbooks, and teacher training
OPEC Fund for International Development **(OFID)**	Included in the IDB's 1,915	Niamey	25	Classrooms including fencing, classroom equipment, textbooks, and teacher training
Construction of boarding schools				
BADEA	50	Other regions outside Niamey	50	The number of boarding schools will be refined by finalizing the cost of each school including amenities such as an infirmary, supervisor's and students' residence, playgrounds and sports facilities, computer labs, and library and reading rooms.

ANNEX 3: CLIMATE CHANGE: SUMMARY OF THE PROJECT ACTIVITIES

1. Niger is currently one of the world's most vulnerable countries and with low readiness to adapt to climate change. the ND-GAIN[63] Index (2019) shows that the country is at the bottom seven (number 176 out of 182 countries). Climate vulnerability is compounded by the Sahel region's high dependence on rain-fed agriculture and its natural resources to support food security and livelihoods; rapid population growth; and chronic humanitarian crises due to recurrent drought, flooding, food insecurity, epidemics, and violent conflict. In Niger, a drought in September 2021, combined with crop infestations and increasing insecurity, caused annual cereal production to drop by 38 percent, leading to a decline in per capita growth from 3.6 percent in 2020 to 1.4 percent in 2021 and leaving more than 2.5 million people in a situation of food insecurity.

2. The GoN is committed to addressing climate change. Niger has included adaptation actions in its existing strategic frameworks, such as the Sustainable Development and Inclusive Growth Strategy - Niger 2035; National Policy on Climate Change; Strategic Framework for Sustainable Land Management; and National Strategy and Plan of Action for Climate Change and Variability. Niger has adopted a National Strategy to Reduce Vulnerabilities in the Education System, which is structured around two axes: preparation for crises (anticipation) and the creation of consolidation centers (response phase).

3. Since 2017,[64] Niger has had a legal framework guiding the urbanization process that puts areas highly exposed to flooding off limits to construction or 'non edificant'. Cities also have municipal development plans to guide infrastructure investments over five years. However, these policies have been difficult to enforce given limited resources, resulting in uncontrolled urban growth in highly exposed areas. The Niger Government, for example, has been working to revise land tenure rules and laws since 1986 but has not yet succeeded in creating clear property rights and increasing land tenure security. Across the region, certain groups of people, especially women, displaced persons, and migrants, have particularly limited access to land. Niger has low-carbon economic growth strategies with a strong focus on developing its renewable energy potential and has specific renewable energy targets. The country has a target of achieving 30 percent renewable energy by 2030 and is committed to reaching 80 percent of the population by 2035.

4. Education, awareness, and skills are key to comprehend actions and consequences and have the ability to mitigate adverse shocks. Yet in Niger, only 10 percent of children are enrolled in school and can read and comprehend an age-appropriate passage by the age of 10.

5. Lastly, the project includes an intermediate indicator: Number of new classrooms constructed and equipped with designs that incorporate reduced vulnerability to floods and droughts at the national level.

[63] ND-GAIN = Notre Dame Global Adaptation Initiative.
[64] Baroudy, Ellysar, Paul Kriss, Yue Man Lee, Natalie Marie Weigum, Sarah Bashford Lynagh, and Michael Wayne Evers.2022. *G5 Sahel Region: Country Climate and Development Report*. Washington, DC: World Bank. https://documentsinternal.worldbank.org/search/33859168.

Table 3.1. Summary of Adaptation and Mitigation Activities under the Project

Component 1: Improving Teaching Practices (US$73 million, IDA)

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
Subcomponent 1.1: Strengthening teacher education colleges ***(IDA, US$33 million)*** The activities to be funded will include (i) Rehabilitation of the eight teacher training colleges for the primary cycle (*Ecole Normale*, EN) and the ENS and extension of the premises by the construction of annex schools; (ii) Equipping teacher training colleges with teaching materials and IT equipment; (iii) Revision of the programs and training methods of the EN and ENS; and (iv) Strengthening the capacities of the actors of teacher training colleges' refoundation program.	• Teacher training modules to be updated on climate change and climate emergency preparedness in the nine teacher training colleges, and climate sensitization to be incorporated in teacher guides. The curriculum would include education on the effects of climate change on human health and environment and the role of the community to mitigate climate change impacts. • Climate risk and response trainings for directors, trainers, and students, including on evacuation in case of climate hazard. • The rehabilitation activities of ENS will seek to promote the use of climate-resilient materials and construction methods to ensure learning continuity amid natural hazards, prioritizing the most vulnerable populations. Depending on the area of operation, this will entail improving drainage and wastewater systems; investing in structural measures such as dikes in flood-prone locations; incorporating rainwater harvesting and water recycling in water-scarcity prone areas; and using weather-resistant construction materials, as relevant. • Use of IT equipment leads to less use of paper and therefore supports climate change efforts.	• Raising awareness and integrating content on climate change mitigation into training modules and student assessments. • New modules will include information on how individuals and societies can reduce their carbon footprint and GHG emissions through the use of clean energy for cooking, public transport, water conservation, agricultural techniques, renewable energy, and environmental engineering and technology. • Training programs for school management including content on climate change mitigation and adaptation for learning continuity through hybrid or remote modalities.
Subcomponent 1.2: Development of a system of teacher supervision and support ***(IDA, US$25 million)*** The activities to be funded will include digitization of supervision, coaching, and pedagogical tools	• Raising pedagogical advisers' and inspectors' awareness of climate change by using electronic devices to coach teachers and monitor teaching practices, thereby enabling reduction of teachers' mobility for administrative	• Paperless data collection approaches and digital coaching and supervision initiatives contribute to reduction in GHG emission and carbon footprint. In addition, this ensures

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
related to teaching practices. More than 7,000 tablets will be procured to improve teachers' professional development.	reasons, which will contribute to reductions in GHG emissions • The pedagogical tools, where applicable, will incorporate methods to teach climate change and effects of climate change.	continuity of education including on being able to have records and data in case of hazardous events.
Subcomponent 1.3: Teaching and learning materials ***(IDA, US$15 million)*** The activities to be funded will include (i) Designing structured lesson plans and textbooks and worksheets for students and teachers at the primary and secondary levels and (ii) Using a track and trace system to manage and monitor the supply chain in the MNE.	• Updating student education structured lesson plans to include modules on climate change adaptation and building resilience, particularly focused on local impacts of climate change, role of the community, best practices in living in climate-harmonious ways, and so on. • Textbooks printing and procurement contract will stipulate a vendor that pledges carbon and climate neutrality, in terms of corporate social responsibility on tree planting and so on.	• Improved supply chain management and distribution mechanisms for all teaching and learning materials at the primary and secondary levels to explore climate-friendly ways including minimizing delivery routes, ensuring supply change, minimizing damage and wastage, and so on.

Component 2: Promoting Learning for Girls and Boys (US$29 million, IDA);

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
Subcomponent 2.1: Remedial and academic support program ***(IDA, US$3 million)*** The activities to be funded will include implementation of remediation activities.	• Sensitization to motivate teachers and students to take steps to combat climate change • Use of radio and climate-resilient tools to ensure learning continuity amid natural hazards	• Support for eco-clubs in schools and small petty funds to empower students to participate in environmental activities and projects and engage their parents and neighborhood communities to promote sound environmental behavior, including tree planting and living hedges around schools and learning centers, or to pursue social campaigns in communities for reusing plastic and other innovative ideas.
Subcomponent 2.2: Second chance programs for out-of-school children ***(IDA, US$10.5 million)***	• Raising students' and staff members' awareness of climate change • Modules on climate change and climate emergency preparedness in	• Some of the activities that would be used to raise student and staff awareness include basic climate change; teaching children

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
The activities to be funded will include (i) Implementation of accelerated education program and (ii) Designing textbooks and worksheets for students and teachers of accelerated education centers.	accelerated education centers and the incorporation of climate sensitization in students' manuals.	about recycling/reusing and 'upusing'; and imparting knowledge to children about plastics and effects of plastic on the environment, effects of wood burning for cooking and effects, and so on. • Textbooks and worksheet printing and procurement contract will stipulate a vendor who pledges carbon and climate neutrality, in terms of corporate social responsibility on tree planting, and so on. • Bringing out-of-school children back into schools, especially to girls' hostels, provides children the safety of a well-designed infrastructure and therefore reduces the fatality chances due to climatic hazards. It also ensures that this specific population is better aware of climatic change and is combating its effects.
Subcomponent 2.3: Basic Skills Grants to *makarantas* ***(IDA, US$9 million)*** The activities to be funded will include (i) Teaching out-of-school children from koranic schools on literacy and maths and (ii) Designing teachers' guides, textbooks, and worksheets for students.	• Raising students' and staff members' awareness of climate change and motivating them to take steps to combat it • Updating student education curriculums to include modules on climate change adaptation and building resilience, particularly focused on local impacts of climate change	
Subcomponent 2.4: Improving the learning environment for girls ***(IDA, US$6.5 million)*** The activities to be funded will include (i) Creation of safe learning spaces for adolescent girls in college and (ii) Capacity building of community leaders on the gender-transformative approach.	• School management committees to conduct (*Comité de Gestion Scolaire*, COGES) awareness campaigns and programs, especially in highly vulnerable neighborhoods and populations, to increase climate change awareness and adaptive capacity	

Component 3: Strengthening Systems and Capacities for the Delivery of Education Services (US$42.0 million, IDA)

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
Subcomponent 3.1: Performance-based management ***(IDA, US$25 million)***	• Raising students' and staff members' awareness of climate change	• Support for eco-clubs in schools to empower students to participate in

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
The activities to be funded will include performance-based funding of educational structures in specific areas relative to climate and environment	• Sensitizing teachers and students to take steps to combat climate change	environmental activities. Some of the activities could be organization of field visits to environmentally important sites including polluted and degraded sites, wildlife parks, and so on; volunteer work to clean parks, village squares, and so on; and rallies, marches, and human chains to spread environmental awareness and so on.
Subcomponent 3.2: Strengthening human resources management ***(IDA, US$5 million)*** The activities to be funded will include creation of an online Human Resource management platform	• Trainings and management of teachers designed around adapting to climate change and building resilience	• Reduction of teachers' mobility for administrative reasons contributes to reductions in GHG emission and also ensures continuity in tracing teacher locations to implement remote learning in case of shocks.
Subcomponent 3.3: Monitoring, evaluation and accountability ***(IDA, US$12 million)*** The activities to be funded will include (i) Implementation of an EMIS (ii) Digitization of the examination and school data collection process; and (iii) Equipping of primary and secondary schools with digital classrooms operating with solar panels.	• Acquire digital equipment and connectivity to support digitalization of the education sector, therefore reducing the need for paper, and ultimately trees. • Conduct all national learning assessments and school statistics collection using tablets instead of traditional paper.	• Paperless data collection approaches and students' learning assessment contribute to reductions in GHG emission and carbon footprint. • Reduction of teachers' mobility for administrative reasons contribute to reductions in GHG emission. • Reductions in GHG emission and carbon footprint by using solar panel to operate digital classrooms.

Component 6: Construction of School Infrastructure (US$200 million, IDA);

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
Subcomponent 6.1: Construction of schools and equipment *(IDA, US$180.2 million)* The activities to be funded will include construction of more than	• Building on local know-how through the empowerment of the beneficiaries using CDD approach to build some schools in remote zones	• Each year, about 30,000 classrooms are built using trees, wood, and straw huts with high negative impact on the environment. This subcomponent will build about

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
5,430 classrooms and related facilities to providing nearly 271,500 safe, durable, and comfortable seats for children/students	• Integrating passive design principles to mitigate high temperatures and create safe, comfortable, and user-friendly spaces, inspired by local lifestyle and tradition • Choosing the location of new schools to be based on ensuring minimal exposure to the risk of increased flooding and where classroom roof offers good protection from the sun's rays • Classrooms to be constructed (design, quality of engineering, and materials) will have to comply with resilience to potential weather-related disasters (heavy rains and winds, flooding, and extreme hot temperatures) • Given that Niger is usually prone to droughts and dry season, the classrooms will incorporate designs to improve drainage and wastewater systems, incorporate rainwater harvesting and water recycling in water-scarcity prone areas to ensure that schools have handwashing facility and access to clean water, use weather-resistant construction materials and so on. • Where feasible, the classrooms will be equipped with solar panels to support off-grid access to electricity while at the same time being climate-friendly.	5,430 classrooms with durable materials. • This subcomponent will build climate-smart classrooms by using natural light and airflow to minimize the need to artificially manage temperature in classrooms, and trees will be planted to fence schools. • Low-carbon and climate-resilient materials will be used, which are durable and adequate in the face of the climate risks.
Subcomponent 6.2: Construction of girls' boarding schools and equipment *(IDA, US$15.6 million)* The activities to be funded will include construction of three boarding schools and related facilities to provide nearly 1,500 safe, durable, and comfortable environments for adolescent girls in secondary school	• Promoting the use of climate-resilient materials and construction methods to ensure learning continuity amid natural hazards, prioritizing the most vulnerable populations • A boarding school safety master plan, derived from a needs assessment, with school safety guidelines, including evacuation plan, as a direct result of climate	• Improving energy efficiency through use of natural light and airflow to minimize the need to artificially manage the temperature in boarding school facilities. • Boarding schools are designed to conserve energy, reduce emissions, protect lives, ensure learning continuity during

Subcomponents and Activities	Climate Adaptation Activities/Investments	Climate Mitigation Activities/Investments
	change-related weather events such as flooding and heat.	shocks, and save public expenditure on energy.
Subcomponent 6.3: Management and operation of boarding schools *(IDA, US$ 4 million)* The activities to be funded will include development of extracurricular activities and digital skills for girls.	• COGES and students' awareness campaigns to increase climate change awareness and adaptive capacity	• Support for eco-clubs in schools to empower students to participate in environmental activities and projects and engage their parents and neighborhood communities to promote sound environmental behavior (see 3.1 for example activities)

ANNEX 4: SCHOOLS TARGETING AND GEOLOCALIZATION

1. **The World Bank's GEMS unit provides valuable tools and data to identify risk areas and classroom needs in rural and conflict-affected areas, allowing the LIRE Project to effectively target actions to improve access to education.** The LIRE Project will use this innovative technology to receive high-quality data from the sites it covers by strengthening the capacity of key stakeholders and involving local actors for data collection.

Current achievements of GEMS in the LIRE Project include

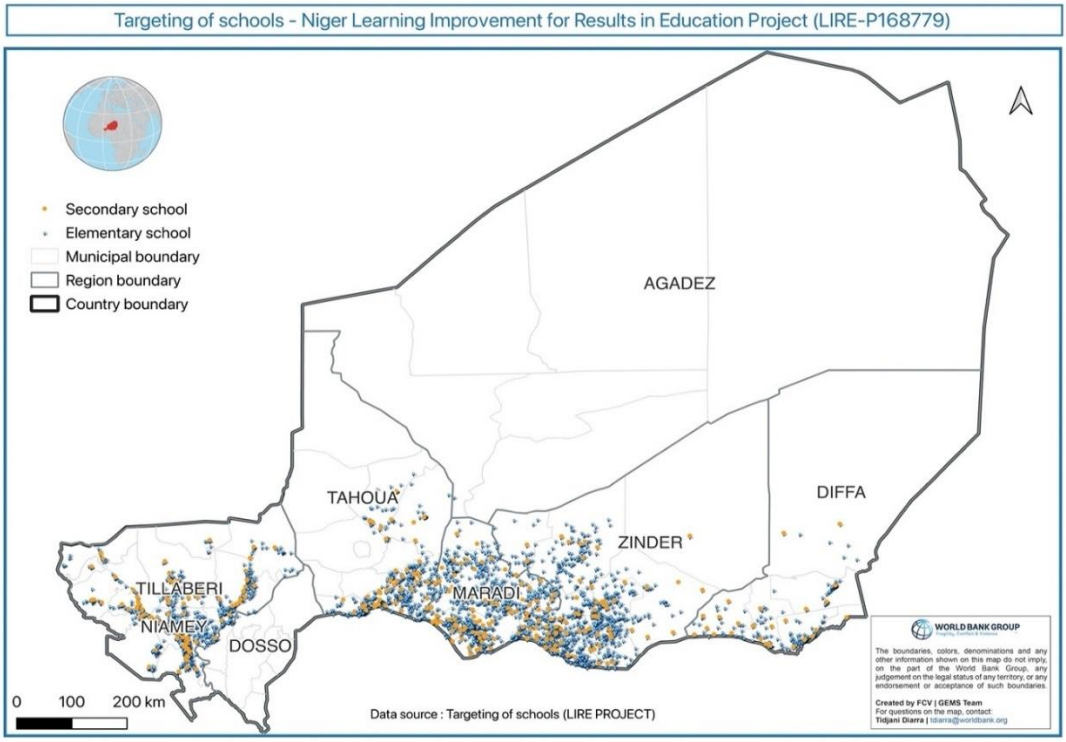
- Strengthening the capacity of LIRE Project stakeholders, specifically the monitoring and evaluation (M&E) unit, to use mobile data collection and
- Georeferencing schools for targeting interventions and producing maps of school locations and intervention areas.

2. **The M&E unit of the Niger-LIRE PCU works with the World Bank's GEMS team for better results.** The PCU adopted the GEMS methodology for mapping and identifying 440 sites in 44 communes in the project's intervention zone. In 2021, the LIRE Project identified 12,749 children, of which 5,800 female (45.2 percent), including 489 refugees and 652 IDPs out-of-school children, who would benefit from the second chance programs at 440 centers located through GEMS.

Potential future support from GEMS in the LIRE Project includes the following:

- Georeferencing more than 5,000 classrooms to map areas where access to education is limited and target actions to improve access, monitoring challenges encountered in the implementation of the LIRE Project, and using GEMS tools to identify obstacles and opportunities for improving results in education
- Monitoring the construction and rehabilitation of schools and boarding schools using georeferencing tools to map and track progress and needs in classrooms, electricity access, and WASH facilities availability
- Monitoring and evaluating the impact of the project on access to education and the quality of teaching in rural areas
- Security analysis, using GEMS data to identify high-risk areas of conflict and violence and plan actions accordingly
- Training LIRE Project stakeholders at nationwide, regional, and local levels to use data for better decision-making and activity planning, specifically on the use of tools to improve data collection, analysis, and visualization.

Figure 4.1. Targeting of Schools under the LIRE Project



ANNEX 5: ECONOMIC AND FINANCIAL ANALYSIS

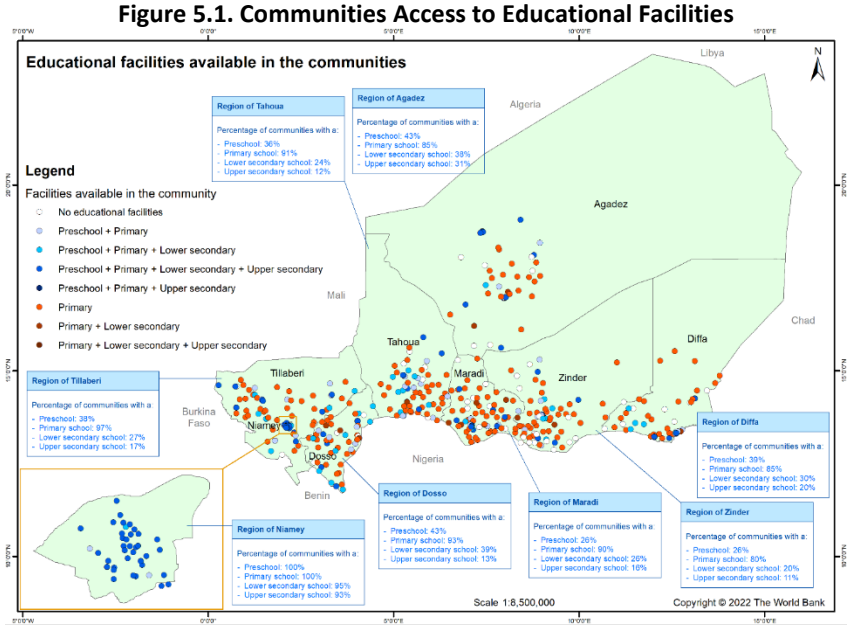
1. **This annex presents the economic and financial justification for investing in the construction of sustainable classrooms and boarding schools for girls in Niger.** First, an analysis of the economic benefits of investing in the construction of educational infrastructure in relation to the main challenges of the education sector is presented. This analysis (a) highlights the main challenges in the sector; (b) examines the links between educational outcomes and the labor market; (c) examines whether Niger's labor market positively indicates that investment in education generates significant returns for individuals; and (d) provides a rationale for investing in education through the construction of educational infrastructure. The section concludes with a cost-benefit analysis of the proposed project, including a sensitivity analysis.

A. Economic Analysis

2. **The current challenges faced by Niger's education system highlight the significant economic benefits of investing in the construction of educational infrastructure.** The construction of durable classrooms will help avoid the annual construction of CPs and the physical damage (injuries and death) that are inherent in CPs. In addition, it will contribute to improving the number of years of schooling for students, as it will improve school time by ensuring continuity in school attendance, which means greater exposure of children to education, and undoubtedly a reduction in school failure, which is by far the main reason why Nigerien students drop out of school. Thus, children will be able to stay in school for a longer duration. The construction of boarding schools for girls has a double economic advantage: (a) it saves transport costs for the girls in the boarding schools; and (b) it improves the number of years of schooling for these girls since the boarding schools provide them with more access to secondary school and prevent them from dropping out of school early and having unwanted pregnancies.

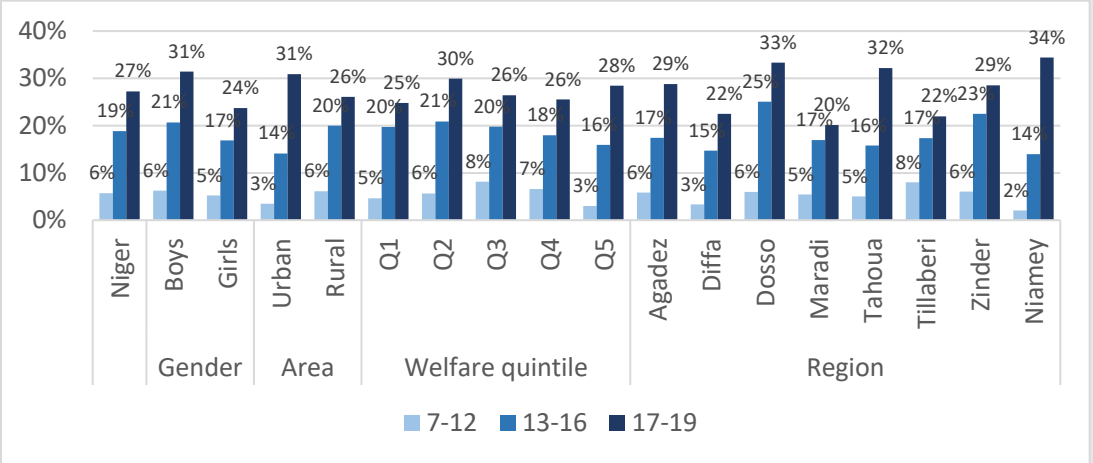
3. **Except for the Niamey region, access to educational facilities remains a huge challenge for many communities in all regions of Niger.** In all these regions, less than half of the communities have a preschool, lower secondary school, or upper secondary school. Primary schools, however, remain accessible to communities, with more than 80 percent of communities having a primary school in all regions (figure 5.1).

Figure 5.1. Communities Access to Educational Facilities



4. **The high proportion of secondary school-age children who drop out of school is one of the main challenges for the Nigerien education system, as dropping out leads to a loss of human capital.** As shown in figure 5.2, 19 percent of children ages 13–16 and 27 percent of children ages 17–19 have left school. For children ages 13–16 (that is, lower secondary school age), the dropout phenomenon seems to affect boys (21 percent) more than girls (17 percent), those living in rural areas (20 percent) more than those living in urban areas (14 percent), and the poorest (20 percent) more than the richest (16 percent). This phenomenon also affects the country's regions differently. The lowest dropout rate for children ages 13–16 is observed in the capital Niamey (14 percent), while the highest rate is recorded in the Dosso region (25 percent). For children of upper secondary school age (17–19), boys (31 percent) are more likely to drop out than girls (24 percent), but rural children (26 percent) are less likely to drop out than urban children (31 percent). In contrast, economic status does not appear to influence school dropout among 17–19-year-olds. The prevalence of school dropout differs by region, with Maradi being the region with the lowest prevalence (20 percent) and Niamey (34 percent), Dosso (33 percent), and Tahoua (32 percent) being the regions with the highest prevalence.

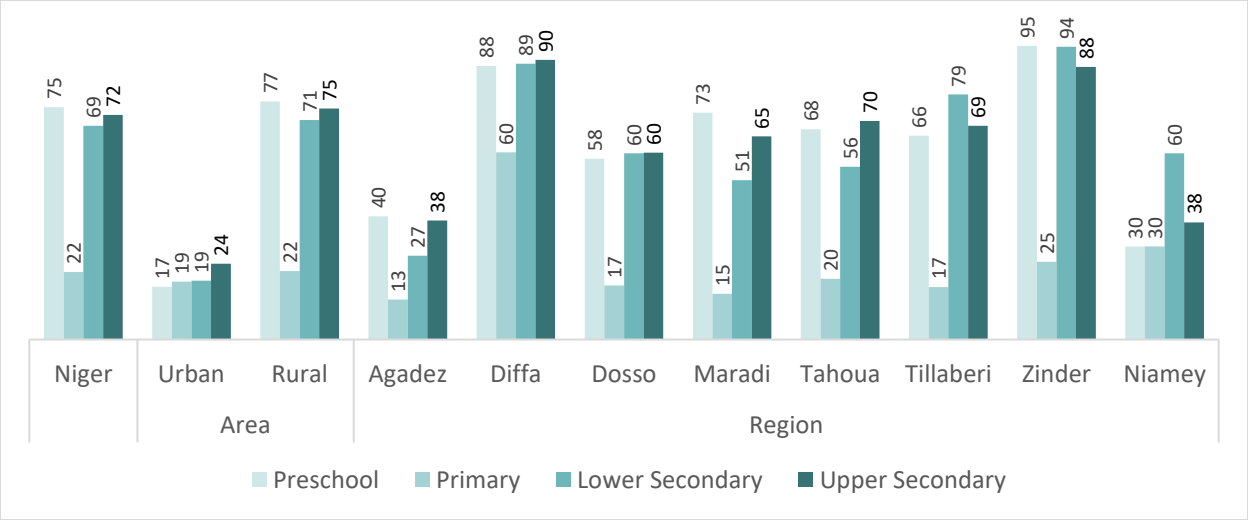
Figure 5.2. Percentage of School-Age Children Who Dropped Out by Socioeconomic Status



Source: World Bank estimates from Enquete harmonisee sur les conditions de vie des menages (EHCVM[OBJ] 2018 data.

5. **A second challenge observed in Niger's education sector relates to the large amount of time children spent traveling from their homes to educational facilities, with the exception of primary schools, thus increasing the risk of dropout.** With their main means of transportation, households take an average of 75 minutes, 69 minutes, and 72 minutes, respectively, to travel from their homes to a preschool, middle school, or high school (figure 5.3). The average travel time from home to elementary school is much lower (22 minutes). In addition, there are large geographic disparities in the time it takes households to access educational facilities. Schools are much farther from homes in rural areas than in urban areas. Regionally, access times to educational facilities are highest in Diffa and Zinder and lowest in Agadez. The construction of boarding schools for girls will help reduce this time.

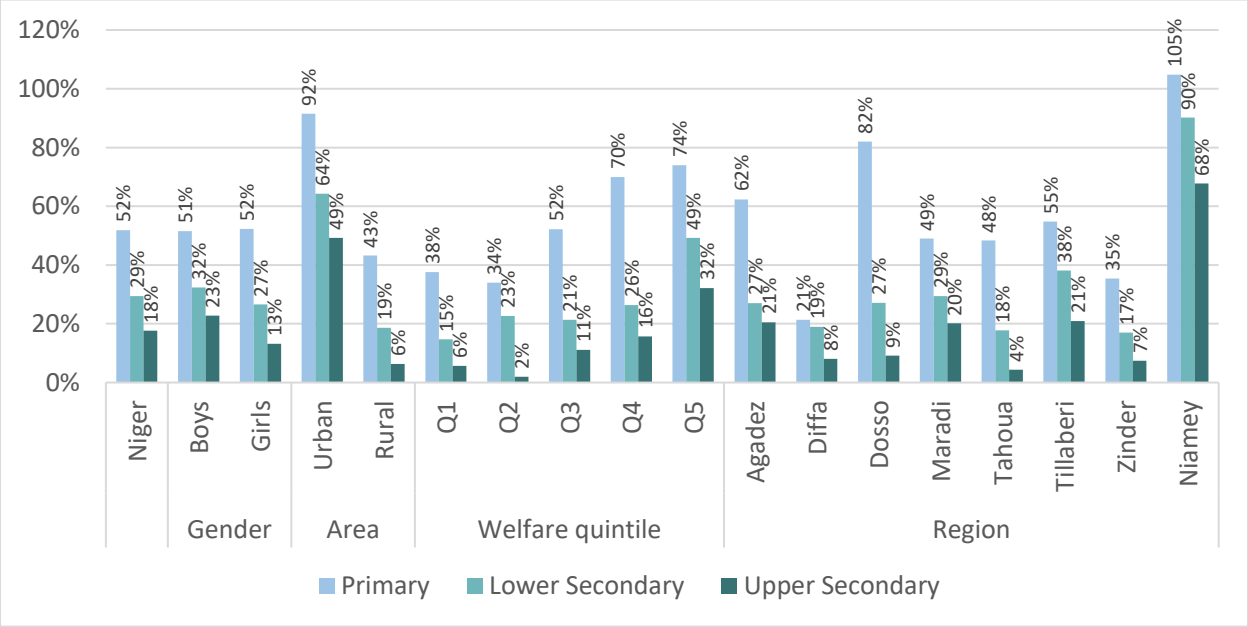
Figure 5.3. Average Time (in minutes) from Home to Educational Facility by Area and Region



Source: World Bank estimates from EHCVM 2018 data.
Note: Estimates for the Niamey region may be biased, as only five observations were used.

6. **In addition, completion rates for primary, lower secondary, and upper secondary education are low, with disparities related to gender, area, economic status, and region.** Figure 5.4 shows that in Niger, only one in two children who enter primary school make it to the final grade. The result is more alarming for secondary education, where only 29 percent of children complete the first cycle and 18 percent the second cycle. In addition, the figure shows that the Primary Completion Rate (PCR) is the same for girls and boys, but the lower secondary completion rate and the upper secondary completion rate are slightly higher for boys. There are much larger differences in these rates by area of residence, wealth quintile, and region. For example, for primary school, the completion rate is 92 percent in urban areas, while it is only 43 percent in rural areas. The PCR is 74 percent for the richest children and 38 percent for the poorest children. Regionally, the highest PCR is observed in the Niamey region (105 percent), while the lowest PCR is recorded in the Diffa region (21 percent).

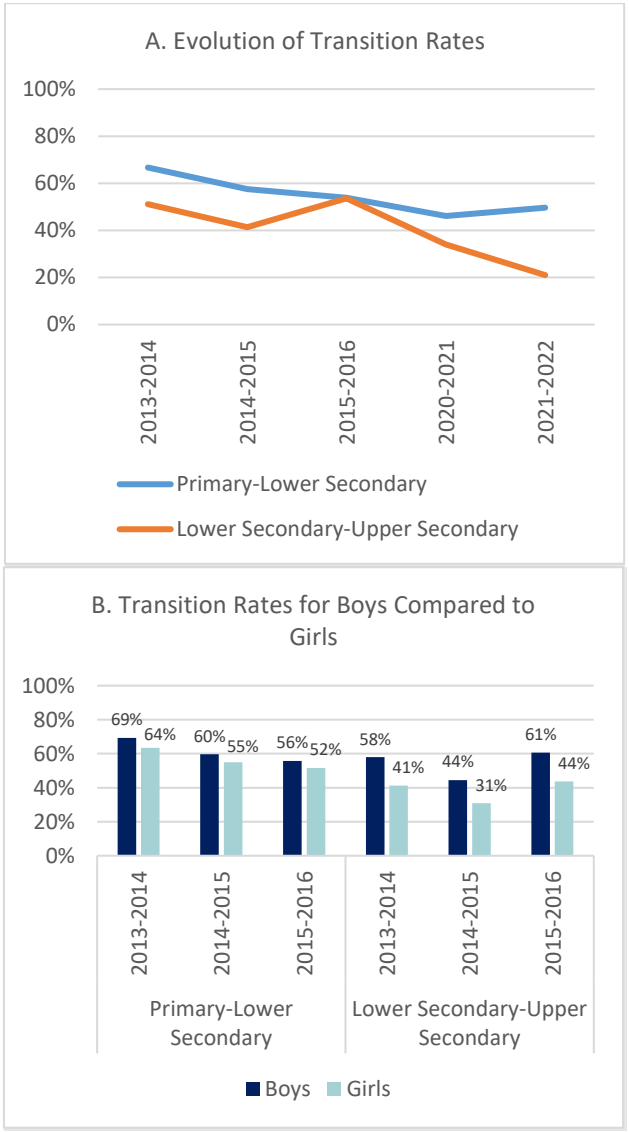
Figure 5.4. Primary, Lower Secondary, and Upper Secondary Completion Rates by Socioeconomic Status



Source: World Bank estimates from EHCVM 2018 data.

7. **The trend in transition rates from primary to lower secondary and from lower secondary to upper secondary has been downward since 2013–2014, and gender gaps persist over time.** In 2013–2014, two-thirds of Nigerien students enrolled in grade 5 the previous school year transitioned to grade 6. About a decade later, the transition rate from primary to lower secondary is only about 50 percent. The transition rate from lower secondary to upper secondary also declined by the same amount, from 51 percent in 2013–2014 to 21 percent in 2021–2022, a 30-point drop (figure 5.5, A). The transition rates between these different levels of education are higher for boys, and the gender gap, which is higher for the secondary levels, persists over time (figure 5.5, B).

Figure 5.5. Primary to Lower Secondary Transition Rate and Lower Secondary to Upper Secondary Transition Rate



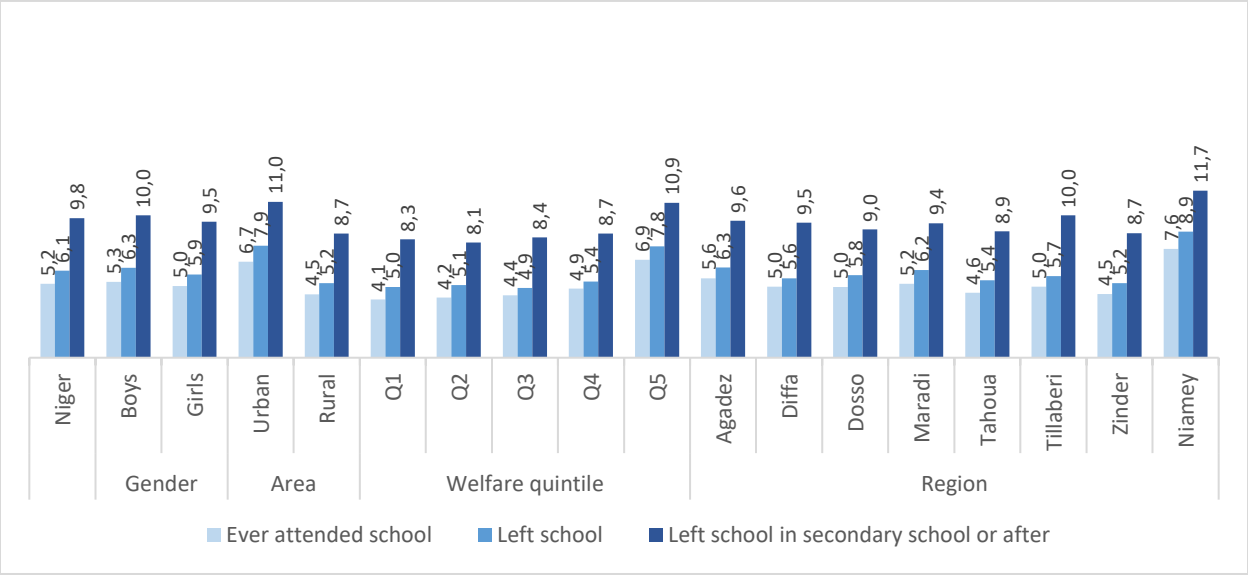
Source: Ministry of Secondary Education Statistical Yearbook 2015–2016 and Ministry of Education Statistical Yearbook 2021–2022.

8. **Furthermore, the proportion of girls ages between 6 and 12 years enrolled in school in 2018 is relatively low in the regions of Zinder (37 percent), Diffa (37 percent), and Tahoua (39 percent) compared to the regional capital of Niamey (89 percent).** In addition, the enrollment rate for girls' schooling is about 40 percent on average in rural areas, which is far below that in urban areas (82 percent).

9. **As a result, the number of years a Nigerien spends in school is relatively low, with disparities related to gender, place of residence, economic status, and region.** On average, a Nigerien student spent 5.2 years in school. Those who left school spent an average of 5.1 years in school before leaving school, and those who reached secondary school before leaving school had an average of 9.8 years of schooling. Girls spent

lesser time in school than boys, with a gap of 0.4 years between girls and boys who left school. Disparities related to place of residence, economic status, and region are much larger than those between boys and girls. For example, Nigerien school leavers living in urban areas studied for 7.9 years, while their rural peers spent only 5.2 years in school (figure 5.6).

Figure 5.6. Average Number of Years of Schooling by Socioeconomic Status



Source: World Bank estimates from EHCVM 2018 data.

10. **Child marriage is still prevalent in Niger, especially in rural areas, where more than 70 percent of women get married before the age of 18.** Early marriage is particularly common in the regions of Zinder (81 percent), Maradi (77 percent), and Diffa (75 percent), compared to the capital Niamey, where girls are less exposed to child marriage (34 percent). Early marriage before the age of 18 adversely affects schooling and child health outcomes, leads to higher fertility, and restricts women's empowerment.

11. **The massive school construction project will generate positive spillover effects in Niger's economic dynamism through substantial job creation at the national level.** The local firms in charge of the construction of infrastructures (4,250 classrooms and three boarding schools) will rely on the Nigerien labor market to hire workers. Thus, the creation of large-scale employment will increase household income and consumption and generate positive spillovers at the national level.

12. **In terms of the benefits of education, the Nigerien labor market clearly indicates that investment in education generates significant positive returns that increase with education level.** The coefficients estimated by the Mincer regression model (table 5.1) show that in Niger, an additional year of education generates a 12.5 percent increase in wages. The return to education, which is only 1.3 percent for those with primary education, rises to 20.4 percent for those with lower secondary education, 25.3 percent for those with upper secondary education, and 29.7 percent for those with higher education. Disaggregated by a few individual characteristics, including gender, area of residence, age group, industry, and sector of employment, return to education varies little by gender (11.5 percent for girls versus 12.4 percent for boys), area (9.1 percent in rural areas versus 10.9 percent in urban areas), employment sector (7.9 percent in the public sector versus 9.6 percent in the private sector), and age group (ranging from 12.9 percent

for 25–34-year-olds to 15.6 percent for 15–24-year-olds). However, it varies substantially by industry, ranging from 1.7 percent in agriculture to 11.1 percent in services.

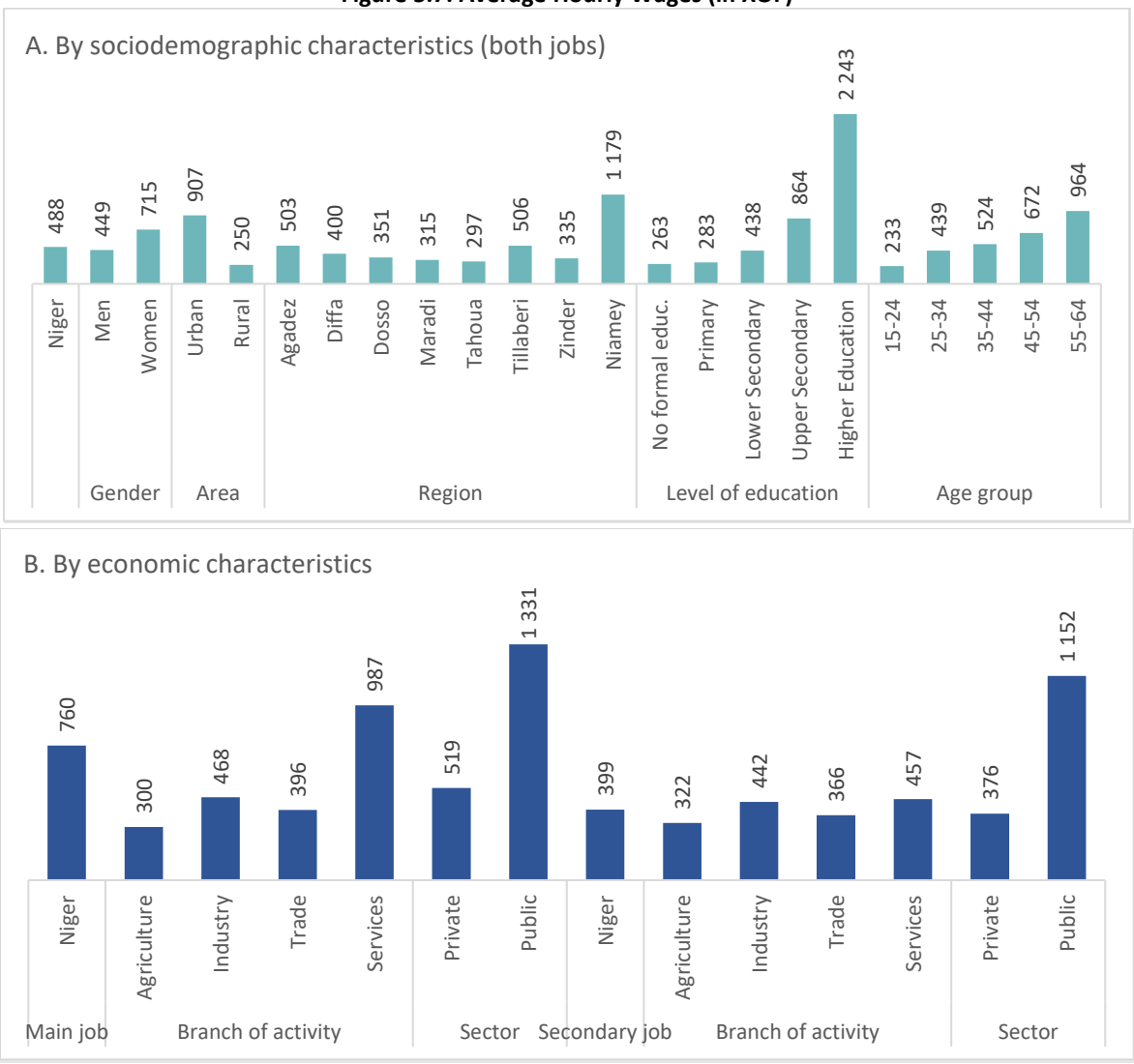
Table 5.1. Return to Education Rates by Gender and Selected Socioeconomic Characteristics

		Men		Women		Men and Women	
		Rate	Robust Standard Error	Rate	Robust Standard Error	Rate	Robust Standard Error
Area	Niger	0.124	0.006	0.115	0.015	0.125	0.006
	Urban	0.109	0.008	0.105	0.020	0.109	0.007
	Rural	0.090	0.011	0.079	0.032	0.091	0.010
Level of education	Primary	0.011	0.034	0.293	0.124	0.013	0.034
	Lower Secondary	0.178	0.056	-0.025	0.225	0.204	0.051
	Upper Secondary	0.379	0.185	0.077	0.118	0.253	0.119
	Higher Education	0.301	0.051	0.173	0.095	0.297	0.045
Age group	15–24	0.137	0.029	0.232	0.075	0.156	0.026
	25–34	0.128	0.027	0.097	0.034	0.129	0.022
	35–44	0.161	0.031	0.052	0.063	0.148	0.025
	45–54	0.143	0.032	0.182	0.046	0.150	0.028
	55–64	0.128	0.056	0.373	0.237	0.132	0.053
Branch of activity	Agriculture	–0.004	0.062	–0.053	0.077	0.017	0.056
	Industry	0.051	0.019	0.150	0.042	0.057	0.018
	Trade	0.023	0.032	–0.033	0.000	0.026	0.031
	Services	0.111	0.008	0.107	0.022	0.111	0.008
Sector	Private	0.086	0.010	0.145	0.021	0.096	0.010
	Public	0.100	0.016	0.064	0.026	0.079	0.016

Source: World Bank estimates from EHCVM 2018 data.
Note: For disaggregation by activity branch and sector of employment, only the main job is considered.

13. **The positive direct effects of education can be inferred from the high wage levels that are associated with high levels of education.** Wages increase exponentially with the level of education, ranging from XOF 263 per hour worked for those with no education to XOF 2,243 per hour worked for those with a post-secondary education. Wages are also high for women in urban areas, particularly in Niamey, in the public sector and in services (figure 5.7).

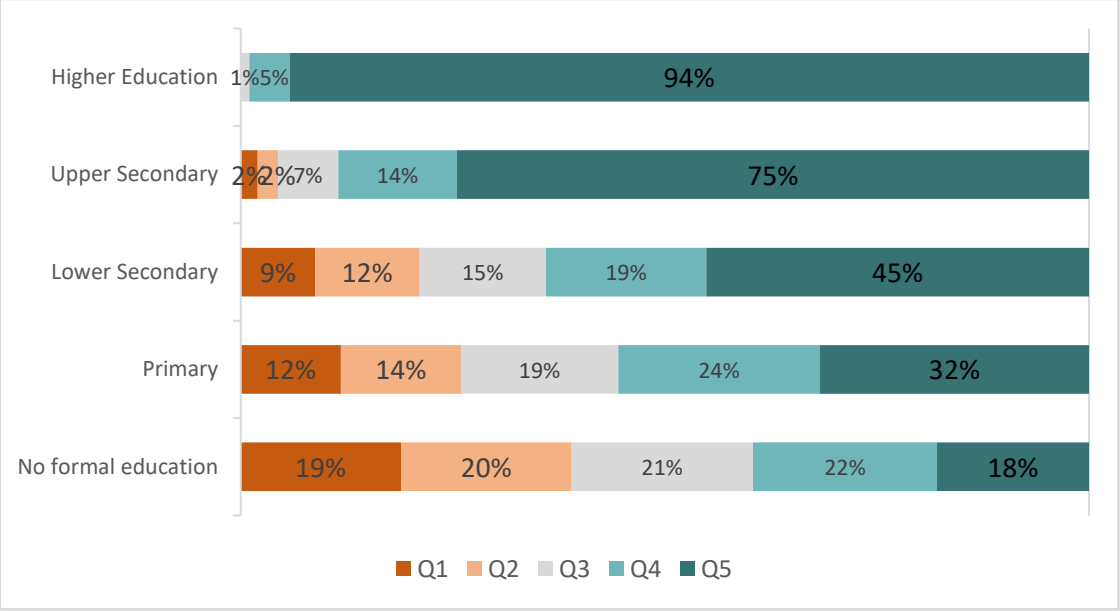
Figure 5.7. Average Hourly Wages (in XOF)



Source: World Bank estimates from EHCVM 2018 data.

14. **In addition, the best living conditions are associated with the highest levels of education.** Figure 5.8 shows that almost all (94 percent) of those with higher education belong to the fifth wealth quintile (wealthiest people) compared to only 18 percent of those without education who have this economic status.

Figure 5.8. Distribution of the Working-Age Population (15–64 years) by Education Level and Selected Economic Characteristics



Source: World Bank estimates from EHCVM 2018 data.

15. **Finally, education substantially increases the probability of having a salaried job, which is greater in the best paid industry (services).** Only 1 in 10 working-age Nigeriens has a chance of having a wage job. This probability is much lower for women (5.2 percent) compared to men (15.3 percent) and varies from 5.6 percent for those with no formal education to 89.0 percent for those with higher education. Moreover, the large gap of more than 50 percentage points in this probability between lower and upper secondary education clearly indicates that an investment in education in Niger should result in Nigerien children completing at least lower secondary education (table 5.2).

Table 5.2. Probability of Being Employed by Selected Socioeconomic Characteristics

		Men	Women	Men and Women
Area	Niger	0.153	0.052	0.109
	Urban	0.445	0.240	0.367
	Rural	0.089	0.021	0.058
Region	Agadez	0.254	0.093	0.194
	Diffa	0.140	0.058	0.114
	Dosso	0.133	0.043	0.088
	Maradi	0.130	0.040	0.087
	Tahoua	0.140	0.041	0.097
	Tillabéri	0.129	0.052	0.099
	Zinder	0.105	0.027	0.069
	Niamey	0.499	0.308	0.432
Level of education	No formal education	0.085	0.024	0.056
	Primary	0.189	0.074	0.155
	Lower secondary	0.317	0.173	0.276
	Upper secondary	0.828	0.733	0.792
	Higher education	0.905	0.830	0.890

		Men	Women	Men and Women
Age group	15–24	0.176	0.051	0.118
	25–34	0.173	0.061	0.117
	35–44	0.157	0.056	0.115
	45–54	0.142	0.045	0.102
	55–64	0.094	0.029	0.073
Branch of activity (main job)	Agriculture	0.089	0.022	0.059
	Industry	0.201	0.056	0.108
	Trade	0.203	0.071	0.156
	Services	0.380	0.299	0.357
Type of job (main job)	Employee	0.376	0.384	0.378
	Family worker	0.143	0.026	0.069
	Self-employed	0.109	0.036	0.077
Sector (main job)	Private	0.134	0.038	0.092
	Public	0.651	0.510	0.597

Source: World Bank estimates from EHCVM 2018 data.

B. Financial Analysis

16. **A full cost-benefit analysis was conducted to assess the financial viability of interventions under Component 6.** Approximately 87 percent of the AF budget will be directed to this component, with remaining funds dedicated to building capacity and awareness among communities on the importance of girls' education, which will essentially increase the project's capacity to achieve the intended impact. The analysis was made under conservative assumptions, as outlined in table 5.3. For instance, the estimation of beneficiaries of classroom and boarding school construction only consider the first cohort of beneficiaries while buildings will remain for a longer period, which will allow many more students to benefit in the future. Further, the estimated benefits of education are limited to pecuniary gains, while education has a wider range of returns that not only direct beneficiaries draw but also their families and the country overall. Value of life is also substantially underestimated and limited to average monetary earnings. The results are summarized in table 5.3.

Table 5.3. Key Data and Assumptions[65]

Variables	Value
Number of classrooms to be constructed	5,430
Number of boarding schools	3
Beneficiaries of classroom construction at the end of the project	314,773
Beneficiaries of boarding school construction at the end of the project	1,533
Value of life	US$133,380.00
Net return by year for an additional year of schooling for individuals with some lower secondary education	US$293.10
Net return by year for an additional year of schooling for girls with some secondary education	US$1,299.02
Discount rate	8 percent

17. **Table 5.4 presents the cost-benefit analysis results in the base scenario, which assumes that the rate of returns to education stands at 20.4 percent for individuals with a lower secondary education and 7.7**

[65] The assessment net year by year of additional education relied on estimations from the EHCVM survey data (2018).

percent for women with upper secondary education as estimated from the EHCVM[66] survey data (2018). The main part of the benefits of Component 6 encompasses the additional earnings that beneficiaries are expected to earn due to lower disruption to their schooling and the extended duration of education for beneficiaries of boarding schools. Both the IRR and the NPV of costs and benefits of the related interventions of the AF project show that the proposed project is economically viable. Over a 25-year horizon, the estimated present value of benefits stands at US$225.0 million, while the present value of costs is estimated at US$158.7 million. The corresponding NPV of the AF project is US$65.4 million. The IRR associated with this NPV is 12.9 percent. Although the overall potential gain of the proposed project is underestimated because some benefits cannot be fully quantifiable, the present value of quantified benefits is larger than the present value of costs, thereby confirming the economic soundness and financial rationale for the interventions supported under the proposed project.

Table 5.4. IRR and NPV for the Base Scenario

Variables	Value
	Over 25 years
IRR (percent)	12.9
Discounted cost (present value of costs)	US$158.7 million
Present value of incremental benefits	US$225.0 million
NPV	US$65.4 million
Benefit/cost ratio	1.42

Source: World Bank estimations based on EHCVM 2018, disbursement estimates, and construction schedule.

Sensitivity Analysis

18. **Table 5.5 presents the results for a pessimistic scenario,** which assumes a 20 percent decrease in the rate of return to education, thus assuming a value of 15.3 percent for individuals with a lower secondary education (instead of 20.4 percent) and 5.1 percent for women with upper secondary education (instead of 7.7 percent). This scenario accounts for potential overestimation based on survey data, or potential shifts in the Nigerien labor market which, similar to more advanced economies, may involve a decrease in the demand for longer education and an increase in the value of experience. Over a 25-year horizon, the NPV of interventions related to Component 6 is estimated at US$58.4 million. The IRR associated with this NPV is 12.3 percent, and the associated benefit/cost ratio is 1.37. Extending the benefits life-span to 50 years implies a higher IRR of 13.7 percent and a higher benefit/cost ratio of 1.77. Thus, even if benefits were overstated under the baseline scenario, the net returns from interventions to be funded under the AF remain positive.

Table 5.5. IRR and NPV for the Pessimistic Scenario

	Over 25 Years	Over 50 Years
IRR (percent)	12.3	13.7

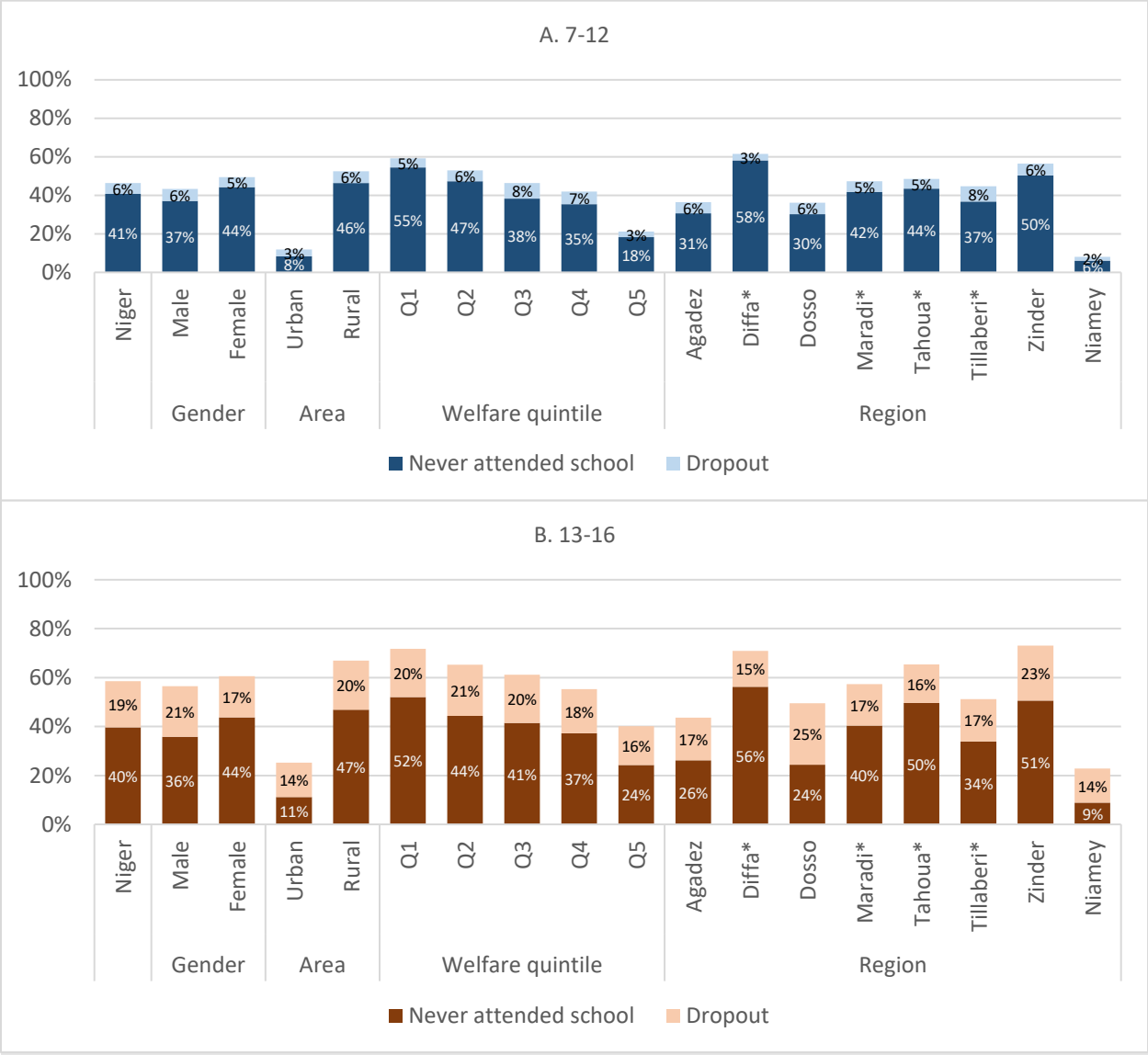
66 Enquête Harmonisée sur le Conditions de Vie des Ménages (EHCVM)

Discounted cost (present value of costs)	US$158.7 million	US$160.3 million
Present value of incremental benefits	US$217.1 million	US$283.2 million
NPV	US$58.4 million	US$122.8 million
Benefit/cost ratio	1.37	1.77

Source: World Bank estimations based on EHCVM 2018, disbursement estimates, and construction schedule.

19. **In light of the proposed project's positive forecasted impacts, this investment is both warranted and needed in Niger.** The proposed project is likely to lower threats to life and health of beneficiaries while also simultaneously reducing constraints to education continuity and improving access and quality of basic education in the country. Thus, better labor market prospects are anticipated for targeted beneficiaries, along with other non-monetized benefits. With safer and more resilient schools, more students are expected to successfully complete primary school and progress toward higher level of education, thus increasing human capital formation in Niger. The country's most vulnerable populations—women, rural residents, and people below the poverty line—are expected to benefit substantially from the proposed project, as it is likely to bridge the current gap in their employment and earnings outcomes. Additional intangible benefits are also anticipated. Therefore, the IRR, benefit/cost ratio, and net gains presented above are lower bound (that is, conservative) estimates, as benefits from education quality are based only on quantifiable labor market returns and education costs and do not include the valuation of positive externalities and intangible benefits described above.

ANNEX 6: PERCENTAGE OF OUT-OF-SCHOOL CHILDREN (BY GENDER, AREA, ECONOMIC STATUS, AND REGION)



Source: World Bank calculations from EHCVM 2018 data.
Note: *Regions with large refugee populations.

ANNEX 7: PROJECT'S NEW ORGANIZATION CHART