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EMERGENCY PROJECT PAPER

ON A

PROPOSED GLOBAL PARTNERSHIP FOR EDUCATION FUND GRANT

IN THE AMOUNT OF US\$41.4 MILLION

TO THE

REPUBLIC OF COTE D'IVOIRE

FOR

AN

EMERGENCY BASIC EDUCATION SUPPORT PROJECT

April 2, 2012

CURRENCY EQUIVALENTS

(Exchange Rate Effective February 27, 2012)

Currency Unit = Francs CFA (FCFA)
FCFA 489.02 = US\$1

FISCAL YEAR

January 1 – December 31

ABBREVIATIONS AND ACRONYMS

AFD	French Development Agency (<i>Agence Française de Développement</i>)
AfDB	African Development Bank
AFS	Annual Financial Statements
ARAPs	Abbreviated Resettlement Action Plans
BCEAO	Central Bank for West African States (<i>Banque Centrale des Etats de l'Afrique de l'Ouest</i>)
CAFOP	Teacher Training Institutes (<i>Centres d'Animation et Formation Pédagogique</i>)
CDD	Community-Driven Development
CICSEF	Interministerial Body for Coordination of the Education and Training Sectors (<i>Comité Interministériel de Coordination du Secteur de l'Education et de la Formation</i>)
CNW	Center, North West territory of Côte d'Ivoire
COGES	School Management Committee (<i>Comité de Gestion Scolaire</i>)
CPS	Country Partnership Strategy
CQS	Consultant's Qualification Selection
CSR	Country Education Status Report
DAF	Financial Affairs Directorate (<i>Direction des Affaires Financières</i>)
DDP	Department of Public Debt (<i>Direction de la Dette Publique</i>)
DPES	Directorate for Planning, Evaluation and Statistics (<i>Direction de la Planification, de l'Evaluation et des Statistiques</i>)
DREN	Regional Directorate for National Education (<i>Direction Régionale de l'Education Nationale</i>)
EC	European Commission
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ERL	Emergency Recovery Loan
ESIAs	Environmental and Social Impact Assessments
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESP	Education Sector Plan
ESSAF	Environmental and Social Screening and Assessment Framework
FCFA	Francs CFA
FM	Financial Management

GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GIZ	German Agency for International Cooperation
GPE	Global Partnership for Education
GPEF	Global Partnership for Education Fund
GSE	Education Sector Group (<i>Groupe Sectoriel de l'Education</i>)
HIPC	Heavily Indebted Poor Countries
IC	Individual Consultants
ICB	International Competitive Bidding
ICR	Implementation Completion and Results report
IDA	International Development Agency
IDB	Islamic Development Bank
IEC	Information and Education Campaigns
IFC	International Finance Corporation
IFPRI	International Food Policy Research Institute
IFR	Interim Financial Reports
IMF	International Monetary Fund
IPR	Independent Procurement Review
ISR	Implementation Status and Results report
LCS	Least Cost Selection
MDG	Millennium Development Goals
MDRI	Multilateral Debt Relief Initiative
MEF	Ministry of Economy and Finance
MEN	Ministry of National Education (<i>Ministère de l'Education Nationale</i>)
MTEF	Medium-Term Expenditure Framework
M&E	Monitoring and Evaluation
NCB	National Competitive Bidding
NESIS	National Education Statistical Information System
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
ONUCI	United Nations Mission to Côte d'Ivoire
OPA	Ouagadougou Peace Accord
ORAF	Operational Risk Assessment Framework
PAP	Project Affected People
PAMT	Medium-Term Action Plan (<i>Plan d'Action au Moyen Terme</i>)
PASEC	Program on the Analysis of Education Systems (<i>Programme d'Analyse des Systèmes Educatifs</i>)
PASEF	Education & Training Support Project (<i>Projet d'Appui au Secteur Education et Formation</i>)
PDO	Project Development Objective
PEMFA	Public Expenditure Management and Financial Accountability
PIU	Project Implementation Unit
PPR	Post Procurement Reviews
PRS	Poverty Reduction Strategy
QCBS	Quality and Cost Based Selection
RAP	Resettlement Action Plans

RFP	Request for Proposals
RPF	Resettlement Policy Framework
SD-EAS	Sub-Directorate for the Evaluation of School Acquisitions (<i>Sous-direction de l'Evaluation des Acquis Scolaires</i>)
SMEs	Small and Medium Enterprises
SOE	Statement of Expenditures
SSS	Single Source Selection
STF	Sector Task Force
SYSCOHADA	West Africa Francophone Country Accounting System (<i>Système Comptable OHADA</i>)
TFP	Technical and Financial Partners
TOR	Terms of Reference
TTL	Task Team Leader
TVET	Technical & Vocational Educational Training
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations International Children's Emergency Fund
WAEMU	West African Economic and Monetary Union
WFP	World Food Program
WHO	World Health Organization

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REPUBLIC OF COTE D’IVOIRE
EMERGENCY BASIC EDUCATION SUPPORT PROJECT

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REPUBLIC OF COTE D'IVOIRE
EMERGENCY BASIC EDUCATION SUPPORT PROJECT
EMERGENCY PROJECT PAPER
AFRICA REGION

Basic Information						
Country Director: Madani M. Tall Sector Manager/Director: Peter N. Materu / Ritva S. Reinikka Team Leader: Hamoud A. Wedoud Kamil Project ID: P119328 Expected Effectiveness Date: June 30, 2012 Lending Instrument: Emergency Recovery Grant	Sectors: Primary Education (80%); Secondary Education (10%); General Education Sector (10%) Themes: Education for All (70%); Nutrition and Food Security (10%); Gender (10%); Conflict prevention and post-conflict reconstruction (10%) Environmental category: B, Partial Assessment Expected Closing Date: September 30, 2015					
Project Financing Data						
<input type="checkbox"/> Loan <input type="checkbox"/> Credit <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Guarantee <input type="checkbox"/> Other: Proposed terms:						
Financing Plan (US\$m)						
Source	Total Amount (US\$41.4 million)					
Total Project Cost: Cofinancing: Borrower: Total Bank Financing: - Global Partnership for Education Fund (GPEF)	US\$41.4 million					
Client Information						
Recipient: Republic of Côte d'Ivoire Responsible Agency: Ministry of National Education (MEN) Contact Person: Mr. Assoumou Kabran, Director of Cabinet Telephone No.: (+225) 20 22 44 17 Fax No.: Email:						
Estimated disbursements (Bank FY/US\$m)						
FY	FY13	FY14	FY15	FY16		
Annual	12.70	17.10	10.90	0.7		
Cumulative	12.70	29.80	40.70	41.4		
Project Development Objective and Description						
The objectives of the Project are: (i) restoring and increasing access to basic education; (ii) rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.						

The project is comprised of the following three components:

Component 1: Restoring and increasing access to basic education services includes: (a) the carrying out of a primary school construction and rehabilitation program consisting of: (i) construction and equipment of new classrooms, using participatory, community-based approaches, or private contractors, as appropriate; (ii) rehabilitation and replacement of existing classrooms and other related school infrastructure, as well as installation of latrines and water points; (iii) provision and replacement of student desks in existing schools; (b) carrying out of a program to promote access to lower secondary school; and (c) introduction of incentive schemes to promote girls' education.

Component 2: Rehabilitating and improving the quality of teaching and learning would support the carrying out of a program: (a) to improve the quality of teaching and learning processes and outputs in primary education, consisting of: (i) pre-service teacher training through the rehabilitation and equipment of existing *CAFOPs*, the construction of two new *CAFOPs* and strengthening linkages between teacher training institutes and primary schools; (ii) a program of in-service teacher training designed to upgrade teaching skills of teachers already in the education system; and (iii) a program of training for the improvement of the assessment system for student learning; (b) to improve the availability of pedagogical inputs in primary and lower secondary education; and (c) to promote school health and nutrition.

Component 3: Restoring and strengthening institutional capacity to deliver quality basic education supports the carrying out of a program of activities to restore and strengthen the administrative, technical, pedagogical and monitoring capacity of the education system, through: (i) reinforcement of the capacity of key central-level departments involved in the planning and monitoring of the Education Sector Plan (ESP), and clarification of roles and responsibilities at national, central and school levels; (ii) re-establishment of capacity at the regional level to manage responsibilities devolved to the regions, through clarification of the respective mandates of central and regional levels; and (iii) at the local level, clarification and strengthening of the roles and responsibilities of school-based management committees (*Comités de Gestion des Etablissements Scolaires - COGES*).

Safeguard and Exception to Policies	
Safeguard policies triggered:	
Environmental Assessment (OP/BP 4.01)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Natural Habitats (OP/BP 4.04)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Forests (OP/BP 4.36)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Pest Management (OP 4.09)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Physical Cultural Resources (OP/BP 4.11)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indigenous Peoples (OP/BP 4.10)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Involuntary Resettlement (OP/BP 4.12)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Safety of Dams (OP/BP 4.37)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Projects on International Waterways (OP/BP 7.50)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Projects in Disputed Areas (OP/BP 7.60)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the project require any exceptions from Bank policies?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have these been approved by Bank management?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Conditions and Legal Covenants:		
Financing Agreement Reference	Description of Condition/Covenant	Date Due
Article V, 5.01 (a)	The execution and delivery of this Agreement on behalf of the Recipient have been duly authorized by all necessary governmental action.	Effectiveness
Article V, 5.01 (b)	The Project Implementation Manual has been duly approved by the World Bank and adopted by the Recipient.	Effectiveness
Article V, 5.01 (c)	The Project Implementation Unit has been duly established and the key staff referred to in Section I.A.2 (b) of Schedule 2 duly recruited.	Effectiveness
Article V, 5.01 (d)	A computerized and integrated financial and accounting management system satisfactory to the World Bank has been duly installed within the Project Implementation Unit.	Effectiveness
Schedule 2, Sect. I, F(a)	Prepare and furnish to the World Bank, for review and comments, a draft policy governing its school feeding program.	No later than three months after effectiveness date
<p>Other conditions:</p> <p>Retroactive financing:</p> <p>Withdrawals up to an aggregate amount not to exceed US\$400,000 equivalent may be made for payments made on or after January 2, 2012 but before the Grant Agreement date to cover eligible expenditures under Category 3 of the Grant Agreement.</p>		

A. Introduction

1. **This Emergency Project Paper proposes a Global Partnership for Education Fund (GPEF) Emergency Recovery Grant to the Republic of Côte d’Ivoire in the amount of US\$41.4 million for an Emergency Basic Education Support Project.** The Bank applies its policy on rapid response to crises and emergencies based on four guiding principles: (i) to address major adverse economic and/or social impacts resulting from an actual or imminent natural or man-made crisis or disaster; (ii) ensures continued focus of the Bank’s direct assistance on its core development and economic competencies and always in line with its mandate; (iii) designs and implements its response in close coordination and establishment of appropriate partnership arrangements with other development partners, including the United Nations (UN); and (iv) ensures appropriate oversight arrangements, including corporate governance and fiduciary oversight, to ensure appropriate scope, design, speed, and monitoring and supervision of its emergency operations. In line with these principles, the project addresses the following objectives associated with a Bank Rapid Response: (i) rebuilding and restoring physical assets; (ii) establishing and/or preserving human, institutional, and/or social capital, including economic reintegration of vulnerable groups; and (iii) facilitating peace building.

2. **The proposed project would support the Government of Côte d’Ivoire in addressing the degradation of the education system in the aftermath of a ten-year political conflict which further degenerated into a five-month violent conflict following the November 2010 elections.** Hostilities ended on April 11, 2011 in Abidjan. During the conflict, an estimated 3,000 people died, over 100,000 fled the country, and approximately one million were internally displaced (of which about half remained internally displaced as of June, 2011), especially in the West and North-West of the country. The conflict brought the economy to a standstill, severely affected basic social service delivery and further damaged the country’s social fabric. Schools were closed and schooling disrupted in the North, and North West, and in Abidjan for several months. The proposed project would respond to the emergency situation by providing, under OP/BP 8.00, funds to address the most critical needs facing the basic education sub-sector. The project is consistent with the recommendations of the 2011 World Development Report¹ which emphasizes the key roles that re-establishing social services for communities and addressing social exclusion can play in restoring confidence in post-conflict situations. This would also include financing of institutional and technical activities to help restore government capacity in education sector management at the national, regional and local levels, which had been seriously weakened during the crisis; and introduce measures to promote girls’ education and community participation in schools in areas most affected by the conflict. This would complement initiatives to foster state/society compact in the Fourth Economic Governance and Recovery Grant financed by the Bank.

3. **The proposed project will be financed by a grant from the GPEF set up by the Global Partnership for Education (GPE).** Apart from IDA, the key partners active in the education sector in Côte d’Ivoire are UNICEF, the European Commission (EC), the French Development Agency (AFD), and the Islamic Development Bank (IDB). However, most of the assistance of the last three agencies is focused on the formal vocational and training sector. The GPEF would therefore play an important part in complementing other partnership assistance by supporting the

¹ World Bank, 2011, “World Development Report 2011: Conflict, Security and Development”, World Bank, Washington, D.C.

Government's efforts to rebuild and develop basic education (primary and lower secondary education). The institutional structures for government, donor and NGO coordination in the education sector are well established, organized in the Education Sector Group led by UNICEF, including the Education Cluster, to harmonize interventions. Apart from the Education Sector Group, the task team has been coordinating closely with the Government's Sector Task Force (STF) responsible for coordinating education sector policies with the relevant ministerial departments and technical and financial partners.

B. Emergency Challenge: Country Context, Recovery Strategy and Rationale for Proposed Bank Emergency Project.

Country Context

4. **Côte d'Ivoire has an estimated population of about 21 million in 2011, half of which is concentrated in the urban centers of Abidjan and Bouaké,** and about 50 percent of its inhabitants are younger than 15 years old. Since the late 1990s, Côte d'Ivoire has undergone a period of severe political crisis, which in part has been rooted on issues of national identity and exclusion, and which have sharply divided national political leaders for the past two decades. In September 2002, a troop mutiny voicing the discontent of northern region escalated into a full-scale rebellion. The Linas-Marcoussis Peace Agreement brokered by the French in January 2003 created the framework for resolution of some key issues. UN peacekeeping forces (ONUCI) and French forces (Licorne) created a buffer zone between the two areas in conflict, i.e. the Center North West (CNW) and the South. From 2003 to 2007, mediation efforts failed to help the country make sufficient progress toward national elections. A peace agreement was brokered in 2007 with the support of the UN, the Ouagadougou Peace Accord (OPA), mapping the way for national elections.

5. **Under the OPA, the transitional coalition government committed to demobilize, disarm, and reintegrate former combatants; hold presidential elections that would be free, fair and secure; unify the armed forces into one national military force and redeploy the public administration in the rebel controlled areas.** The OPA and the establishment of a coalition transition government paved the way for the World Bank and IMF to reengage with Côte d'Ivoire in FY08. Côte d'Ivoire reached the Heavily Indebted Poor Countries (HIPC) Decision Point in March 2009 and received modest interim debt relief while beginning to implement its 2009-2015 Poverty Reduction Strategy (PRS), along with other reforms that allowed it to reach the HIPC Completion Point. The country had already received 55 percent of estimated HIPC debt relief, largely as part of concessional arrears clearance by the World Bank in 2008 and the African Development Bank (AfDB) in 2009. Total Multilateral Debt Relief Initiative (MDRI) at Completion Point was estimated to be about US\$2 billion in nominal terms.

6. **Political instability has had a dramatic negative effect on economic growth, macroeconomic stability, poverty reduction and social outcomes.** Economic recovery followed on the heels of political progress and increased stability. As the political situation began to improve in 2007, the economy registered a modest recovery and grew by 2.3 percent in 2008, 3.7 percent in 2009 and 3.8 percent in 2010. Total public and private sector investment has averaged 10 percent of the Gross Domestic Product (GDP) over the past 10 years - half that of the sub-region. There is significant inequality in the country, and the population living below the

poverty line increased dramatically over the last 20 years² from around 14 percent in 1985, to 38 percent in 2002, and to 43 percent in 2008. While average per capita income is still among the highest in West Africa, it is unevenly distributed, with a Gini coefficient of 0.5 in 2008. Poverty increased most dramatically in rural areas and in the North, reaching over 60 percent, and is much lower in the south, around 21 percent. The interaction of high poverty and inequality provide a fertile ground for social exclusion, intense group rivalry, mass group mobilization and conflict. Thus, implementing tangible social improvements for communities fast through basic education service delivery and addressing inequities in access are a priority for the government.

7. **The post-electoral crisis took a heavy toll on the economy.** While little reliable data is available, it is likely that GDP declined by roughly 15 to 20 percent in the first four months of 2011 due to the crisis. Following the crisis, real GDP growth projections for 2010 were lowered from 3.0 to 2.5 percent and preliminary estimates for 2011 show a contraction of -6.3 percent. It is estimated³ that in 2011, poverty may have risen by 3 to 5 percentage points. The 2011 post-electoral conflict has limited the near-term potential of a broad-based Ivorian recovery, which could have resulted in 5-6 percent growth in 2012-13.

8. **In spite of the socio-political fragility, Côte d'Ivoire is the second largest economy in the West African Economic and Monetary Union (WAEMU), accounting for 40 percent of its Gross Domestic Product (GDP).**⁴ Côte d'Ivoire has an important economic influence over the rest of the region, given the size of its economy, its relatively high income per capita (US\$1,050 in 2010)⁵, and its critical role in transit trade for landlocked neighboring countries. The country is the largest exporter of cocoa and raw cashew nuts in the world, the largest African exporter of rubber and palm oil, and the third largest exporter of non-oil products in sub-Saharan Africa⁶. It has a relatively diversified agricultural economy (contributing to approximately 24 percent of GDP), significant manufacturing (16 percent of GDP) and services sectors (53 percent of GDP) and oil, gas and energy (7 percent of GDP). Short to medium-term growth prospects are very good, provided there is a steady post-conflict recovery⁷.

9. **The conflict affected most parts of the country, but in different ways and at different time periods, so the emergency and reconstruction efforts will be designed to address the nature of the impact in the areas affected by the ten-year division of the country as well as those impacted by the post-election conflict.** During the ten-year period, the CNW were largely cut off from the central administration and this resulted in a dislocation of service provision and weakening of administrative capacity. The recent crisis, however, differs somewhat from the conflict experienced over the past decade, especially in the South. The government realized that the 2011 crisis also had both direct and indirect effects on the

² Of US\$1.40/day in 2008 prices and exchange rate; or in FCFA75,000 in 1985 prices. All poverty data is from World Bank, 2010, Côte d'Ivoire – Shocks, Inequality and Poverty: A Poverty Assessment, Report No. 55396-CI, June 28, 2010, World Bank, Washington

³ Analysis of poverty trends between 2002 and 2008 suggest that a one percent change in growth leads to a two percent change in poverty. Thus a drop of GDP by 6 percent would lead to a 12 percent increase in poverty above the baseline of 43 percent (or 5.2 percentage points). Considering only the displacement of one million persons, and assuming only half of them are new poor, the poverty rate would increase by some two percentage points.

⁴ All data is the most recent data available.

⁵ As per the Bank's Atlas method.

⁶ After South Africa and Nigeria.

⁷ For 2012 and 2013 the IMF projects 4.6 and 5.0 percent real GDP growth respectively.

population and that response activities therefore have had to be tailored accordingly. For instance, some areas experienced the direct impact of the crisis due to the armed conflict unfolding in those zones (South and West). Other areas experienced the indirect impact through the movement of populations to avoid areas of fighting in or near their vicinity, i.e. people moving from the South and South-West to the northern regions. Therefore, this last unrest prompted the government to avoid identifying specific intervention areas simply based on the crisis and armed conflict but to focus on priority areas. This will be especially pertinent in the case of school construction where school mapping (*cartes scolaires*) as well as other tools/criteria would be discussed in the context of the government's reconciliation program and agreed with the Technical and Financial Partners (TFP) to ensure that most needy (and thus also vulnerable) areas receive support based on the impact of the crisis and conflict in the respective areas.

Basic Education Sector Context

10. The performance of Côte d'Ivoire's education system has suffered greatly over the past decade, especially in the former conflict zones of the North and North-West where enrollment rates, completion rates and gender parity indices have deteriorated. 84 percent of school age children in the South have access to primary education, compared to only 35 percent and 41 percent in the North and North West. The overall Gross Enrollment Rate has stagnated over the past decade and is estimated to be 75 percent. Primary completion rates have declined: only 46 percent of children complete primary school (52 percent of boys and 39 percent of girls), making Côte d'Ivoire one of the weakest performers in Africa. Low enrollment and completion rates; and a low gender parity index are in large part due to the prolonged crisis. The peace dividend is expected to lead to a rapid increase in demand for schooling in all regions, especially with the return of internally displaced people, as well as refugees who temporarily fled to neighboring countries.

11. The prolonged crisis explains the stagnation in the Gross Enrollment Rate (GER) and decline in completion rate and had a negative impact on both, the demand and the supply of education. Demand for education fell as household incomes dropped due to disruptions in economic activity. As incomes fell the opportunity costs of education also increased as child labor was needed in the home to help sustain incomes through increased participation in agriculture and commercial activities. Studies on Côte d'Ivoire estimate that a 10 percent fall in household income led to a 3.2 percent decrease in school enrolment and a 5.1 percent increase in child labor. This situation was aggravated by the declining quality of schools which acted as a disincentive for parents to enroll and keep their children in school. The low quality of schools gave little confidence that their children would complete primary school and qualify for entry to secondary school. Secondary school entry was becoming even more difficult due to under investment in the system and the schools that existed were located long distances from many homes in rural areas.

12. On the supply side, investments in new primary school classrooms fell and maintenance was neglected due to fiscal constraints, especially in the most seriously affected areas. The capacity to construct, repair and maintain schools also eroded as the performance of the construction industry deteriorated during the crisis. The option of using

communities to compensate for this erosion in the construction industry was limited due to dislocation of some communities in an insecure environment. As a result, school places were becoming increasingly limited, not only because of a lack of investment in new schools, but also because the utility of existing classrooms was reduced as they fell into disrepair. These demand and supply side factors help explain the high drop-out rates and the increasing number of illiterate young children. However, over the last three years, communities have constructed 3,800 classrooms using a community-based approach, while the government has not built any schools, thus forcing communities to mobilize their own resources to meet education infrastructure and teacher needs.

13. These deficiencies in access to schools affected girls and rural communities more than urban areas due to a number of reasons. Rural families had little to turn to once economic activity in their communities was disrupted. Girls' participation was more affected as the opportunity cost of girls' labor in the home was higher than for boys. Historically, girls in rural areas are more likely to be employed in house work, farming and commerce than boys. In addition, schools located far from homes were a more serious disincentive for girls for whom it was unsafe to travel long distances in an insecure environment. These factors are in addition to other institutional and cultural barriers to girls' participation in the system.

14. In addition to the immediate emergency needs following the recent conflict, Côte d'Ivoire faces some serious challenges in the development of its education system, brought on by the decade of long crisis and instability, but also lack of system reform, partly linked to political instability. The latest Program on the Analysis of Education Systems (*Programme d'Analyse des Systèmes Educatifs- PASEC*) student assessment study shows that the quality of primary education has declined dramatically since the last assessment in 2002. For example, only 10 percent of children in grade 5 attained the minimum standards in French and Mathematics. This decline can be attributed to: (i) low quality of the teaching corps and inadequate understanding of the factors underlying low quality; (ii) inadequate supply of pedagogical materials; and (iii) low nutrition and health status of students.

15. Teacher quality is low, partly because of an erosion of the pre-service teacher training capacity. The number of teachers produced by the teacher training institutes (*Centres d'Aptitude de Formation Professionnelle, CAFOPs*) does not cover the demand for teachers. To compensate for this, the training period was reduced and the majority of new teachers recruited during the conflict period received much shorter pre-service training. The quality of the training was also inadequate as teachers had little opportunity to gain teaching practice in schools. Many of the teachers recruited during the crisis period were untrained and unqualified, and recruited by communities to fill the teacher gap in underserved areas. However, there was little in-service training to upgrade the skills of these teachers. There is therefore still a need to provide good-quality in-service training as many of these teachers are still in the teaching force. In addition, teacher supervision and support by school inspectors and regional directorates was inadequate and could not be used to support teachers to compensate for their weak skills.

16. This weak system of teacher supervision, support and accountability as well as infrequent standardized student learning assessments also denied the system the possibility to properly monitor the pedagogical processes to identify and adequately address student

learning weaknesses at the school, regional and national levels. Identifying learning weaknesses in the different parts of the country is critically important given the adverse and diverse effects of the crisis and in the conflict in the affected zones to ensure that these are addressed to promote equitable access and student achievement as part of the process of promoting national cohesion. There is therefore a need to reinforce both of these interventions quickly to assess the extent to which education quality has dropped as well as to establish benchmarks to guide further development of the system.

17. The supply of textbooks and teaching materials was adversely affected during the crisis period, leading to severe shortages in schools. Some supplies are being provided under the IDA financed Education & Training Support Project (*Projet d'Appui au Secteur Education et Formation - PASEF*) project, but there is still a need to reprint textbooks and to provide supplementary reading material. The textbook distribution system also needs to be improved, i.e. distribution should be localized through the private sector and possibly the School Management Committee (*Comité de Gestion Scolaire - COGES*) once they have completed their agreed-upon administrative and institutional changes). Localizing procurement and distribution of textbooks would ensure a better match between school textbooks needs and supply because of proximity, and would also help reduce costs of provision of these materials.

18. Learning during the crisis period was also affected by a deterioration of the nutritional and health status of students. Food supplies were low in most areas and the diet of many people was inadequate because of lack of several essential food groups and nutrients. About 1,900 school canteens were closed during the recent crisis, because of lack of food supplies, damage to storage facilities and food theft. In addition, the hygienic conditions in many communities suffered, as clean water became scarce and public health facilities disappeared. For example, cholera, which had been eradicated in the country, reappeared in July 2011. Food shortages and unhygienic conditions led to increased malnutrition and diseases among many students. These students in turn could either not attend school; and for those who did, they could not benefit fully because of their poor nutrition and health status. The *PASEC* study showed that malnutrition and poor health were factors that constrained student achievement.

19. The education system suffers from substantial inefficiencies and administrative and pedagogical management weaknesses. The Country Education Status Report (CSR) prepared in 2009 by the Ivorian government with the support of the TFPs showed that overall performance of the education system is relatively low, with significant deficiencies in effective utilization of resources to obtain the desired student outcomes. The study indicated: (i) an overall statistically low relationship between resource allocation and student learning results; i.e. schools with more resources per student do not necessarily obtain significantly better student performance than those with fewer resources; (ii) significant disparities in teacher allocation, i.e. a very weak relationship between the number of teachers per school and the number of students; and (iii) a lack of clear definition of roles and responsibilities of the different actors in the education system and inadequate mechanisms for monitoring, supervision and support to ensure that these responsibilities are exercised to produce the expected results.

20. These system management deficiencies are partly the result of the decade long crisis which led to a collapse of essential administrative functions and pedagogical supervision,

monitoring and management. The management system does not work effectively because of the absence of clear job descriptions for key positions such as teachers, principals, inspectors, regional directors and central directors. The descriptions are vague and often little known to the actors themselves. This lack of precise definition of roles permitted the adoption of diverse ad hoc behavior during the crisis period and a breakdown of coherence in the administration of the system often resulting in poor management.

21. Education service delivery further deteriorated during the elections and the post-electoral crisis. The education system practically stopped functioning during the elections and the conflict that followed especially in areas affected by violent conflict. During the election period, schools throughout the country were closed, as classrooms were used as voting sites, and teachers abandoned their posts to carry out political campaigns. While schools were supposed to officially reopen early 2011, a call for civil disobedience launched by political groups caused schools in the North and North West to remain closed for much longer, but preliminary data seems to indicate that most schools in the Center, North and West are, 78 percent, opened during the first week following the official reopening on March 2011. As a result, 800,000 children missed four to six months of school. In the West and South, teachers, students and their families fled to other regions or to neighboring countries due to the deteriorating security situation. Schools were abandoned and many of school facilities, equipment and supplies were (partially) destroyed or pilfered (e.g. as a desperate measure, student desks were sometimes used as firewood). Overall, approximately one million children normally enrolled in school in Côte d'Ivoire were out of school at the height of the post-electoral crisis.

22. The government considers restoring the management of the system to minimum levels of operational efficiency as extremely urgent to foster social cohesion so that continued disenchantment of the system does not degenerate into future strife. In view of this, the Ministry of National Education (MEN) started working on mechanisms and tools for restoring efficient management of the education system as soon as the post-election crisis ended. Key areas of focus include: (i) better definition of rules governing the core practices and processes of the ministry; (ii) the structure of incentives (positive/negative) for key actors in the system; and (iii) the evaluation of student learning results. These measures would help develop a more effective approach to education management through increasing accountability of the different actors. One of the priorities is to increase instruction time by ensuring teacher attendance in schools for the required number of hours throughout the school year, and effective use of teaching time through closer supervision and monitoring. With regard to this, the role and performance of head teachers will be strengthened and measures put in place to ensure that the criteria for their appointment are transparent. In addition, the ministry will intensify the teacher and head teacher supervision and support system by strengthening the inspection function through a redefinition of their duties and training.

23. A large number of students, including many internally displaced children, as well as teachers, returned to school over the past few months. The Education Cluster lead by UNICEF, in coordination with the Sector Task Force (STF), regional and local education authorities and NGOs, launched a country-wide assessment of the situation of schools to identify urgent needs. Although all schools have re-opened, some are not fully operational due to the destruction of infrastructure and equipment. The assessment findings confirmed that school

equipment and infrastructure needs are great: only 17 percent of schools have a sufficient number of student desks and benches (*table-bancs*). Less than one in four schools has at least one functioning latrine, which is not only a concern because of hygiene and student health, but also because the absence of these facilities has proven to have a negative impact on girls' participation in schools. Finally, almost 85 percent of schools in Touba do not have potable water points; this further exacerbates the health risk to children including increasing their exposure to water-borne diseases.

24. The Government and its partners have been making substantial progress over the past few months in getting schools reopened and children and staff back to school. Given the post-conflict context, data availability is scarce, which does not allow for an extensive analysis of the sector post-conflict. The situation has improved in large part due to the fact that the school year was extended on an exceptional basis (due to the crisis) from June to September 2011.

25. Côte d'Ivoire is making every effort to restore and improve its education service delivery with support from its partners, but serious challenges remain. There is an urgent need for technical assistance, as well as an injection of a substantial amount of resources, to help restore the education system. The progressive collapse of education service delivery over the last ten years, which lead to a decrease in access and retention rates constitute a missed opportunity for developing much needed human resources, while the increasing swell of uneducated youth poses a threat to social and political cohesion. It is in this context that the government is pursuing every opportunity to restore the education system, including investing its own resources and the request for GPEF financing.

Institutional Context: Government Strategy and Donor Collaboration

Government Strategy

26. The government put reconciliation at the center of their national program to break the cycle of conflict of political and social instability and armed conflict. The government has shown substantial financial and political commitment to education, illustrated by the following: (i) the Presidential Emergency Recovery Plan (*Plan Présidentiel d'Urgence*) which includes education as a priority; (ii) reaffirmation of its commitment to the Education Sector Plan (ESP) endorsed in 2010; (iii) maintenance of sector funding; and (iv) committed technical teams of the MEN which continued to work on the operationalization of the ESP during the crisis, followed by extensive discussions between the government and the donors on the design and implementation arrangements of the proposed program. In 2009, the government completed a sector analysis, the CSR, based on which it prepared and endorsed a national education sector strategy (*Lettre de politique sectorielle*), approved by Cabinet; a national Education Sector Plan (*Plan d'Action au Moyen Terme – Secteur Education, PAMT*), jointly developed by all three education ministries through the STF; and a Medium-term Expenditure Framework (MTEF) for the 2011-2014 period. Public education expenditure as a percentage of government expenditure has historically been among the highest in Sub-Saharan Africa, with 37 percent in 1990; 33 percent in 1999; and 22 percent between 2002 and 2006; and 25 percent in 2008. The ESP identifies the following three priorities: (i) strengthening access to education; (ii) improving education quality; and (iii) improving institutional capacity and governance.

27. **Following the immediate aftermath of the post-electoral crisis, the Government prioritized specific activities of its education sector plan,** focusing on rehabilitation and construction of school infrastructure, provision of school equipment, purchase and distribution of learning and teaching materials, the re-launch of the school feeding program, including the acquisition and distribution of micro-nutrients and de-worming tablets, which are particularly critical in post-conflict situations. The school feeding program operated by the World Food Program (WFP) was disrupted, as several WFP warehouses were looted during the conflict leading to food shortages in many schools all over the country, including areas affected by the crisis. Furthermore, throughout the conflict, importation of medical and other health supplies was not possible, which led to the resurgence of Cholera and Polio cases.

Donor Collaboration

28. **Apart from IDA, Côte d'Ivoire has relatively few partners active in the education sector.** The United Nations Children's fund (UNICEF), and some NGOs support primary education but most of the other major partners only support post-primary education and Technical and Vocational Education and Training (TVET). The EC, the French Cooperation and the United Nations Development Program (UNDP) have been providing support to Small and Medium Enterprises (SMEs) and youth employment. The AFD is planning a TVET project; and the German Agency for International Cooperation (GIZ), with EC and World Bank financing, has been implementing activities in labor intensive public works, youth employment and the reintegration of ex-combatants to address post-conflict emergency needs. Therefore, little support has been given to the basic education sub-sector, making the proposed operation timely and relevant, especially given the country circumstances. The task team has been coordinating closely with the different partners to ensure that this project complements their activities.

29. **The structures for donor, NGO and government coordination in the education and training sector are well established.** Collaboration takes place through the Education Sector Group (*Groupe Sectorielle de l'Education, GSE*), led by UNICEF. This group meets on a regular basis, shares information, performs joint supervision missions and coordinates their sector interventions as much as possible. Throughout the project preparation, the Bank team consulted with the GSE to ensure that project activities are complementary to other existing or planned donor projects.

Rationale for GPEF/Bank Involvement

30. **Given that most of the partners active in education are primarily active in subsectors other than basic education, the Bank and the GPEF would need to provide the necessary financial and technical support for the restoration and further development of the basic education sub-sector.** This is critical at this time, as the basic education sector lacks the much-needed financial and technical support to raise it from the now fragile situation caused by the ten-year crisis and the post-election conflict. IDA over the years has supported various pieces of analytical work on the sector and has been promoting initiatives to monitor the evolution of the system especially learning assessment. To complement this, the GPEF has been fostering preparation of sound sector plans and increased collaboration among partners to increase efficiency in the use of sector resources. The Millennium Development Goals (MDGs) also act

as a stimulus for the government to pursue universal completion of primary education more aggressively. **The GPEF support would thus play a central role in re-building Côte d'Ivoire's basic education system and contribute to rebuilding its social fabric.**

31. **As previously mentioned, the Government demonstrated its commitment both financial as well as political to education.** Both, the production of the CSR in 2009, and the subsequent drafting and endorsement of the "Letter of Sector Policy" demonstrated that the government remains committed. Even after the change of government, the education strategy developed under the previous government was reconfirmed by the new government in a letter to the GPEF Secretariat in June 2011. However, estimates of the MTEF for the 2011-2014 period and the ESP revealed a significant funding gap for basic education, even after factoring in considerable government support. In order to capitalize on Côte d'Ivoire's commitment to invest in education and implement the ESP, GPEF financial resources would help support the most urgent and critical interventions, and ensure the strategic and efficient use of scarce financial resources (see Annex 10 for more information). In particular, the project would directly support the following ESP activities: (i) increasing access to primary education; (ii) improving learning environment; (iii) improving pre-service teacher training; (iv) providing adequate in-service teacher training; (v) systematically evaluate student learning achievements at the primary level; and (vi) acquisition of student textbooks and teachers' guides.

32. **Through GPEF intervention, the proposed project would contribute to the attainment of two MDGs:** (i) Goal 2: "Achieving universal primary education"; and (ii) Goal 3: "Promoting gender equality and empowering women". The project would also play an important role in implementing the Country Partnership Strategy (CPS, 2010-2013), in particular Pillar One ("Strengthening Governance and Institutions") and Four ("Infrastructure Renewal and Basic Services").

33. The government and the development partners requested the World Bank to be the supervising entity of the GPEF due to its active engagement in basic education.

C. Bank Response: The Project

World Bank Strategy of Emergency Support

34. **The immediate response of the Bank to the emergency situation is in line with its guidelines and consists of re-launching, and if necessary, extending existing projects to provide quick support to the government's urgent recovery efforts.** In line with this, the first part of the Bank's response would consist of three rapid response operations to be delivered in FY12: (i) a fourth Economic Governance and Recovery Grant (US\$150 million); (ii) a skills development and youth employment project (US\$50 million); and (iii) this proposed emergency operation to support basic education and social service delivery (US\$41.4 million⁸). In addition for the education sector, the extension of the closing date and the adjustment of certain activities of the ongoing IDA operation, the *PASEF* have been approved on August 19, 2011. The second phase could involve several Bank operations to provide critical resources needed to help the

⁸ A similar operation was being prepared prior to the crisis and has now been adjusted to include specific interventions aimed at addressing emergency needs (i.e. table-bancs, textbooks, vaccination campaigns etc.)

country return to normality, possibly including: (i) an Economic Infrastructure Renewal Project (US\$130 million); (ii) Agricultural Productivity and Export Promotion Project (US\$50 million); and (iii) a mining and energy sector guarantee operation (US\$40 million).

35. The application of emergency procedures does not compromise the Bank's rigorous appraisal process or assurance of quality and soundness of the proposed operation. The Concept Review meeting for this project was held in October 2010 as a regular investment operation. However, preparatory activities had to be put on hold due to the conflict. Since the resumption of activities in May 2011, the government requested the Bank to identify emergency response activities among the already-identified components and accelerate the finalization of the operation to meet the deadline for submitting the project to the GPEF Secretariat on September 23, 2011. The Bank team and the government thus agreed on a set of interventions to address the emergency needs that would also help to lay the ground for further development of the sector.

36. **Specifically, this approach would satisfy the immediate needs in the areas of:** (i) school construction, school desks (*table-bancs*), school feeding activities, micro-nutrients and sanitation campaigns and textbooks; (ii) pre-service and in-service teacher training through rehabilitating and equipping teacher training institutions (*CAFOP*), teacher support and evaluation of student learning; and (iii) restoring the sector management system to ensure appropriate levels of school operations.

37. **The identified emergency activities would be prepared with funds from PASEF prior to grant approval by the Bank to be ready for roll out as soon as the funds become available from the GPEF (expected in April 2012).** In line with this, the project was presented as part of the Fall 2011 submissions to the GPEF Secretariat for financing.

Project Development Objectives:

38. **The objectives of the Project are:** (i) restoring and increasing access to basic education; (ii) rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.

Summary of Project Components

39. **Component 1 (US\$20 million): Restoring and increasing access to basic education services** To address emergency needs, the government will determine the priority zones for construction activities on the basis of criteria discussed and agreed with TFPs prior to effectiveness. These zones will include areas affected by the decade long crisis as well as those directly or indirectly affected by the recent conflict (i.e. armed conflict areas as well as areas with large migration). To this end, the project would finance: (i) the construction and equipment of new classrooms, mostly through participatory, community-based approaches; (ii) the rehabilitation/replacement of classrooms and other important school infrastructure (i.e. latrines, water points etc.); (iii) the provision and replacement of student desks (*table-bancs*) for existing schools; (iv) incentive schemes to promote girls' education, such as information and sensitization campaigns and special ceremonies for graduating girls similar to successful programs run in Mauritania; and (v) restoration of administrative services. These interventions would help replace the physical facilities and supplies destroyed or lost during the crisis as well as provide

demand side incentives as part of restoring the functioning of the system and increasing enrolment and retention, especially of girls.

40. **The Government has decided to use a combination of community-based and private sector enterprises approach (depending on their comparative advantage) for the school construction and rehabilitation program.** Some of the benefits of using a community-based approach are to help develop local ownership of schools, promote social cohesion as part of the peace-building efforts. The additional resources injected into local economies will also help expand economic opportunities. Private-sector enterprises will be used for larger and more complex structures for which they are more suitable.

41. **To help restore demand for education especially for girls, this component would support:** (i) the establishment of small lower-secondary schools (*collèges de proximités*) in remote rural areas to attract rural students and girls wanting to go to school closer to home and to provide an incentive for children to complete primary school; and (ii) incentive schemes to promote girls' education, such as information and sensitization campaigns and special ceremonies for graduating girls similar to successful programs run in Mauritania. This component will finance civil works, equipment, workshops/sensitization campaigns and technical assistance.

42. **Component 2 (US\$12 million): Rehabilitating and improving the quality of teaching and learning**⁹ Specifically, the project would support: (i) pre- and in-service training, including the rehabilitation and equipment of the teacher training institutes (*CAFOP*) and the construction of two new *CAFOP* to provide the sector with an adequate supply of qualified teachers and to upgrade the skills of teachers having returned after the crisis to bring them up to acceptable levels of competence; (ii) the re-launching of school feeding and nutritional programs, and acquisition and distribution of micro-nutrients and de-worming tablets in collaboration with other UN agencies present on the ground (i.e. UNICEF, WFP),¹⁰ to ensure minimum acceptable health status of students throughout the country so that they can benefit adequately from the teaching/learning process; (iii) the acquisition of pedagogical inputs such as textbooks, teacher's guides, reading books; (iv) training of head masters/school directors and inspectors to enhance the quality of school-level pedagogic support; and (v) establishing a student learning assessment system and conducting learning assessments including Early Grade Reading Assessment (EGRA).

43. This component will finance civil works, equipment, consulting services, and workshops/trainings.

⁹ To jump-start efforts to restore the quality of basic education, a number of activities have been launched, including the establishment of a quality assurance body at the national level, the putting together of a revised training program for pre- and in-service teacher training; introduction of 3 competency sub-cycles to reduce the number of repeaters and the carrying out of a technical audit for pre-service teacher training. These activities will support/complement the efforts of this project to restore and improve basic education quality.

¹⁰ Especially the school feeding and health activities are very critical: WFP warehouses were looted during the crisis, which lead to food shortages in many schools in areas mainly affected by the crisis, and the resurgence of Cholera and Polio cases.

44. **Component 3 (US\$9.4 million): Restoring and strengthening institutional capacity to deliver quality basic education.** Priority will be given to the rebuilding of institutional capacity of the sector during the first year. Only once a strong foundation has been re-established would the project support subsequent institutional strengthening. Priority will be given to identifying the most critical actors in the education system aside from teachers to ensure the re-building of a solid basic education sub-sector through: (i) the collection and analysis of data to produce a reliable Annual School Statistics Report at the end of the 2011/2012 school year; and (ii) the development of the training program for inspectors to be trained under Component 2¹¹.

45. **In parallel, the project would:** (i) reinforce key departments at the central level in terms of planning and monitoring of the ESP, in which the project is included; (ii) clarify roles and responsibilities for all levels of the national education system; (iii) develop capacities at the regional level to manage deconcentrated responsibilities (i.e. teacher posting decisions, school construction site selection, teacher supervision etc.) by clarifying the respective mandates at both the central and regional levels; and (iv) at the local level, clarify and strengthen the role and responsibility of the school-based management committees, *COGES* in close collaboration with regional directorates and local public administration officials.

Eligibility for Processing under OP/BP 8.00

46. **The proposed project is eligible for processing under OP/BP 8.00 “Rapid Response to Crises and Emergencies”.** As such, the proposed operation would support economic and social recovery immediately after an extraordinary event that seriously disrupts a country’s economy or has (or is likely to have) negative economic and social impacts. Specific objectives receiving support through emergency assistance include restoring and improving basic education infrastructure and service delivery in the country.

47. **The proposed activities would support the government’s efforts towards sustained peace by employing peace-building activities (i.e. CDD approach with a peace-building component), providing economic opportunities and increasing the educational level of the Ivoirian society.** Given the limited time between project preparation and GPEF application deadline, the procedures provided under OP/BP 8.00 allow for an accelerated project processing timetable and help secure funding to be available during the second half of the 2011/2012 school year. This will allow the project to quickly provide support to the government’s peace building efforts rather than having to wait until the next submission deadline with fund availability in September 2012 at the earliest.

Consistency with Country Partnership Strategy

48. **The proposed project constitutes an essential component of the Country Partnership Strategy (CPS) for Côte d’Ivoire covering the period FY10-FY13¹², especially Pillars One and Four as mentioned above, and supports the new Bank strategy for Africa¹³.** Specifically, the

¹¹ With the support of all technical and financial partners, the government has already, amongst other things, prepared a framework for the annual production of school statistics, the modeling of a new statistics production platform based on UNESCO’s statistical information system and purchased necessary software to run the production system.

¹² In light of the recent crisis the CPS will be updated or replaced by an interim strategy note.

¹³ Africa’s Future, and the World Bank’s support to it, World Bank, Africa Region, Washington, DC, March 2011

project supports “continued progress in crisis recovery and improved prospects for sustained peace”, as well as “improved basic social service delivery”. Furthermore, the project support the Bank’s renewed plan for Africa, namely: (i) “Competitiveness and Employment” by focusing on primary education interventions on hard-to-reach areas, which include areas affected by the crisis, providing nutrition and second-chance education programs, and empowering girls/women; and (ii) vulnerability and resilience, through provision of health services such as vaccination campaigns and prevention of conflict and political violence. In line with these objectives, the proposed project will consist of activities with immediate impact on improving access to and quality of education services, promotion of girls’ education, provision of nutrition/health services and repairing the social fabric, as well as improving management capacity in the sub-sector. Furthermore, the project is also in line with the government’s Education Sector Plan as well as the President’s Emergency Recovery Plan (*Plan Présidentiel d’Urgence*) targeting priority sectors, including US\$25 million for the education sector.

Expected Outcomes

49. **Key outcome indicators include:** (i) Number of additional qualified primary teachers resulting from project intervention; (ii) Number of additional classrooms at the primary level resulting from project intervention – (a) built and (b) rehabilitated; (iii) Direct project beneficiaries (number), (a) students enrolled in primary schools built by the project; (b) students enrolled in rural lower secondary schools, *collèges de proximités*, constructed by the project; (c) of which % of female; (iv) System for learning assessment at the primary level (rating scale); and (v) Timely annual production of reliable school statistics. The complete list of indicators (including baseline and target values) is detailed in Annex 2.

D. Appraisal of Project Activities

Summary Economic and Financial Analysis

50. **Despite the downturn of the economy, the 2011 budget was about FCFA 3,050 billion (US\$6.8 billion).** That budget increased by 23 percent compared to the previous year and it represented 45 percent of the 2011 expected GDP. The relatively large budget is due to external support and aid from international and regional organizations (IMF, World Bank, and AfDB) and bilateral cooperation (France and EC) to make up for the shortfall in fiscal revenues. For example, fiscal revenue in percentage of GDP fell by 3 percentage points. The domestic resources barely represent 68.4 percent of the total budget. Thus, almost one third of the 2011 budget is externally financed, which translates into an exceptional situation for the Côte d’Ivoire economy, given that this share was about 20 percent in previous years (from 2007 to 2009).

51. **Increasing access to primary education is a real challenge in Côte d’Ivoire.** The net attendance rate was about 58 percent in 2006, which means that more than 40 percent of children aged between 7 and 12 years old are not in school (approximately 1.0 million of children), especially in rural areas. The 2009 CSR shows that, when there is a local school, the average enrolment rate was about 60 percent, but that rate fell to 43 percent when the distance to the nearest school increased to between 2 and 3 km, and fell to 21 percent when that distance is more than 5 kilometers.

52. The project plans to finance 1,000 classrooms over the three next academic years. Based on the post-conflict assistance project's vast experience in building community-led schools, it is expected that classrooms built by the community stand at around FCFA 5 million per classroom compared to FCFA 10 million for schools built using non-community based procurement practices (as was the case under the *PASEF*). This approach will not only help reduce costs but also: (i) allow for efficiency gains resulting from access of small local businesses to market opportunities; (ii) increase employment opportunities and stimulate the circulation of money on the local markets (which will help mitigate the local effects of the crisis and send a positive sign to its youth); (iii) support peace-building efforts with the inclusion of "steps to peace" activities into trainings to help restore trust within and between communities.

53. **Apart from reducing the distance to school, another incentive to encourage parents to put a child in school is building school canteens.** The project plans to supply 800 canteens with food items and nutrients in order to cover more than 60,000 pupils. Empirical studies in Côte d'Ivoire estimated that a 10 percent fall in household income led to a 3.2 percent decrease in school enrolment, and a 5.1 percent increase in child labor. Furthermore, a comparative study carried out by the government of schools with canteens and schools without canteens over the period 1999 to 2002, showed positive effects of school canteens on school success. There was an average increase of 12.5 percent of children enrolled in schools with canteens against -1.4 percent in schools without canteens.

54. **In order to improve the quality of education, the project also plans to finance teacher training and distribution of pedagogical kits.** Providing higher quality education is an important way to encourage parents to send their children to school and to keep them there. In addition, providing pedagogical kits to pupils will have the double effect of increasing access to education and lowering repetition rates. The CSR showed that success rates for end-of-primary school exams are higher amongst students with reading and mathematics textbooks than those without such books. Furthermore the results of the *PASEC* showed that the availability of textbooks was cost-effective and that the use of textbooks in classrooms was strongly associated with an improvement in school performance.

Technical

55. **The project is designed to support activities related to findings from a recent CSR on the sector, which highlights the main characteristics of the education system in Côte d'Ivoire.** The major issues identified include limited and inequitable access to primary and secondary education resulting mostly from supply constraints, poor quality and low internal efficiency (high repetition and dropout rates), low institutional capacity for systems management, and inadequate funding and sub-optimal allocation and management of resources, particularly at the school level. Furthermore, the project has been designed to take into account findings from the Education Cluster report as mentioned above, but scarcity and accuracy of data (even pre-crisis) remains an issue.

56. **Program objectives and performance targets are based on projections of a simulation model using assumptions regarding enrollment and repetition rates as well as pupil teacher ratios.** This will be financially viable when the national budget is supplemented by external

funds. Estimates for investment costs are based on current market rates and allowances for physical contingencies and price increases during implementation have been adequately accounted for. Technically, program activities conform to educational principles and draw from lessons learnt in past projects and from sound educational practice elsewhere. This includes experiences made during the implementation of the *PASEF* and which have influenced project design, including the use of a more decentralized approach to school construction and targeted capacity building activities at the central level as well.

Institutional

57. Project preparation has been coordinated and supported by the STF to ensure the project's relevance to the government's overall education sector strategy, and consistency with other partner interventions in the sector. However, the STF does neither have the technical capacity nor the mandate to implement projects. Therefore, a Project Implementation Unit (PIU) will be created within the MEN, to be headed by the Coordinator of the STF. This institutional arrangement has several advantages: (i) a new structure would allow for the hiring of the necessary competencies in a short period of time and allow IDA to ensure the appropriate skills mix; (ii) designating the Coordinator of the STF as head of the PIU would strengthen the linkages between the project and overall government interventions; and (iii) foster government ownership.

58. The PIU would be responsible for day-to-day management of project activities and work closely with other relevant technical departments of MEN at the central and regional levels for all technical aspects, and with the Financial Affairs Directorate of the MEN (*Direction des Affaires Financières – DAF*) to coordinate with the MEN's fiduciary department. Given the country circumstances, the PIU could not yet be established. The government has, however, launched the process of putting in place the implementation unit, while the Bank's team continues to work closely with the Coordinator of the STF to finalize project preparation activities.

59. The government also proposes to use the PASEF to help prepare terms of reference for PIU staff with technical support from the Bank and agreements to be signed between the government and the proposed UN agencies (UNICEF and WFP). Although it has launched the preparatory work, the government is awaiting the final approval of the proposed project by the GPEF Board before launching the actual recruitment and bidding process to staff and equip the PIU. To ensure that the government has sufficient financial resources, the project also includes a retro-active financial clause to enter into financial commitments as soon as the GPEF Board approves the grant. This will allow support for the immediate functioning of the PIU, which is crucial if project activities are to begin in March 2012 at the latest.

60. In order to ensure sustainability of the proposed institutional structure and avoid implementation difficulties encountered under the PASEF, the implementation responsibilities are envisaged to be gradually transferred to the relevant government entities during the first 2 years of project implementation. This will allow the government to focus at the inception on implementation using the capacity to be created in the PIU while reviewing and deciding on the final Ministry set-up, clarifying each department's role and

responsibility and identifying the key personnel to receive training (i.e. financial management, procurement, monitoring and evaluation etc.). In this respect, the competitively-hired PIU staff will be responsible for project implementation while providing capacity building support to the identified key personnel during year 1, and (starting in year 2) work together with the government personnel to implement the project. It is envisaged that by year 3, PIU staff would become part of the relevant government departments.

61. This phased approach will allow the government to build the necessary capacity in the Ministry with the appropriate skills mix while ensuring that capacity exists in the PIU and Ministry at project start-up to ensure quality and timely project implementation. Details of the transfer of responsibility and capacity strengthening will be included as part of year 2 activities based on experiences gathered while designing the capacity building program during the first year (i.e. identifying bottlenecks and other problem spots, successful capacity building arrangements etc.).

Fiduciary

62. The project fiduciary unit to be set up within the Ministry of National Education will work in close collaboration with the DAF and will be responsible for overall coordination and consolidation of financial management and disbursement information. The Bank's fiduciary specialists have put in place the respective action plans to ensure adequate financial management arrangement and fiduciary oversight. Details of the fiduciary arrangements can be found in Annexes 5 and 6.

Social

63. The Project targets activities in areas heavily affected by the crisis, in both, rural and urban areas. Activities in rural areas/under-served regions will support particularly the poor and disadvantaged children who live in hard to reach communities. Most school supply interventions target these areas. By focusing heavily on these areas, the project will mainly benefit the most disadvantaged children in rural areas. By financing the provision of free school supplies and textbooks, the Project will substantially lower the cost of schooling for poor families. This should have a positive impact on the demand side for the poor. In addition, the Project will support increasing participation of *COGES* in primary education after they have received capacity strengthening support, and deconcentration of the administration of the education system to improve its efficiency. The deconcentration of responsibilities and the subsequent improved distribution of teachers and other resources among regions will give poor communities equal access to public investments in education.

64. The major activities envisaged to that effect under the Project financing is the training of the school-level *COGES*, composed of representatives of parents' associations and local officials of the MEN. This activity will help support the existing *COGES* become more efficient and re-energize the ones affected by the crisis.

65. These activities will help the sector to ensure better ownership of schools by communities, improved communication between the *COGES* and the local MEN officials,

and better maintenance of facilities. Finally, the Project seeks to promote gender equity in education, with specific activities aimed at increasing girls' retention, particularly in secondary education and in low access regions.

Environment and Social Safeguards

66. **The project is classified as Environmental Assessment Category B**, since potential adverse environmental and social impacts associated with construction and rehabilitation of schools (including sanitary infrastructure such as latrines) and teacher training institutes; and the construction of two new *CAFOP* institutes are generally less adverse, small-scale and site specific; thus, manageable to an accepted level. There exist no issues related to land acquisition as all interventions are on existing government land. The project triggers two safeguards policies: OP/BP 4.01 on Environmental Assessment and OP/BP 4.12 on Involuntary Resettlement. In the original project (before it was changed to an emergency one), an Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) had been prepared, reviewed, approved and disclosed in-country and at the InfoShop. These instruments will still apply to this project since nothing has changed in the activities to be financed under the present emergency status.

67. During implementation, Environmental and Social Impact Assessments (ESIAs), Environmental and Social Management Plans (ESMPs) and/or Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs) will be prepared as and when necessary once sub-project sites and plans for civil works are finalized.

68. In accordance with OP/BP 8.00 and to guide the environmental assessment and mitigation process, an Environmental and Social Screening and Assessment Framework (ESSAF) has been developed (see Annex 9). The ESSAF provides guidance on the approach to be taken during project implementation for the screening and design of sub-projects and planning of mitigation measures.

Lessons Learned

69. **From other projects in Côte d'Ivoire:** The project gives particular attention to having a clear institutional framework to ensure smooth implementation and sound coordination of the main actors in order to avoid implementation delays (a lesson learned from implementation of the Education & Training Support Project - *PASEF*). The implementation of *PASEF* with a PIU outside the MEN was not effective in terms of project execution and capacity building. The project implementation and management unit was not very efficient, worked in isolation from the MEN and did not help develop the implementation capacity of the MEN. The implementation of the new project will be mainstreamed within the MEN and will use the existing MEN structures: (i) the Sector Task Force coordinator assumes the role of project coordinator and will be the authorizing person for expenditures; (ii) the *DAF* which is responsible for the fiduciary management in the ministry will receive capacity building support from the PIU's financial and procurement management department; and (iii) ex-ante control is ensured by the Financial Controller (public expenditure prior reviewer) of the MEN.

70. **From similar projects in other countries:** The project design reflects key lessons learnt from Bank projects in Niger, Mauritania, Benin, and Togo. It also builds on analytical work carried out by the Bank on education sector. Key lessons include:

- (i) **Monitoring and Evaluation (M&E) system.** Agreeing on a set of monitoring and evaluation indicators does not suffice if solid data is not used in decision-making, and if at project closing, comparable and reliable information cannot be made available. Taking into account this observation, the Project will strengthen the existing M&E system which has been set up at the beginning of the *PASEF* and use currently available data.
- (ii) **Community Involvement.** Community involvement is a major success-factor in many operations and this was also demonstrated in Niger specifically through the Basic Education Project. *COGES* can play a key role in improving accountability for school management and in promoting girls' education with proximity sensitizing. The recent assessment conducted under the *PASEF* regarding their effectiveness in Côte d'Ivoire has highlighted the need for specific areas of improvement, especially for fiduciary aspects. Therefore, the *COGES* will receive capacity building support as part of Component 3. Once strengthened, the Project could rely on community involvement through *COGES* to play a larger role within the Education Sector Plan implementation.
- (iii) **Increasing the number of school places does not necessarily increase girls' attendance rates.** The Project will initiate specific activities aimed at improving the demand for girls' schooling. For that reason, girls demand for school access will receive the proposed project funding to finance activities mentioned in component one related to girls schooling promotion.

Exceptions to Bank Policies

71. The project has been prepared under OP/BP 8.00. No exceptions to Bank policies have been sought.

E. Implementation Arrangements and Financing Plan

Institutional and Implementation Arrangements

72. **Overall Sector coordination.** The Education Sector Plan (ESP) is a sector-wide program implemented by Ministries in charge of education with MEN playing a leading role. ESP implementation is based on a three-year sector Medium-Term Expenditure Framework (MTEF) discussed in April 2010, and a national sector strategy, "*Lettre de Politique Sectorielle*" approved by the government and donors. Strong donor coordination through regular meetings and joint reviews ensures that execution of each donor intervention is consistent with the ESP.

73. **High Level Steering Committee (*Comité Interministeriel de Coordination du Secteur de l'Education et de la Formation – CICSEF*),** chaired by the Prime Minister and includes all

ministers in charge of the education sector, and the ministers of Economy and Finance, of State Ministry - Ministry of Planning and Development, and of Civil Services will be in charge of providing overall policy and strategic guidance for the ESP implementation, ensuring inter-ministerial coordination, leadership and approval of annual work plans and budgets.

74. The Sector Task Force (STF) of the three ministries in charge of education¹⁴, composed of civil-servants and consultants will be in charge of the sector strategy and program coordination and serves as the Technical Secretariat to the CICSEF but also facilitates the coordination of education sector interventions. The STF has been ensuring consistent sector-wide analysis (i.e. education sector study, MTEF, etc), coordination and implementation and follow up of the national education sector plan. At the level of each ministry, the respective members of the STF report to their Director of Cabinet of the Minister, under the overall leadership of the Director of Cabinet of the MEN, to ensure highest government level involvement.

75. Project Implementation Unit (PIU): The project will be implemented by the PIU under the supervision of the STF's Coordinator and in close collaboration with the relevant technical department of MEN at the central and regional levels. The PIU will be reinforced by the creation of a fiduciary unit (financial management and procurement) and other technical experts. The minimum support would be comprised of: (i) a Procurement Specialist; (ii) a Financial Management Specialist; (iii) an internal auditor; (iv) an architect; (v) an engineer; (vi) a Monitoring and Evaluation Specialist; (vii) a social mobilization specialist; and (viii) any additional administrative support and equipment as necessary. The fiduciary unit would have close working relationships with the Financial Affairs Directorate (DAF) of MEN. Administrative and financial arrangements will be detailed in the project implementation manual, which will be prepared prior to effectiveness. In some cases, such as school construction, a separate implementation manual would also be prepared prior to effectiveness. All manuals will be submitted to IDA for review and approval.

¹⁴ The three ministries are: (i) *Ministère de l'Éducation Nationale*; (ii) *Ministère de l'Enseignement Supérieure et de la Recherche Scientifique*; and (iii) *Ministère de l'Enseignement Technique et Formation Professionnelle*

76. More detail on the implementation arrangements is presented in Annex 7.

Table 1: Project Financing by Component

Project Components	Project cost (US\$ million)	GPE Financing (US\$ million)	% Financing
1. Restoring and increasing access to basic education services	18.1	18.1	100
2. Rehabilitating and improving the quality of teaching and learning	10.2	10.2	100
3. Restoring and strengthening institutional capacity to deliver quality basic education	8.3	8.3	100
Total Baseline Costs	36.6	36.6	
Physical contingencies	2.6	2.6	
Price contingencies	2.2	2.2	
Total Project Cost	41.4	41.4	
Interest During Implementation			
Front-End Fees			
Total Financing Required	41.4	41.4	100

Financial Management and Disbursement Arrangements

Financial Management

77. The project fiduciary unit to be set up within the PIU (under the responsibility of the Coordinator and in close collaboration with the *DAF*) will be responsible for overall coordination and consolidation of financial management and disbursement information.

78. The main financial management risks are expected to be substantial because of the country post crisis context where the deterioration of governance/transparency has impacted controls, budget execution, and disbursement of projects. In addition, neither the Task Force nor the *DAF* has managed a Bank project before. Although the project implementation unit is not yet established due to country circumstances, the government has started preparatory activities (terms of reference, technical specifications etc.) with the support of the *PASEF* and the availability of the retroactive financing option to launch the recruitment process as soon as the GPEF Board approves the project. However, the risks associated with not being able to carry out a FM assessment will be mitigated by enhancing the control environment through the: (i) strengthening of the PIU by recruiting a Financial management expert, providing him/her with fiduciary training and ensuring adequate staffing of the financial management unit; (ii) recruitment of an internal auditor to strengthen the internal control system; (iii) purchase and installation of a computerized accounting system in the PIU; and (iv) establishment of a procedures manual for the better implementation of administrative and fiduciary procedures of the project. The idea is to bring the *DAF* to full capacity during project implementation to take on financial management responsibilities for future basic education operations. Also, in line with

the Ministry of Economy and Finance (MEF) instruction 192, a Public accountant and financial controller will be assigned by the MEF to the project.

79. The PIU will be in charge of preparing quarterly and annual financial statements which will include the project's consolidated financial statements. The quarterly IFRs will be sent to the Bank 45 days after closing of each quarter. Financial audits will be conducted yearly. Annual Audits will be conducted by independent auditors acceptable to the Bank in accordance with international auditing standards. Audits reports will be sent to IDA within six months after the end of the audit period. Financial Management and Disbursement arrangements are set in Annex 5.

Disbursement arrangement

80. The Ministry in charge of Finance is the assigned representative of the Recipient for the mobilization of IDA funds. Withdrawal Application requests will be prepared by the financial management unit within PIU, signed by a designated signatory or signatories (the signature authorization letter is signed by the Minister of Economy and Finance), and sent to the Bank for processing. This procedure applies to all Bank financed projects in Côte d'Ivoire.

81. Funds will flow from the IDA Account through a Designated Accounts to be opened at the Central Bank of West African States (*BCEAO*). The funds would be released to a Project Account to be opened in a commercial bank acceptable to IDA. Payment of transactions from the Project Account will be made by the Public accountant after approval of the Project Implementation Coordinator and certification of the financial controller.

82. By effectiveness, the project will use the transaction-based disbursement procedures, i.e., replenishment, direct payment, reimbursement, and special commitments. When project implementation begins, the quarterly IFRs produced by PIU will be reviewed. If the reports are found to be well prepared and produced on a timely basis, and the Recipient requests conversion to report-based disbursements, a review will be undertaken to determine if the project is eligible for report-based disbursement.

Procurement Arrangements

83. A national procurement capacity building program exists and is being implemented at the central and deconcentrated entities level. An electronic system for collecting and disseminating procurement information and for monitoring procurement statistics has been set up and needs to be spread over all of the contracting authorities. However, persisting issues remain that affect transparency and efficiency of the national procurement system.

84. Although *DAF's* responsibility is to manage MEN's fiduciary aspects, it also suffers from problems with efficiency and weak capacity. In order to avoid difficulties in handling the project's fiduciary responsibilities, it was agreed that the project's procurement management responsibilities should not be placed under the *DAF* for the time being. Instead, a procurement unit would be established as part of the PIU to handle all procurement-related activities, and would work closely with the *DAF* to strengthen the latter's capacity. The idea is to bring the

DAF to full capacity during project implementation to take on procurement and financial management responsibilities for future basic education operations.

85. Given the current country circumstances, the PIU could not yet be established, hence no procurement capacity assessment could be carried out. As mentioned above, the government has started preparatory activities (terms of reference, technical specifications etc.) with the support of the PASEF and the availability of the retroactive financing option to be able to launch the recruitment process as soon as the GPEF Board approves the project. In the meantime, the following risk mitigation measures have been proposed by the Bank's Procurement Specialist to meet the minimum requirement of a procurement unit, which includes: (i) the hiring of a procurement specialist; and (ii) the purchase of necessary equipment. In addition, the project will be implemented in accordance with the provisions of the "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 ("Anti-Corruption Guidelines").

Project Supervision

86. Given the post-conflict environment, the project will require close supervision and support from the Bank's team, particularly at the onset of the project to ensure rapid implementation of its activities. It is expected that an overall supervision budget of US\$120,000 should be allocated for the first year since it is the most critical period of project implementation, declining to US\$85,000 for the subsequent two years.

87. Consistent with OP/BP 8.00 procedures, the task team will provide close implementation support, particularly with respect to financial management, procurement, safeguards and project management. The respective technical specialists are located in the country office and will therefore provide continued support and supervision (both formal and informal) of project activities on an ongoing basis.

88. The task team also envisages conducting a mid-term review by December 2013 to assess progress made and to initiate adjustments, as needed.

Results Monitoring and Evaluation (M&E)

89. **Framework.** A monitoring and evaluation framework has been prepared and discussed with the Government. The results framework in Annex 2 defines the baseline and the targets to assess the progress made towards achieving the project development objectives. These baselines and targets are based on provisional data provided by the government following the post election crisis and are yet to be confirmed. Once the final figures are available the table will be revised as necessary.

90. **System.** Under the leadership of the PIU's M&E Specialist, the "*Direction de la Plannification, de l'Evaluation et des Statistics (DPES)*" will be responsible for M&E activities, in close collaboration with the other core technical departments of the MEN and the DREN (which will be supported in the collection, initial analysis and transmission of data to DPES).

The project will support the establishment of a robust monitoring and evaluation system which will track sector indicators by the third year of the project.

91. **Reports.** A progress report would be prepared twice a year on the status of program implementation and outcomes and include updated data on performance indicators. Analytical work would also be carried out, including on student assessments and other aspects of the emergency program such as on the community approach to school construction and periodically based on recommendations by the PIU and *DPES* to better measure program impact on beneficiaries and service delivery efficiency.

Project timeline

92. The project is expected to be implemented over three years with an anticipated starting and closing date of April 2, 2012 and September 30, 2015 respectively.

F. Key Risks and Mitigating Measures

93. The proposed operation is high risk in terms of achieving the specific targets particularly due to its post-conflict environment and the fact that no fiduciary assessment of the implementing agency could be carried out at this time. However, this is also a high payoff operation given the commitment of the government and partners to use this period of relative peace after 10 years of crisis to rebuild the education system of the country. The benefits would not only accrue to the education sector and the direct beneficiaries but also contribute to growth and the consolidation of peace in the country.

Country Risk

94. Côte d'Ivoire is a post-conflict country with a fragile peace process and substantial political and fiduciary risks. Although the country has a long history of implementing Bank and other donor financed projects, staff recruited under the new government may not be familiar with donor procedures. This could lead to a slow down of implementation or non-compliance with World Bank policies. Furthermore, the government is still heavily centralized, including the education sector administration, which could slow down the speed of project implementation. Therefore, lessons learnt from problems encountered during the implementation of the *PASEF* have informed the development of the current operation, like the use of more deconcentrated mechanisms and community approaches. Overall, however, the country risk remains high.

Project-level Risk

95. **School construction approach.** The implementation of school construction activities under the *PASEF* got off to a slow start due to institutional issues and an overly centralized approach to school construction. The use of large construction contractors for small-scale school construction in rural and remote areas turned out to be very costly and inefficient. The GPEF operation would thus primarily use a community-based construction approach in rural areas based on a simplified blueprint to avoid these bottlenecks. Côte d'Ivoire has a history of community classroom construction, especially in more rural areas, so the approach is not new but

merits a thorough review (which will be done as part of preparing the CDD construction manual).

96. **Capacity.** There is also a need to reinforce technical and managerial capacity of the different ministerial departments of the MEN. PASEF, for instance, encountered delays in the following activities: (i) implementation of civil works; (ii) procurement of textbooks and other equipment; and (iii) institutional reforms. To mitigate some of the risks, this project adopted a simpler and more deconcentrated design, proposes capacity building activities at all levels of the education system and capitalizes on well-established partnerships with other UN agencies (UNICEF, WFP etc.).

97. An overall risk is the fact that the country is emerging from a violent conflict, which carries an inherent risk for any project to be implemented. However, this risk is beyond the scope of the project and hence cannot be mitigated by this operation.

98. Based on the risks identified, the overall rating is High. A more detailed analysis of the potential risks is listed in the Operational Risk Assessment Framework (ORAF) in Annex 4.

Table 2 Summary Risk Ratings from ORAF

	Rating
Stakeholder Risk	Moderate
Implementation Agency Risk	High
Project Risk	
- Design	High
- Social and Environmental	Moderate
- Program and Donor	Moderate
- Delivery Quality	Substantial
Overall Implementation Risk	High

G. Terms and Conditions for Project Financing

99. The project will be financed as an Emergency Recovery Loan (ERL) grant.

100. Loan/credit conditions and covenants

Effectiveness Conditions

- The execution and delivery of this Agreement on behalf of the Recipient have been duly authorized by all necessary governmental action.
- The Project Implementation Unit has been duly established and the key staff referred to in Section I.A.2 (b) of Article Schedule 2 duly recruited.
- The Project Implementation Manual has been duly approved by the World Bank and adopted by the Recipient.
- A computerized and integrated financial and accounting management system satisfactory to the World Bank has been duly installed within the Project Implementation Unit.

Legal Covenant

- Prepare and furnish to the World Bank, for review and comments, a draft policy governing its school feeding program.

Other conditions

- Retroactive financing: Withdrawals up to an aggregate amount not to exceed US\$400,000 may be made for payments made on or after January 2, 2012 but before the Grant Agreement date to cover eligible expenditures under Category 3 of the Grant Agreement.

Annex 1: Detailed Description of Project Components
COTE D’IVOIRE- Emergency Basic Education Support Project

Component 1: Restoring and increasing access to basic education services (US\$20 million)

1. To address emergency needs, the government will determine the priority zones for construction activities on the basis of criteria discussed and agreed with TFPs. These zones will include both areas directly or indirectly affected by the conflict (i.e. armed conflict areas as well as areas with large migration). To this end, the project would finance: (i) the construction and equipment of new classrooms, mostly through participatory, community-based approaches; (ii) the rehabilitation/replacement of classrooms and other important school infrastructure (i.e. latrines, water points etc.); (iii) the provision and replacement of student desks (*table-bancs*) in existing schools; and (iv) incentive schemes to promote girls’ education, such as information and sensitization campaigns and special ceremonies for graduating girls similar to successful programs run in Mauritania.

2. In addition this component would support: (i) the establishment of small lower-secondary schools (*collèges de proximités*) in remote areas to attract girls wanting to go to school closer to home; and (ii) girls’ incentive schemes, such as information and sensitization campaigns. Taking into account the country context, responding to the emergency needs and ensuring the effective execution of the primary school construction program, the Government has decided to use a combination of community-based and private sector enterprises approach (depending on their comparative advantage). Therefore, this component will finance civil works, equipment, workshops/sensitization campaigns and technical assistance.

These activities will be grouped into the following sub-components:

Sub-component 1.1: Supporting primary school construction and rehabilitation program

3. This subcomponent aims at providing primary education student places for about 60,000¹⁵ children throughout the country with an emphasis on priority areas identified by the government and agreed with TFPs. The project will contribute to this goal through the construction and equipment of 1,000 new classrooms over the three-year period, the construction of 200 latrines, the purchase of about 25,000 student desks for existing schools (in addition to those already being procured under the *PASEF*), and the rehabilitation of approximately 500 classrooms. *PASEF* has financed the recruitment of a consultant for the establishment of norms for standard construction designs and specifications for classrooms including offices, storage rooms and latrines as part of “school construction package”. Taking into account the existing limiting factors prevalent in the country and to ensure the effective execution of the primary school construction program, the Government has decided to use a combination of community-based and private sector enterprises approach (depending on their comparative advantage). Some of the benefits of using a community-based approach are to help develop local capacity, promote ownership of schools, promote peace-building efforts in post-conflict situations (with the appropriate support, training and supervision), and inject additional resources into the local

¹⁵ 40 children per classroom of both new construction and rehabilitation, i.e. 1,500 classrooms times students

economy. The use of private-sector enterprises, on the other hand, is more suitable and efficient for larger, more complex structures.

4. Given the importance of the successful use of communities in building schools while promoting peace as evidenced in other countries (i.e. Senegal’s Casamance), the project will prepare a detailed Community-Driven Development (CDD) construction implementation manual that spells out the implementation arrangements and responsibilities at the local, regional as well as national level, and for which the necessary technical expertise has been hired. This approach will be based on successful experiences from interventions by UNICEF and other NGOs present in Côte d’Ivoire as well as other countries like Senegal. To accelerate the preparation of the implementation manual, it was agreed that the *PASEF* could finance the associated costs to avoid having to wait for the signing of the grant agreement of the new project to make funds available for this purpose. To guarantee overall coordination and implementation of school construction activities, qualified technical experts (architect and engineer) will be recruited by the Project Implementation Unit (PIU) who would work closely with the unit in charge of school construction within MEN. Furthermore, the project will explore other avenues to attract out-of-school children and ways to support their re-integration into the school system, in particular girls, by conducting Information and Education Campaigns (IECs). Another possibility would be the inclusion of “*classes passerelles*¹⁶” module currently being supported, amongst others, by UNICEF in collaboration with the Norwegian Refugee Council (NRC).

5. Physical conditions of existing classrooms, latrines, water points and other important structures have deteriorated over the last decade and even more so during the recent crisis. Both the *Rapport d’Etat d’un Système Educatif National - CSR* (2009) and the detailed post-crisis report on the condition of schools (prepared by the Education Cluster and led by UNICEF)¹⁷ have taken stock of the state of schools. To save time and ensure coordination between all actors involved, the Government has agreed to use these reports as the basis for preparing and implementing the school rehabilitation program. A technical expert has been hired to assist with the finalization of the rehabilitation program prior to project launch. Therefore, this sub-component will finance civil works, equipment, workshops/sensibilization campaigns and technical assistance.

Sub-component 1.2: Supporting to lower secondary school construction

6. With the stagnation in the system over the last ten-year period there has been little expansion of secondary education and this is compounded by the increasing number of students completing primary school. The demand for secondary education is therefore inevitably on the rise and there is an urgent need to address this issue to help sustain primary education access and retention as well as reduce the increasing number of youth leaving primary schools without any skills. To meet the demand for schooling at that level in a systematic and financially sustainable way, the transition rate from the primary to the 1st cycle of the secondary level will be limited to

¹⁶ “*Classes Passerelles*” refers to schools which enroll out-of-school children and help them catch up with their peers who have been in school since grade 1, usually in half the time, to allow them to then enter lower secondary school with comparable skills levels as children who followed the regular schooling mode.

¹⁷ Back-to-school in Côte d’Ivoire: an assessment two months after the reopening of schools around the country, Education Cluster, June 2011

50 percent through 2015, but still allowing the absolute number of students to increase. This will help prevent overcrowding of secondary schools which could lead to lowering of standards.

7. In order to achieve this, both human and physical resources would need to be expanded and particular attention would need to be paid to issues impeding girls' participation and success rates, which are more acute at this level than in primary education.

8. The project plans to support the construction of 60 new lower-secondary classrooms (benefitting approximately 2,400 students) equipped with latrines for students and teachers, water points, administrative offices, a teachers' room and specialized classrooms. These schools will be smaller in size, and constructed throughout the country to bring the availability of accessing lower secondary education closer to girls, i.e. making it easier for girls to go to secondary school without distancing themselves too far from home. To ensure a rapid roll out of this activity, these civil works will be carried out through competitive bidding process. This sub-component would finance civil works, equipment, workshops, and technical assistance.

Sub-component 1.3: Support for equitable enrollment at the primary and lower secondary level

9. In addition to primary school construction and rehabilitation activities, and the construction of schools at the lower secondary level to attract girls, the project would also support IEC and incentives to promote girls enrollment. Therefore, the project would include small-scale but targeted activities, such as: (i) preparing and implementing IEC in areas with the lowest percentage of girls' enrollment; (ii), organizing focus groups with young women and families to discuss factors limiting girls' participation and proposing solutions relevant to existing conditions on the ground; and (iii) organizing and carrying out "girls' graduation ceremonies" rewarding girls with the highest final exam score during a public ceremony with a small monetary incentive (i.e. the equivalent of US\$100/girl) to continue their education. These ceremonies, which have been successfully implemented in the recently closed education sector project in Mauritania¹⁸, could be carried out at the end of the 1st year and last year of primary education, as well as at the end of lower secondary education. These activities will be coordinated by the PIU in close collaboration with the responsible education staff at the regional and school levels and would be supported through the provision of technical assistance, workshops and small grants.

Component 2: Rehabilitating and improving the quality of teaching and learning (US\$12 million)

10. **As part of the emergency activities to be financed under the quality component, the project would support:** (i) in-service training for teachers to bring them up to speed during the course of the new school year, especially given the impact of the recent crisis; (ii) the re-launching of school feeding and nutritional programs, and acquisition and distribution of micro-

¹⁸ Implementation Completion and Results report for the "Education Sector Development Program"; The World Bank, Report No: ICR00001567, April 15, 2011

nutrients and de-worming tablets¹⁹ in collaboration with other UN agencies present on the ground (i.e. UNICEF, WFP); (iii) the acquisition of pedagogical inputs (i.e. textbooks, teacher's guides, reading books²⁰); and (iv) training of head masters/school directors and inspectors to enhance the quality of school-level pedagogic support.

11. To respond to the shortage of qualified teachers and to restore pre-service training to required levels, the project would support: through the rehabilitation and equipment of the teacher training institutes (*CAFOP*) and the construction of two new *CAFOP*. To help monitor and improve the quality of education, a student assessment system, including Early Grade Reading Assessments (EGRA) will be established in the department responsible for managing student learning achievement. This department will also carry out assessments on student learning and put in place reading improvement tools as necessary²¹.

The activities will be covered by the following sub-components:

Sub-component 2.1: Improving the Quality of Teaching-Learning contents Processes and Outputs in Primary Education

12. To jump-start efforts to restore the quality of basic education, a number of activities have been launched, including the establishment of a quality assurance body at the national level, the putting together of a revised training program for pre- and in-service teacher training; introduction of three competency sub-cycles to reduce the number of repeaters and the carrying out of an assessment of the skills of teaching and administrative staff. These activities will support/complement the efforts of this project to restore and improve basic education quality.

a) Pre-service teacher training. The content of existing pre-service teacher education programs has been found to be inadequate as these were modified and shortened during the crisis period, while the training facilities in the existing *CAFOP* were seriously degraded and need to be rehabilitated to restore them to the required levels for providing quality training for teachers. In addition, the annual number of teachers trained in *CAFOP* is lower than current needs. Consequently, the project would support: (i) rehabilitation and equipment of eight existing *CAFOP*; (ii) construction of two *CAFOP* to increase the number of graduated teachers per year; and (iii) strengthening the linkages between *CAFOP* and primary schools to ensure effective supervision and guidance of student teachers during their practical training period. As part of this practical training, student teachers would be supervised and coached by on-site experienced teachers and tutors from their respective *CAFOP*. This will allow newly graduated teachers from *CAFOP* to become qualified to teach all grades of the primary education sector. In addition, the possibility of implementing multi-grade teaching techniques will be explored in order to maximize the utilization of teachers in schools. To achieve qualitative improvements in pre-service

¹⁹ Especially the school feeding and health activities are very critical: WFP warehouses were looted during the crisis, which lead to food shortages in many schools in areas mainly affected by the crisis, and the resurgence of Cholera and Polio cases.

²⁰ Three textbooks per students would be provided for French, Mathematics and Civil Studies at the primary level. The development of primary student textbooks and teacher's guides was already financed under the ongoing IDA operation. Thus the GPEF would finance reprinting of textbooks.

²¹ i.e. put in place a committee to check students' learning progress like in the case of The Gambia, use tools embedded in the "Early Grade Reading Assessment – EGRA" etc.

teacher education, an assessment of the skills of teaching and administrative staff of the *CAFOP* is currently being undertaken and a subsequent training program would be put in place and implemented with the support of the project.

b) In-service teacher training. To raise the quality of teachers already in the education system especially the large number of untrained teachers who were hired during the crisis period, the project would support in-service teacher training to upgrade teacher skills. As part of the project preparation process, a training needs assessment was carried out, which included cost-effective ways that will allow the maximum of teachers to benefit from such training programs. Already identified options include: (i) regionally-organized seminars in specific academic areas (i.e. Mathematics, French etc.); (ii) in-class teaching observation by inspectors qualified to provide constructive feedback regarding teaching techniques; and (iii) school-level training of all teachers by their head master/school director. To ensure quality outcome, the project also proposes to train inspectors and school head masters/directors to allow them to assess teacher performance and provide practical feedback.

c) Student learning assessment. To improve overall student learning, it is imperative to understand the underlying factors contributing to a student's success or failure. This is especially so given the uneven impact of the crisis on the different parts of the country. However, the department responsible for student learning achievement and assessment does not currently have the capacity to carry out its mandate in full. Therefore, the project would support the following activities: (i) training of staff of the "*Sous-Direction de l'Evaluation des Acquis Scolaires*" (*SD-EAS*) in student learning assessment evaluation methods; (ii) support *SD-EAS* in carrying out of two assessments (one per year) of student learning achievements; (iii) assist *SD-EAS* to pilot a reading assessment in Grade 2 and 3, and put in place reading improvement tools²²; and (iv) measuring actual instruction time. Certain preparatory activities have already been undertaken, including legislative texts to ensure that the required number of hours have been taught (i.e. elaboration of guidelines for effective instruction time management, how to make-up for lost hours, how to schedule vacations without reducing instruction time etc.). *SD-EAS* will also work closely with the different departments at the central and regional levels.

13. Financial support for this sub-component will thus be provided for civil works, equipment, consultant services and training/workshops.

Sub-component 2.2: Improving Availability of Pedagogical Inputs in primary and lower secondary Education

14. The sub-component's main objective is to assist the Government to replace the textbooks and other core school materials in classrooms that were lost during the crisis and to establish a distribution system that would be more suitable to the needs of the post conflict context. Given the importance of textbook availability and the current levels of poverty that inhibits parents from buying the books, the Government has decided to distribute core subject textbooks and

²² i.e. put in place a committee to check students' learning progress like in the case of The Gambia, use tools embedded in the "Early Grade Reading Assessment – EGRA" etc.

teachers' guides (French, Mathematics and Civil Studies) at the primary level to students and teachers, free of charge.

15. The acquisition of primary education student textbooks and teacher's guides was already financed under the ongoing IDA operation. Thus the grant will finance reprinting of additional learning and teaching material to reach the targeted 3:1 pupil-textbook ratio for all grades 1 - 6²³.

16. Main activities to be executed would include: (i) the reprinting and distribution of about 1 million text books and teacher's guides in core subjects for all primary education grades; and (ii) the purchase and distribution of about 250,000 reading books for 10,000 primary schools for the creation of reading corners. The distribution of textbooks to schools would be done through private-sector firms as much as possible and based on mutually-agreed modalities, and with a greater involvement of *COGES* at the time of delivery. Support for these activities would be provided through the financing of equipment, consultant services and training.

Sub-component 2.3: Promoting School Health and Nutrition

17. To complete the intervention on improving quality of learning, the project will support enhancement of student health status by promoting school hygiene and preventive care, reducing the prevalence of micronutrient deficiencies and the financing of school feeding programs. The sanitary situation for children following the recent crisis has deteriorated drastically, especially in the conflict-affected areas. To address these issues, the project proposes to: (i) organize vaccination and hand-washing campaigns (i.e. UNICEF's WASH program and other campaigns) to provide treatment and preventive health care; (ii) purchase and distribute school feeding kits to canteens through already-existing mechanisms (i.e. WFP) based on *Mission de Formulation Programme de Développement – Alimentation Scolaire Côte d'Ivoire, Septembre 2010*²⁴ and with a focus on most-needy areas; (iii) train/sensitize teachers and other key school administrative staff; and (iv) develop and distribute school health and nutrition guides in close collaboration with other agencies already involved in this area. These activities will build on those already being successfully carried out under the *PASEF* using the same mechanisms and institutions. Furthermore, the use of agreements between the government and UN agencies such as UNICEF and WFP will help accelerate implementation. It was agreed with the MEN that a draft policy governing the school feeding program applicable to all schools in Côte d'Ivoire would be elaborated. The aim of this policy would be to eliminate all mandatory or voluntary contributions to the school feeding program by students or parents effective the beginning of the 2012/2013 school year while ensuring the sustainability of the program. This sub-component will thus fund equipment, training, workshops, and consultant service.

²³ Student:Textbook ratio reached for grades 1 – 3.

²⁴ Feeding Kits refers to a minimum health and nutrition package suggested by the report (i.e. de-worming tablets and micronutrients), which will be distributed to students to reduce the prevalence of iodine, iron and vitamin A deficiencies.

Component 3: Restoring and strengthening institutional capacity to deliver quality basic education (US\$9.4 million)

18. Priority will be given to the rebuilding of institutional capacity of the sector during the first year. Only once a strong foundation has been re-established would the project support subsequent institutional strengthening.

19. The first priority will be to identify the most critical actors in the education system apart from teachers to ensure the re-building of a solid basic education sub-sector through: (i) the collection and analysis of data to produce a reliable Annual School Statistics Report at the end of the 2011/2012 school year; and (ii) the development of the training program for inspectors to be trained under Component 2.

20. The main structural actions that would be undertaken to restore the institutional capacity of the sector are the following: (i) reinforcing key departments at the central level in the areas of planning and monitoring of the ESP, in which the project is included, and to clarify the roles and responsibilities of the national, central and school levels; (ii) reestablishing capacities at the regional level to manage deconcentrated responsibilities (i.e. teacher posting decisions, school construction site selection etc.) by clarifying the respective mandates at both the central and regional levels; and (iii) at the local level, clarifying and strengthening the role and responsibility of *COGES* with regard to school resource management in close collaboration with regional directorates and local public administration officials.

21. Activities under this component will also consist of the improving the teacher recruitment and deployment processes; and the finalization and subsequent roll out of the Education Management Information System (EMIS), with preparatory work having already been launched under the *PASEF*. These include the preparation of a new framework for the annual production of school statistics, the modeling of the platform necessary to produce the statistics based on UNESCO's "National Education Statistical Information System – NESIS", and purchased the required software to run the production system. This latter is extremely urgent to permit availability of reliable data which will be used to finalize reconstruction plans as well as plan for the future development of the sector. Furthermore, the new census scheduled for 2012 should help provide the system with updated and vital information to strengthen data accuracy.

22. In these areas, the project will support the following activities:

a) Central Level. As part of project preparation activities, the grant would support the creation of a project implementation unit (PIU) led by the coordinator of the Sector Task Force (STF) in charge of the government's overall Education Sector Plan and located inside the existing government structure. This arrangement would ensure that the project complements the government's program and to avoid duplication. Support would be provided for the recruitment of the necessary fiduciary personnel and equipment (Financial Management and Procurement Specialist, associated systems etc.) within the PIU to follow day-to-day operations. The PIU will also ensure that different directorates in charge of executing specific project activities will receive the necessary support (short or longer-term consultancies, depending on their needs and the complexity of activities) to facilitate

carrying out their respective mandates. Therefore, the project would finance: (i) the recruitment of an experienced Financial Management Specialist, an internal auditor and a Procurement Specialist, and the purchase of the necessary software and equipment, as well as an architect, an engineer and a Social Mobilization Specialist to support the “*Sous-Direction du Patrimoine*” for school construction activities; (ii) the hiring of an M&E Specialist who will work closely with the “*Direction de la Plannification, de l’Evaluation et des Statistics (DPES)*” in the finalization and roll out of the EMIS, and to help train *DPES* staff in data collection and the purchase of associated equipment/software; (iii) provide technical assistance and equipment as identified by the different directorates (i.e. student learning assessment), and validated/procured by the PIU to successfully carry out the remaining activities; (iv) support the PIU’s capacity building activities aimed at strengthening *DAF* capacity; and (v) assist the government draft the required legislation that would clarify roles and responsibilities for all levels of the national education system. The project would also explore the possibility of developing a computerized system to track teachers’ deployments and link it to the *DRENs*.

b) Regional Level. The responsibilities and division of labor between the central administration and the regional directorates do not seem to be sufficiently clarified. Based on the national legislation referred to under a) above, the project would support the government’s effort to transfer some decision-making power to the *DREN*, foster their sense of ownership and responsibility, and increase efficiency in managing the education sector activities at that level. Therefore, the project would support: (i) the hiring of a technical expert to help the government develop and operationalize the deconcentration of the education sector management; (ii) the training of respective heads of *DRENs* in their new roles and responsibilities; (iii) the identification of additional support needed to carry out *DREN*’s mandates, including teacher deployment, school data collection and transfer to the *DPES* as well as the purchase of associated equipment; and (iv) the strengthening of *DREN*’s collaboration with their school inspectors and ability to manage these inspectors (i.e. ensure adequate number of school visits, proper and timely reporting on school conditions and teaching practices, teacher absenteeism etc.).

c) School Level. The *COGES* are expected to play a key role in the execution of many activities under the national education sector development plan, such as supervision of school construction and maintenance, textbook acquisition and distribution, school health and HIV/AIDS activities etc. However, a recent assessment conducted under the ongoing education project regarding their effectiveness has highlighted the need for specific areas of improvement, and has proposed recommendations to address weaknesses. Therefore, it was agreed that the management of the *COGES* will need to be adjusted/enhanced before they can play their expected role under the project. To this end, the project would support the improvement of the *COGES*’ effectiveness and management capacity by: (i) clarifying *COGES*’ role and responsibilities at the local, regional and national levels through the adoption of revised legal texts; (ii) training on their new mandates including financial management and handling of school resources, textbook management, reporting etc.; (iii) sensitizing the *COGES*’ about their role and responsibility; and (iv) providing the necessary support to allow them to effectively carry

out their mandate at the school level. Therefore, the project would finance technical assistance, workshops as well as equipment.

23. This component will procure equipment, consultant services, training and workshops.

Annex 2: Results Framework and Monitoring

COTE D'IVOIRE- Emergency Basic Education Support Project

Project Development Objective (PDO): The objectives of the Project are: (i) restoring and increasing access to basic education; (ii) rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.											
PDO Level Results Indicators*	Core	Unit of Measure	Baseline	Cumulative Target Values**				Frequency	Data Source/ Methodology	Responsibility for Data Collection	
				Sept 2012	Sept 2013	Sept 2014	Sept 2015				
1. Number of additional qualified ²⁵ primary teachers resulting from project intervention (<i>Conditions for teaching and learning</i>)	<input checked="" type="checkbox"/>	Number	0	0	2,500	5,000	7,500	Annual	MEN annual report	DPES/MEN/PIU	
2. Number of additional classrooms at the primary level resulting from project intervention:	<input checked="" type="checkbox"/>	Number	0					Semi-Annual	Project progress report	PIU/ Patrimoine	
(i) built				50	300	800	1,000				
(ii) rehabilitated				25	150	400	500				
Total (<i>Conditions for teaching and learning</i>)				75	450	1,200	1,500				
3. Direct project beneficiaries (number)	<input checked="" type="checkbox"/>	Number	0					Semi-annual	Project progress report	DPES/PIU	
(i) students enrolled in primary schools built by the project ²⁶				0	0	18,000	48,000				60,000
(ii) students enrolled in <i>collèges de proximité</i> constructed by the project ²⁷				0	0	720	1,680				2,400
Tot: 0				0	0	18,720	49,680				62,400
(iii) of which % of female (<i>access to basic education</i>)			0	0	30	40	45				

²⁵ Qualified Teachers refers to teachers graduating from teacher training institutes (CAFOP)

²⁶ Number of classrooms built/rehabilitated per year times 40 students

²⁷ Number of classrooms built per year times 40 students (18 classrooms in Y1, 24 classrooms in Y2, and 18 classrooms in Y3)

4. System for learning assessment at the primary level (rating scale) ²⁸ (institutional capacity)	<input checked="" type="checkbox"/>		0	1	2	3	3	Annual	MEN annual report	DPES/MEN/PIU
5. Timely annual production of reliable school statistics (yes/no) (institutional capacity)		Yes/no	No	No	Yes	Yes	Yes	Annual	MEN annual report	DPES/MEN/PIU
INTERMEDIATE RESULTS										
Intermediate Result (Component One): Restoring and increasing access to basic education services										
Number of girls receiving incentives		Number	0	0	150	300	450	Annual	Project progress report	DPES/PIU
Intermediate Result (Component Two): Rehabilitating and improving the quality of teaching and learning										
Teachers trained in-service	<input type="checkbox"/>	Number	0	0	3,000	9,000	15,000	Annual	MEN report	DPES/DREN/PIU
Number of textbooks purchased and distributed (cumulative)	<input type="checkbox"/>	Number	0	300,000	500,000	800,000	1,000,000	Annual	MEN report	DPES/PIU/UNICEF
Student-teacher ratio in publicly financed schools (disaggregated by region)	<input type="checkbox"/>	Ratio	42:1	42:1	40:1	40:1	40:1	Annual	MEN report	DPES/MEN/PIU
Number of children receiving food supplies as a result of project intervention	<input type="checkbox"/>	Number	0	10,000	25,000	40,000	60,000	Annual	Project progress report	PIU/WFP
Intermediate Result (Component Three): Restoring and strengthening institutional capacity to deliver quality basic education										
EMIS system in place and functioning	<input type="checkbox"/>	Yes/no	No	No	Partial	Yes	Yes	Annual	MEN report	DPES/MEN/PIU

²⁸ Following the *Guidance Note on Education Core Indicators for IDA Countries (World Bank, July 22, 2009)*, this indicator is measured on a scale from 0 to 4, using the following set of criteria:

Criteria				
STAGE 1				
Official purpose of the assessment is to measure overall student progress toward agreed system learning goals	YES	NO on either one of the two criteria		NO
Assessment is given to a representative sample or census of the target grades or age levels	YES	of the two criteria		NO
Indicator Value	1	0	0	
STAGE 2				
Data are analyzed and results are reported to education policymakers and/or the public	NO	YES on any one of the three criteria	YES on any two of the three criteria	YES
Results are reported for at least one of the following student subgroups: gender, urban/rural, geographic region	NO			YES
The assessment exercise is repeated at least once every 5 years for the same subject area(s) and grade(s)	NO			YES
Value	1	2	3	4

Number of heads of <i>DREN</i> , school directors, inspectors and pedagogical advisors trained	<input type="checkbox"/>	Number	0	200	500	2,000	3,000	Semi-annual	Project progress report	DPES/DREN/PIU
Number of <i>COGES</i> trained	<input type="checkbox"/>	Number	0	150	500	2,500	3,000	Semi-annual	Project progress report / audit report	DPES/DREN/PIU

Annex 3: Summary of Estimated Project Costs
COTE D’IVOIRE- Emergency Basic Education Support Project

Project Components	Project cost (US\$ million)	GPEF Financing (US\$ million)	% Financing
1. Restoring and increasing access to basic education services	18.1	18.1	100
2. Rehabilitating and improving the quality of teaching and learning	10.2	10.2	100
3. Restoring and strengthening institutional capacity to deliver quality basic education	8.3	8.3	100
Total Baseline Costs	36.6	36.6	
Physical contingencies	2.6	2.6	
Price contingencies	2.2	2.2	
Total Project Cost			
Interest During Implementation	41.4	41.4	
Front-End Fees			
Total Financing Required	41.4	41.4	100

Annex 4: Operational Risk Assessment Framework (ORAF)
COTE D’IVOIRE- Emergency Basic Education Support Project

Project Development Objective(s)	
The objectives of the Project are: (i) restoring and increasing access to basic education; (ii) rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.	
PDO Level Results Indicators:	<ol style="list-style-type: none"> 1. Number of additional qualified ²⁹primary teachers resulting from project intervention. 2. Number of additional classrooms at the primary level resulting from project intervention: (i) built; (ii) rehabilitated; (iii) Total 3. Direct project beneficiaries (number): (i) students enrolled in primary schools built by the project; (ii) students enrolled in <i>de proximités</i> constructed by the project; (iii) of which % of female 4. System for learning assessment at the primary level (rating scale) 5. Timely annual production of reliable school statistics

Risk Category	Risk Rating	Risk Description	Proposed Mitigation Measure
Project Stakeholder Risks			
Stakeholder	Moderate	<p>Coordination challenge due to having 3 ministries involved in education.</p> <p>Slow project implementation due to changes in government leadership and priorities.</p> <p>Project financing has yet to receive GPEF board approval.</p>	<p>The three ministries responsible for the education sector : (i) jointly developed a sector-wide strategy; (ii) established an intra-ministerial Task Force for project preparation and implementation which is already operational; and (iii) is in the process of creating a PIU headed by the Task Force coordinator. Also, even in the event of changes due to legislative elections, there is little risk to overall project implementation other than slowing it down given the widely-shared vision among key players.</p> <p>Local education group and GPEF secretariat have been involved throughout project preparation and support the proposed design.</p>
Implementing Agency Risks			
Implementing Agency Risks (including financial management & procurement risks)	High	<p>Overall weak management at the country level and inexperience of structures involved in the project with Bank procedures; PIU has not</p>	<p>Simple project design and use of existing structures should help ensure on-time project implementation; close supervision by Bank team and support during the establishment of the PIU and hiring of technical experts will also help mitigate risks; designating the head of the STF as head of PIU to ensure continuity and linkages with other</p>

²⁹ Qualified Teachers refers to teachers graduating from teacher training institutes (*CAFOP*)

		yet been established.	departments/ministries.
Project Risks			
Design	High	Project activities involves different stakeholders, including communities, which might slow down project implementation progress; the PIU has not been established, so capacity to carry out activities not yet known; UN agency convention signatures might take longer than expected due to institutional reviews/approvals; project intervention targeting may not include the most needy areas.	Mitigation measures include: (i) Consultation of all relevant stakeholders at the design stage to avoid confusion/ensure clarity amongst all parties involved; (ii) training of PIU and ministerial directorate staff as well as communities in Bank procedures and approach should reduce risk; (iii) Comprehensive communications plans will be implemented to ensure stakeholder engagement and commitment to program; (iv) project activities have been reduced in consideration of capacity constraints; (v) early consultations with concerned UN agencies and internal Bank departments to start discussions about possible waivers needed; and (vi) M&E capacity will be strengthened to support efficient project implementation. In terms of targeting, the government has already started an assessment of the situation on the ground, which will be discussed with the Bank and other donors. Furthermore, the government and the donor community will elaborate and agree on a set of eligibility criteria before any project activity can take place (esp. for construction and food/medicine distribution).
Social & Environmental	Moderate	Risks associated with environmental and social safeguards non-compliance	The preparation and implementation of Bank-approved, site-specific safeguards instruments and the simplified or abbreviated resettlement action plan during project implementation will be carefully supervised by the task team. Furthermore, the environmental safeguards specialist is based in Côte d'Ivoire and would be available to provide continued support and supervision.
Program & Donor	Moderate	The Education Sector Plan is supported by several donors, which could lead to certain overlaps or competing interventions in the sector.	Regular coordination between education sector donors and sharing of information will reduce uncoordinated interventions. Also, annual joint reviews involving donors and government will further strengthen donor harmonization and reduce risk.
Delivery Quality	Substantial	The delivery quality risks mainly pertain to weak capacity, and monitoring and evaluation. Data availability and quality still present a problem. Sustainability will need to be considered as part of project implementation.	Mitigation measures are: (i) Selection of appropriate and relatively easily available performance data; (ii) technical assistance for the establishment of a student assessment system and strengthening of M&E system and staff capacity. Also, given that the PIU will be part of the government structure, its sustainability is likely to be assured. The TTL will pay particular attention to this point throughout project implementation

	Risk Rating: Preparation	Risk Rating: Implementation	Comments
Overall Risk	High	High	The overall risk associated with the project is High. Although the likelihood of some of the risks is low, the fact that the PIU is not yet in place and could thus not be evaluated is a considerable risk and requires close attention. Furthermore, the country's post-conflict environment may still hamper smooth and efficient project start-up while some implementation modalities like the CDD-approach could result in delays. However, the team has identified appropriate mitigation measures for this risk level which would greatly reduce the potential negative impact on the PDO achievement.

Annex 5: Financial Management and Disbursement Arrangements

COTE D'IVOIRE- Emergency Basic Education Support Project

Introduction

1. The project intends to mitigate the effects of the 2010/2011 political crisis on the educational system through: *(i) Restoring and increasing access to basic education; (ii) Rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.*

2. As part of project preparation phase in Cote d'Ivoire, a financial management assessment is normally carried out in accordance with the Financial Management Practices Manual issued by the Financial Management Sector Board on November 3, 2005. Although the project implementation unit is not yet established due to country circumstances, the government has started preparatory activities (terms of reference, technical specifications etc.) with the support of the *PASEF* and the availability of the retroactive financing option to be able to launch the recruitment process as soon as the GPEF Board approves the grant. Therefore, and in order to meet the Bank's minimum requirements under OP/BP10.02, the financial management system will need to be supported by the following measures: (i) strengthening the PIU with the recruitment of a Financial management expert and providing him/her with fiduciary training and ensuring adequate staffing of the financial management unit; (ii) recruitment of an internal auditor to strengthen the internal control system; (iii) purchase and install a computerized accounting system in the coordination unit; and (iv) establish a procedure manual for the better implementation of administrative and fiduciary procedures of the project.

Country issues

3. A Public Expenditure Management and Financial Accountability (PEMFA) review was undertaken in 2008 and the report concluded that although some improvement in Public Financial Management reform implementation, key risks and challenges remain and require improvement in area of: (i) Quality and timeliness of in-year budget reports; (ii) Stock and monitoring of expenditure payment arrears; (iii) Effectiveness of internal audit; (iv) Oversight of aggregate fiscal risk from other public sector entities; (v) Effectiveness of measures for taxpayer registration and tax assessment; (vi) Legislative scrutiny of external audit reports; and (vii) Effectiveness of payroll controls.

4. In dialogue with external partners, the government shows commitment to implement the action plan resulting from the last PEMFA framework to track progress in strengthening public financial management and identify areas where country fiduciary systems are not yet in line with international standards.

5. The use of the country system, notably the Treasury Department and the supreme audit institution (*Chambre des Comptes*), will be implemented progressively. In Cote d'Ivoire an Instruction N192 has been taken by the Ministry of Economy and Finance (MEF) to: (i) assign a MEF public accountant to each IDA-financed project; and (ii) a financial controller in charge of the prior internal control of all payments related to the project. The project will be implemented

according to this instruction that aims to use the part of the Government’s financial management (FM) system.

Risk Assessment and Mitigation Measures

6. The proposed FM arrangements were designed to ensure that funds are used for the purposes intended, information is produced on a timely basis for project management and government oversight, and the project is in compliance with Bank fiduciary requirements.

7. The main risks and mitigating measures of this project are listed in the ORAF table in Annex 4.

8. In view of the general country financial management issues and the issues peculiar to the PIU and the mitigation measures provided, the overall financial management risk rating for this project is Substantial

Strengths

9. The financial management arrangements would be built on the experience gained from implementing other IDA operations in Côte d’Ivoire and strengthened by putting in place experienced staff familiar with donor financed project implementation.

Table 3: Fiduciary Risk Mitigation Arrangements

No.	Activity/Action	Target Completion	Responsibility
1	The Project Implementation Unit has been duly established and the key staff recruited, including: (a) Recruit an experienced Financial Management Expert; (b) Recruit an internal auditor; and (c) Recruit a Procurement Expert.	By effectiveness	Coordinator STF /DAF
2	The Project Implementation Manual has been duly approved by the World Bank and adopted by the Recipient.	By effectiveness	Coordinator STF /DAF
3	A computerized and integrated financial and accounting management system satisfactory to the World Bank has been duly installed within the Project Implementation Unit.	By effectiveness	Coordinator STF /DAF

Governance and anticorruption considerations

10. The country political situation has weakened the governance and corruption environment. In the context of the project, the effective implementation of the fiduciary mitigation measures

should contribute to strengthen the control environment. Also, the appropriate representation and oversight of the Steering Committee of the Task Force, as well as the transparency in both operation implementation and dissemination to stakeholders and the public should constitute a strong starting point to tackle governance and corruption issues during project implementation.

Overall Fiduciary implementation Arrangements staffing

11. The FM arrangements for the project would be handled by the PIU in collaboration with the DAF. These entities would be responsible for implementing and monitoring day-to-day project activities, including budgeting, disbursement, bookkeeping, reporting, supervision, management of the designated account, and auditing.

12. **Project's Accounting and Financial Software:** The current accounting standards in use in Cote d'Ivoire for on-going Bank-financed project will be applicable. SYSCOHADA is the assigned accounting system in West African Francophone countries. The PIU will purchase and install a computerized and integrated financial management system. This software will be tailored to the scale and nature of the program and can record and report program operations (by origin of funds, component, and activities) in a timely manner. The system should be multi-currency, multi-location, multi-donor and it include the following modules: general accounting, cost accounting, budgeting, assets management, contract management, preparation of withdrawal applications and tracking of disbursements by donors, reports generating, including quarterly interim financial reports (IFR), and semi-annual financial statements.

13. **Project Financial and Accounting Manual:** The PIU will establish a Financial and Accounting Procedures Manual that will include the fiduciary procedures of the proposed project. It will include a description of the financial management system and financial policies and procedures. It will contain: (i) the accounting system to be used (chart of accounts, budget coding, accounting standards); (ii) the main transactions cycles; (iii) internal control procedures; and (iv) a summary of the various operational procedures related to budget management (planning, execution and monitoring) and assets management, procurement of works, goods and services, and disbursements.

14. **Reporting:** At least two sets of financial reports will be prepared by the PIU. The quarterly Interim Financial Reports, as required by the Bank and the Annual Financial Statements (AFS) will include the project's consolidated financial statements. The quarterly IFRs to be agreed upon during negotiation will be prepared and submitted to the Bank 45 days after closing of each quarter. The IFRs will be based on formats developed in the Bank's Guidelines on Financial Monitoring Reports with some adjustments. The IFRs will include a table of Source and Use of Funds also a table of Use of Funds by activities or by components. A copy of the Bank's Financial Monitoring Report Guidelines will be provided to the project team for reference.

15. **Internal Control and Internal Auditing:** The *DAF* does not currently have an internal audit unit in place. In Cote d'Ivoire an Instruction N192 has been taken by the Ministry of Economy and Finance (MEF) to (i) assign a MEF public accountant to each IDA-financed project; and (ii) a financial controller in charge of the prior internal control of all payments related to the project. This arrangement, supported by the Bank, constitutes a strong internal

control system within the project implementation units in Côte d'Ivoire. In addition to maintain the same standard of internal control system in the portfolio given the country high risk rating, an internal auditor will be recruited before effectiveness to strengthen the internal control system of Task Force, the *DAF* and the project. Furthermore, the project's Administrative and Financial Management procedures will provides a clear description of the approval and authorization processes in respect of the rule of segregation of duties. The Bank will pay attention to the adequacy of internal control during supervision mission.

16. **External Auditing:** The audit report should reflect all the activities of the financial management program and be submitted to IDA within six months after the end of each fiscal year. The selection of an external auditor of project financial statements should be presented to IDA for non-objection. Appropriate terms of reference (ToR) for the external auditor will be provided to the project team.

17. Financial audits will be conducted yearly. Audits will be conducted by independent auditors acceptable to the Bank in accordance with international auditing standards. A specific opinion will be required on the effective construction of classroom financed by the project. The auditor will also provide a management letter on the internal control procedures outlining recommendations for improving the control system, accounting, and financial procedures as a result of the audit.

18. The audit reports that will be required to be submitted by the PIU and the due dates for submission are:

Table 4: Audit Report Due Date

<i>Audit Report</i>	<i>Due Date</i>
Institutional Financial statements i.e. the PIU annual audited financial statements (including Statements of Sources and Uses of Funds with appropriate notes and disclosures).	Submitted within six months after the end of each fiscal year.

19. **Flow of Funds Arrangement:** The project will have one Designated Account located at the Central Bank of West African States (*BCEAO*) and one project accounts established in a commercial bank that will be managed by a the public accountant designated by the MEF. All these accounts will be managed in accordance with the Bank guidelines.

Disbursement Arrangements: Use of Statement of Expenditures (SOEs)

Disbursement Methods

20. By effectiveness, the project will use the transaction-based disbursement procedures, i.e., replenishment, direct payment, reimbursement, and special commitments. When project implementation begins, the quarterly IFRs produced by the PIU will be reviewed. If the reports are found to be well prepared and produced on a timely basis, and the Recipient requests conversion to report-based disbursements, a review will be undertaken to determine if the project is eligible for report-based disbursement.

Minimum Value of Applications

21. The minimum value of applications for reimbursement, direct payment and special commitment is 15 percent of outstanding advance made to the designated account.

Reporting on credit proceeds

22. The supporting documentation for reporting eligible expenditures paid from the designated account should be a summary report of the statement of expenditures and records evidencing eligible expenditures for payments against contracts valued US\$500,000 or more for works, US\$300,000 or more for goods, US\$200,000 or more for consulting firms and US\$50,000 or more for individual consultants and a list of payments against contracts that are subject to the Bank's prior review. The supporting documentation for requests for direct payment should be records evidencing eligible expenditures (copies of receipt, supplier's invoices, etc). All supporting documentation for statement of expense will be retained at by the PIU and will be made available for review by periodic World Bank review missions, internal and external auditors.

Designated Account

23. A Designated Account will be opened at the *BCEAO* and will be managed by the Department of Public Debt (*Direction de la Dette Publique - DDP*) in coordination with the PIU and the DAF. Also, one Project Account managed by the PIU will be opened in a commercial Bank acceptable to IDA.

24. The ceiling amount for the designated account will be set at FCFA 1,000,000,000.

Counterpart Funding:

25. Given the country financing parameter IDA fund will finance all expenditures at 100 percent including taxes. However, the government will provide fund to compensate addition cost relevant to civil servant intervention in the project. These contributions are also under the scope of auditors reviews.

Monthly Replenishment Applications

26. The designated account will be replenished through the submission of withdrawal applications on a monthly basis by the PIU account unit and will include reconciled bank statements and other documents as may be required until such time as the Recipient may choose to convert to report-based disbursement.

Disbursements by category

27. The table below sets out the expenditure categories and percentages to be financed out of the grant proceeds.

Table 5: Disbursements by component

Category	Amount of the Credit Allocated (expressed in US\$)	Percentage of Expenditures to be Financed (inclusive of Taxes)
Component 1: Restoring and increasing access to basic education services	20	100%
Component 2: Rehabilitating and improving the quality of teaching and learning	12	100%
Component 3: Restoring and strengthening institutional capacity to deliver quality basic education.	9.4	100%
Total Amount	41.4	

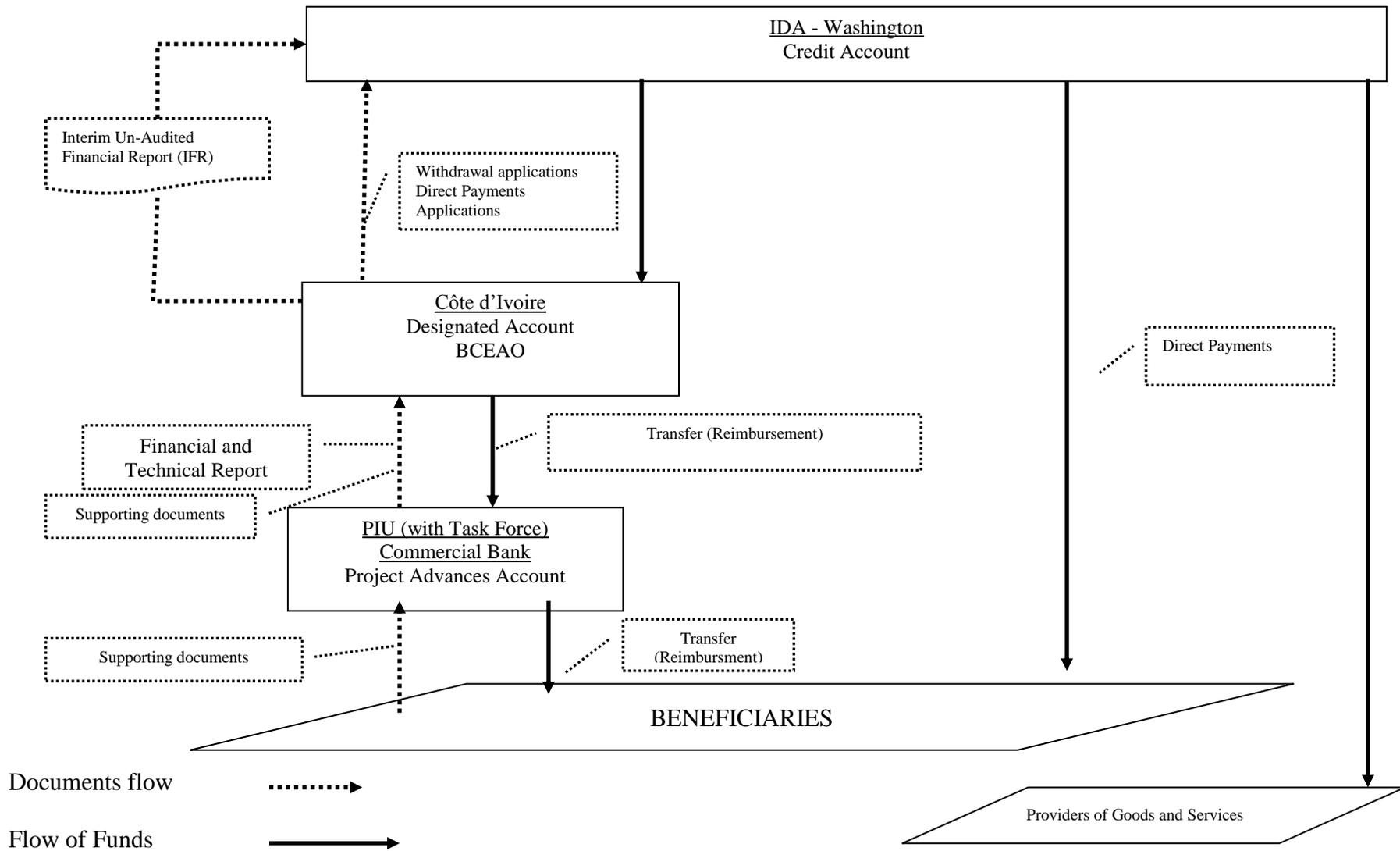
28. Retroactive financing will be provided for an aggregate amount up to US\$400,000 for payments made on or after January 2, 2012 but before the Grant Agreement date in connection with the recruitment of fiduciary staff and purchase of related equipment.

29. **Implementation Support and Supervision Plan:** Based on the outcome of the financial management risk assessment, the following implementation support plan is proposed:

FM Activity	Frequency
Desk reviews	
Interim financial reports review	Quarterly
Audit report review of the program	Annually
Review of other relevant information such as interim internal control systems reports.	Continuous as they become available
On site visits	
Review of overall operation of the FM system	Semester (Implementation Support Mission)
Monitoring of actions taken on issues highlighted in audit reports, auditors' management letters, internal audit and other reports	As needed
Transaction reviews (if needed)	As needed
Capacity building support	
FM training sessions	Before Project starts and thereafter as needed

30. The objective of the above implementation support plan is to ensure the project maintains a satisfactory financial management system throughout the project's life.

Figure 1: Overall Funds and Information Flow mechanism



Annex 6: Procurement Arrangements

COTE D'IVOIRE - Emergency Basic Education Support Project

1. **Generality:** Following the 2004 CPAR, a new Procurement Code (Decree N°2005-110 dated February 24, 2005), in line the WAEMU's procurement Directives and international good practices, and key implementing regulations and documentation have been adopted in 2006. A national procurement capacity building program exists and is being implemented at the central and deconcentrated entities level. An electronic system for collecting and disseminating procurement information and for monitoring procurement statistics has been set up and needs to be spread over all of the contracting authorities. However, persisting issues remain that affect transparency and efficiency of the national procurement system: (i) the National Procurement Code authorizes to re-bid automatically when at least 3 bids are not received; (ii) the national standard bidding document for works indicates that bids which prices are considered as too low or too high are automatically rejected, and authorizes the use of point systems; (iii) the mechanism for dealing with complaints from bidders are not operational yet and the Government has committed itself to do it through the new public procurement regulatory framework having been set up in June 2009; and (iv) no procurement compliance review has been done so far. In addition, the volatile socio-political situation due to the civil war does not guarantee an effective functioning of the system and also has considerably increased fraud and corrupt practices.

2. The proposed project is eligible for processing under OP/BP 8.00 "Rapid Response to Crises and Emergencies". As such, the proposed operation would support economic and social recovery immediately after an extraordinary event that seriously disrupts a country's economy or has (or is likely to have) negative economic and social impacts. Specific objectives receiving support through emergency assistance include restoring and improving basic education infrastructure and service delivery in the country.

3. **Guidelines:** In general, Côte d'Ivoire's procurement code and regulations do not conflict with IDA guidelines. However provisions related to the use of point systems and re-bidding when at least three bids were not submitted will not be applied for national competitive bidding.

4. The procurement for the proposed project will be carried out in accordance with: (i) the World Bank's "*Guidelines: Procurement under IBRD Loans and IDA Credits*" dated January 2011; (ii) "*Guidelines: Selection and Employment of Consultants by World Bank Borrowers*" dated January 2011; and (iii) the provisions of the Financial Agreement. Furthermore the Guidance Note to World Bank Staff entitled *Rapid Response to Crises and Emergencies – Streamlined Procurement Procedures (June 2009)* will also guide procurement.

5. **Procurement Documents:** Procurement transactions will be carried out using the Bank's Standard Bidding Documents or Standard Request for Proposal (RFP) respectively for all ICB, for goods and for selection of consultants. For National Competition Bidding (NCB), the Borrower could submit a sample form of bidding documents to the Bank for prior review and will use this type of document throughout the project once agreed upon. The Sample Form of Evaluation Reports published by the Bank will be used. For certain procurement activities that need rapid responses, especially in case of emergency situations, the very simple sample documents in the annexes of the Note to World Bank Staff entitled *Rapid Response to Crises and Emergencies – Streamlined Procurement Procedures (June 2009)* will be used.

Advertising procedure

6. General Procurement Notice, Specific Procurement Notices, Requests for Expression of Interest and results of the evaluation and contracts award should be published in accordance with advertising provisions in the following guidelines: “Guidelines: Procurement under IBRD Loans and IDA Credits” dated January 2011, and “Guidelines: Selection and Employment of Consultants by World Bank Borrowers” dated January 2011. The recipient will keep a list of received responses from potential bidders interested in the contracts.

7. For ICB and request for proposals that involve international consultants, the contract awards shall be published in UNDB online and in dgMarket within two weeks of receiving IDA’s “no objection” to the recommendation of contract award. For Goods, the information to publish shall specify: (i) name of each bidder who submitted a bid; (ii) bid prices as read out at bid opening; (iii) name and evaluated prices of each bid that was evaluated; (iv) name of bidders whose bids were rejected and the reasons for their rejection; and (v) name of the winning bidder, and the price it offered, as well as the duration and summary scope of the contract awarded. For Consultants, the following information must be published: (i) names of all consultants who submitted proposals; (ii) technical points assigned to each consultant; (iii) evaluated prices of each consultant; (iv) final point ranking of the consultants; and (v) name of the winning consultant and the price, duration, and summary scope of the contract. The same information will be sent to all consultants who submitted proposals. The other contracts should be published in national gazette periodically (at least, quarterly) and in the format of a summarized table covering the previous period with the following information: (i) name of the consultant to whom the contract was awarded; (ii) the price; (iii) duration; and (iv) scope of the contract.

Procurement methods

8. **Procurement of Works:** The Works to be financed by IDA would include construction and rehabilitation of schools’ classrooms, latrines and teachers’ training centers. Contracts of works estimated to cost US\$5,000,000 equivalent or more per contract shall be procured through ICB. Contracts estimated to cost less than US\$5,000,000 equivalent may be procured through NCB. Contract estimated to cost less than US\$70,000 equivalent per contract may be procured through shopping procedures. For shopping, contracts will be awarded following evaluation of bids received in writing on the basis of written solicitation issued to several qualified suppliers (at least three) who have a physical shop of the concerned goods. The award would be made to the supplier with the lowest price, only after comparing a minimum of three quotations open at the same time, provided he has the experience and resources to execute the contract successfully. For shopping, the project procurement officer will keep a register of suppliers updated at least every six months.

9. **Procurement of Goods:** The Goods to be financed by IDA would include: office and classrooms furniture, and equipments, office supplies, school manuals and materials, etc. Similar Goods that could be provided by a same vendor would be grouped in bid packages estimated to cost at least US\$500,000 per contract and would be procured through ICB. Contracts estimated to cost less than US\$500,000 equivalent may be procured through NCB. Goods estimated to cost less than US\$70,000 equivalent per contract may be procured through shopping procedures. For

shopping, the condition of contract award shall be the same process as describe above for procurement of Works.

10. **Selection of Consultants:** The project will finance Consultant Services such as surveys, technical and financial audits, technical assistance, activities under the institutional strengthening component, engineering designs and supervision of works, trainers and workshops facilitators. Consultant firms will be selected through the following methods: (i) Quality and Cost Based Selection (QCBS); (ii) selection based on the Consultant's Qualification Selection (CQS) for contracts which amounts are less than US\$200,000 equivalent and are relative to exceptional studies and researches which require a rare and strong expertise; (iii) Least Cost Selection (LCS) for standard tasks such as insurances and, financial and technical audits costing less than US\$200,000; and (iv) Single Source Selection (SSS), with prior agreement of IDA, for services in accordance with the paragraphs 3.10 to 3.12 of Consultant Guidelines. Individual Consultant (IC) will be hired in accordance with paragraph 5.1 to 5.4 of Bank Guidelines; Sole source may be used only with prior approval of the Bank.

11. Short lists of consultants for services estimated to cost less than US\$200,000 equivalent per contract may be composed entirely of national consultants in accordance with the provisions of paragraph 2.7 of the Consultant Guidelines, if a sufficient number of qualified individuals or firms are available. However, if foreign firms express interest, they would not be excluded from consideration.

12. **Single Source Contract to United Nations agencies:** Given their comparative advantage, single source contracts could be signed with certain United Nations agencies (with IDA's prior approval) for certain health, hygiene and nutrition activities. Preliminary UN agencies identified for possible contracting are UNICEF or WHO for the acquisition and distribution of medication and micronutrients, as well as conducting vaccination and school hygiene campaigns. In terms of school feeding program, a contract with the WFP could be envisaged.

13. **Sub-projects procurement:** Some of the classrooms will be built using a CDD approach through which the procurement and management of contracts are delegated by the infrastructure unit of the PIU (and the *Patrimoine*) to local communities; the contracts will be awarded on the basis of the simplified procedures judged acceptable to the Bank in the Project Financial and Accounting Manual. The PIU through his deconcentrated Agencies will be responsible for the compliance with the procedures agreed.

14. **Procurement of consulting services other than consulting services covered by consultant Guidelines:** Least Cost Selection (LCS) or shopping will be used.

15. **Training, Workshops and Conferences:** The training (including training material and support), workshops and conference attendance, will be carried out on the basis of approved annual training and workshop/conference plan. A detailed plan giving the nature of training/workshop, number of trainees/participants, duration, staff months, timing and estimated cost will be submitted to IDA for review and approval prior to initiating the process. The appropriate methods of selection will be derived from the detailed schedule. After the training, the beneficiaries will be requested to submit a brief report indicating which skills have been

acquired and how these skills will contribute to enhance his/her performance and contribute to the attainment of the project objective.

16. **Operational Costs:** Operating costs financed by the Project are incremental expenses, including office supplies, vehicles operation and maintenance, maintenance of equipment, communication costs, supervision costs (i.e. transport, accommodation and per diem), and salaries of locally contracted staff. They will be procured using the procurement procedures specified in the Project Financial and Accounting Manual.

Assessment of the agency’s capacity to implement procurement

17. Country circumstances and the emergency situation have not allowed enough time to establish a PIU with a fiduciary unit, hence no procurement capacity assessment could be carried out. However, and as mentioned in Annex 5, the government has started preparatory activities (terms of reference, technical specifications etc.) with the support of the *PASEF* and the availability of the retroactive financing option to be able to launch the recruitment process as soon as the GPEF Board approves the grant. In the meantime, the following risk mitigation measures have been proposed by the Bank’s Procurement Specialist to meet the minimum requirement of a procurement unit, which includes: (i) the hiring of a procurement specialist; and (ii) the purchase of necessary equipment.

Mitigation measures

18. Apart from identifying the minimum required staffing and equipment needed for a procurement unit satisfactory to IDA, no other mitigation measures can be identified at this time. However, given that the Bank’s procurement specialist is based in Côte d’Ivoire, close supervision and support will be undertaken to propose any additional mitigation measure if and when they are needed.

19. With respect to the PIU, the recommended actions include the recruitment of a procurement specialist who would work closely with the DAF to strengthen its procurement capacity.

Table 6: Recommended Actions for PIU

Recommended Action	Due Date
The Project Implementation Unit has been duly established and the key staff recruited, including <u>a procurement specialist based on Terms of Reference acceptable to IDA.</u>	Prior to effectiveness

20. **Frequency of procurement reviews and supervision:** Bank’s prior and post reviews will be carried out on the basis of thresholds indicated in the following table. The Bank will conduct supervision missions every six months and annual Post Procurement Reviews (PPR); with the ratio of post review at least 1 to 5 contracts. The Bank may also conduct an Independent Procurement Review (IPR) at any time until two years after the closing date of the project.

Overall Procurement Risk Assessment:

High	X
Average	
Low	

Table 7: Procurement and selection review thresholds

Expenditure Category	Contract Value (Threshold)	Procurement Method	Contract Subject to Prior Review
	US\$		
1. works	≥5,000,000	ICB	All
	<5,000,000	NCB	First 2 contracts
	<70,000	Shopping	The first two contracts
	No threshold	Direct contracting	All
2. Goods	≥500,000	ICB	All
	<500,000	NCB	The First 2 contracts
	<70,000	Shopping	The first two contracts
	No threshold	Direct contracting	All
3. Consulting Firms	≥200,000	QCBS; QBS; LCS; FBS	All contracts
	<200,000	QCBS; QBS; LCS; FBS, CQS	The first two contracts
Individuals	≥100,000	comparison of 3 CVs	All contracts
	<100,000	comparison of 3 CVs	The first two contracts
Firms & Individuals	No threshold	Single Source	All
All Term of reference regardless of the value of the contract are subject to prior review			

21. All trainings, terms of reference of contracts estimated to more than US\$10,000, and all amendments of contracts raising the initial contract value by more than 15 percent of original amount or above the prior review thresholds will be subject to IDA's prior review. All contracts not submitted for prior review will be submitted to IDA for post review in accordance with the provisions of paragraph 5 of Annex 1 of the Bank's Consultant Selection Guidelines and Bank's Procurement Guidelines.

22. **Procurement Plan:** All procurement activities will be carried out in accordance with approved original or updated procurement plans. The Procurement Plans will be updated at least annually or as required to reflect the actual project implementation needs and capacity improvements. All procurement plans should be published at national level and on the Bank

website according to the Guidelines. The six month Simplified Procurement Plan following the guidelines of OP 8.00 is portrayed below:

Tables 8 (a) – (c): Simplified Procurement Plan (with methods and time schedule)

(a) Goods

1	2	3	4	5	6	7	8	9	10
Ref. No.	Contract (Description)	Estim. Amount ('000 US\$)	Proc. Method	Pre-qualific. (yes/no)	Dom. Pref. (yes/no)	Prior Rev. (yes/no)	Expected Bid-Opening Date	Start Date	Comments
1	Acquisition software	40	Shopping	No	No	Yes	04/15/12	06/02/12	
2	Acquisition of computer equipments	220.94	Shopping	No	No	Yes	04/15/12	06/02/12	
3	Acquisition of textbook and teacher guide	1100	ICB	No	No	Yes	06/06/12	07/8/12	
4	Equipments CAFOP	150	ICB	No	No	Yes	07/08/12	09/12/12	
5	Acquisition of student desk	680	NCB	No	No	Yes	07/08/12	09/12/12	

(b) Works

1	2	3	4	5	6	7	8	9	10
Ref. No.	Contract (Description)	Estim. Amount ('000 US\$)	Proc. Method	Pre-qualific. (yes/no)	Dom. Pref. (yes/no)	Prior Rev. (yes/no)	Expected Bid-Opening Date	Start Date	Comments
1	Classroom construction	16,113	Communities	No	no	No	05/12/12	7/6/13	
2	Classroom construction	5,000	ICB	No	no	Yes	07/08/12	7/6/13	
3	Classroom rehabilitatio	7000	ICB	No	no	Yes	07/08/12	7/6/13	

	n								
4	Construction of latrines and water pump	513	NCB	No	no	No	07/08/12	7/6/13	

(c) Consultancy Assignments

1	2	3	4	5	6	7
Ref. No.	Description of Assignment	Estimated Cost (US\$ 000')	Selection Method	Prior Review (yes/no)	Expected Proposals Submission Date	Comments
1	Curriculum Technical Assistance	15	QCBS	No	03/06/2012	
2	Technical Assistance Governance CAFOP	19.8	QCBS	No	03/06/2012	
3	Assessment of in-service Training/Technical Assistance	174	QCBS	No	9/09/12	
4	Technical Assistance Student learning	50	CQS	No	9/09/12	
5	Technical Assistance EMIS	70	CQS	No	10/10/12	
6	Consultant PIU management (accountant, procurement specialist, engineer, architect, M&E specialist etc)	700	CQS	Yes	02/02/12	

23. **List of contract on national procurement:** Contracts for service with a minimum cost estimated below US\$200,000 composed of national consultant will be procured under paragraph 2.7 of the selection and employment of consultants' guidelines.

24. **Procurement Filing:** Procurement documents must be maintained in the project files and archived in the safe place until at least two years after the closing date of the project. Staff recruited into the procurement unit within the PIU will be responsible for the filing of procurement documents.

Annex 7: Implementation and Monitoring Arrangements

COTE D'IVOIRE - Emergency Basic Education Support Project

A. Institutional arrangements

1. **Overall Sector coordination.** The Education Sector Plan (ESP) is a sector-wide program implemented by Ministries in charge of education with MEN playing a leading role. ESP implementation is based on a three-year sector Medium-Term Expenditure Framework (MTEF) discussed in April 2010, and a national sector strategy “*Lettre de Politique Sectorielle*” approved by the Government on June 3, 2010 and subsequently endorsed by donors. Strong donor coordination through regular meetings and joint reviews ensures that execution of each donor intervention is consistent with the ESP. The Government and donors agreed on the institutional set-up as spelled out below to monitor the implementation of the ESP based on positive experiences in other countries like Mauritania where several ministries are in charge of education. This set-up has been deemed the most relevant for ensuring smooth implementation of the ESP and related projects.

2. It should be highlighted that institutions described above are responsible for ensuring the coherence of overall sectoral policies and that the *CICSEF* is not responsible for managing the project. Project management will be the responsibility of the task force and will be supported in its mission by the *DAF* of the Ministry of National Education.

3. **High Level Steering Committee (*Comité Interministeriel de Coordination du Secteur de l'Education et de la Formation – CICSEF*)** The Steering Committee is chaired by the Prime Minister and includes all ministers in charge of education, and the Minister of Economy and Finance. The Steering Committee will: (i) provide overall policy and strategic guidance for the ESP implementation; (ii) ensure that agreed performance targets and timelines for activities under the different components are met; and (iii) ensure effective program implementation and proactively address critical issues that could hinder implementation.

4. **The Sector Task Force (STF)** is comprised of civil servants and consultants of the three ministries in charge of education, namely: (i) *Ministère de l'Education Nationale*; (ii) *Ministère de l'Enseignement Supérieure et de la Recherche Scientifique*; and (iii) *Ministère de l'Enseignement Technique et Formation Professionnelle*. The STF will be in charge of the overall sector strategy and program coordination, serves as the technical secretariat to the *CICSEF* but also facilitates the coordination of education sector interventions. To ensure that proposed project activities fit into the government's overall education program, the Task Force's Coordinator will also be the coordinator of the PIU. To this end it is responsible for the preparation of sector annual reviews in close collaboration with other technical departments of the ministries in charge of the education and ensures implementation of all education projects.

B. Implementation arrangements

5. Project implementation will be carried out by the relevant technical departments of MEN at the central and regional levels lead by the Sector Task Force as Coordinating Agency under the responsibility of Cabinet Director of the MEN. Overall, it was agreed that the design of the implementation mechanism of the Project will be fully aligned with the program implementation

and coordination arrangements, with a view to strengthen MEN cabinet in providing technical assistance in line with developing the institutional capacity of MEN in terms of project implementation. This may include suggestions for technical assistance in specific areas that could be particularly pertinent and useful for project implementation (i.e. technical assistance to implement college reform/multi-discipline teaching, support audits of *CAFOPs* and reform of pre- and in-service teacher training etc.).

6. Project Implementation Unit (PIU): The project will be implemented by the PIU under the supervision of the STF's Coordinator and in close collaboration with the relevant technical department of MEN at the central and regional levels. The PIU will be supported by fiduciary staff (financial management and procurement) and engineering experts. The minimum number of required technical experts would be: (i) a Procurement Specialist; (ii) a Financial Management Specialist; (iii) an internal auditor; (iv) an architect; (v) an engineer; (vi) a Monitoring and Evaluation Specialist; (vii) a social mobilization specialist; and (viii) any additional administrative support and equipment as necessary. Administrative and financial arrangements will be detailed in the project implementation manual, which will be by grant effectiveness.

7. A fiduciary unit would be established as part of the PIU and will have close working relationships with the Financial Affairs Directorate (*DAF*) of MEN. The country circumstances and emergency situation have not allowed for a PIU to be established although the government has launched the process. Therefore, no Financial Management or Procurement assessment could be carried out at this stage. However, the Bank's fiduciary specialists have put in place the respective action plans to ensure adequate fiduciary oversight. Details of the fiduciary arrangements can be found in Annexes 5 and 6.

8. The financial management section will prepare quarterly and annual financial statements which will include the project's consolidated financial statements. The quarterly IFRs will be sent to the Bank 45 days after closing of each quarter. Financial audits will be conducted yearly and annual audits will be conducted by independent auditors acceptable to the Bank and in accordance with international auditing standards. Audit reports will be sent to IDA within six months after the end of the audit period.

C. Monitoring and Evaluation arrangements

9. With support from the PIU, the "*Direction de la Plannification, de l'Evaluation et des Statistics (DPES)*" will be responsible for M&E activities but in close collaboration with the other core technical departments of the MEN and with the *DREN* feeding the process with necessary information and data from the field. A progress report would be prepared twice a year on the status of program implementation and outcomes as well as updated data on performance indicators. Some specific analytical work would be carried out periodically to better measure program impact on beneficiaries and service delivery efficiency. Supervision missions and other project activities would be carried out jointly with the other donor partners and the Government.

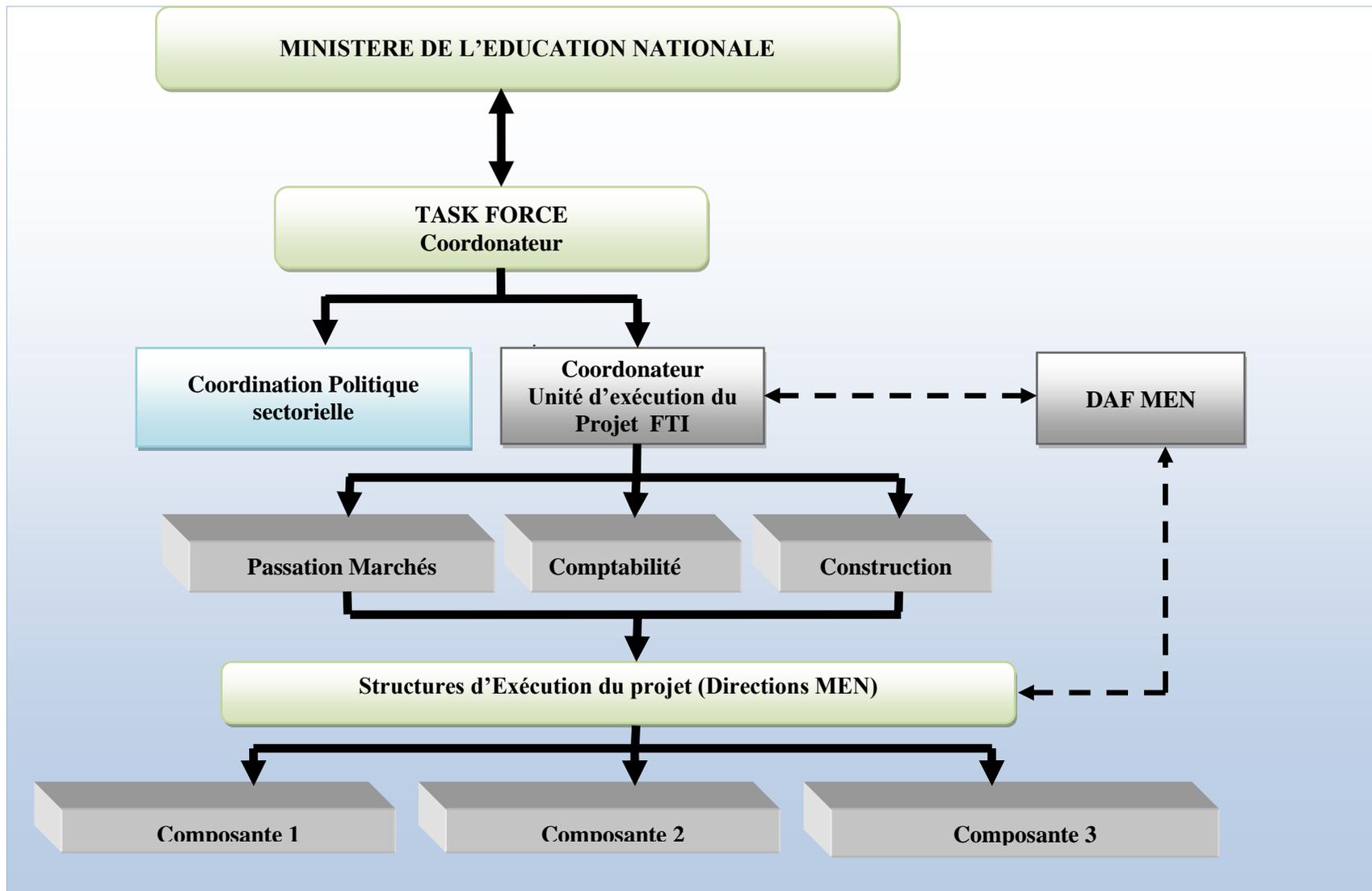
10. The M&E system agreed with the other donors would be based on three main elements: (i) agreed indicators for monitoring; (ii) the Technical Task Force; and (iii) Joint Program reviews.

11. **Agreed indicators for monitoring.** The indicators cover the three components of the project and are included in the results framework in Annex 2.

12. **Joint Annual Reviews of the Program.** As part of the overall education program, the Government would organize twice a year joint reviews to assess progress made of both the project as well as the education program as a whole. The Joint Annual Review would be held in September and be organized by the Government, involving all donor partners and NGOs active in Education sector. Its main objectives would be to review and approve the action plan for the school year ahead and take stock of the achievements of the previous school year. The review would thus jointly assess and evaluate the technical and financial performance of the Program, the implementation of education policies and provide recommendations for improved implementation. An Aide memoire would be prepared and signed between the government and donor partners. The Government would thus prepare and submit an annual implementation report of the Program to donors in time for the Joint Review meeting. To facilitate and harmonize this evaluation process, one of the two Bank project implementation support missions would be organized to coincide with the Joint Annual Review meeting.

13. The semi-annual review meeting would be organized in March of each year and would be more technical in nature and include field visits, discussions with beneficiaries and other stakeholders to monitor and assess project implementation progress, and would coincide with the Bank's second implementation support mission.

Figure 2: Institutional set-up



Annex 8: Project Preparation and Appraisal Team Members
COTE D'IVOIRE - Emergency Basic Education Support Project

Bank staff and consultants who worked on the Project included:

Name	Title	Unit
Hamoud A. W. Kamil	Sr. Education Economist, TTL	AFTED
Linda English	Sector Leader	AFTED
Cherif Diallo	Sr. Education Specialist	AFTED
Cornelia Jesse	Operations Officer	AFTED
Franco Russo	Operations Analyst	AFTED
Saïdou Diop	Sr. Financial Management Specialist	AFTFM
Africa Eshogba Olojoba	Sr. Environmental Specialist	AFTEN
Salamata Bal	Sr. Social Development Specialist	AFTCS
Maurice Adoni	Procurement Specialist	AFTPC
Raj Soopramanien	Lead Counsel	LEGAF
Nneoma Nwogu	Counsel	LEGAF
Aissatou Diallo	Sr. Financial	CTRLA
Wolfgang Chadab	Sr. Financial	CTRLA
Zaïnab Mambo-Cissé	Program Assistant	AFCF2
Rose-Claire Pakabomba	Program Assistant	AFTED
Norosoa Andrianaivo	Language Program Assistant	AFTED
Mariame Bamba	Team Assistant	AFCF2
Serge Theunynck	Consultant, Civil works	AFTED
Donald Hamilton	Consultant, Education	AFTED
Jean-Emmanuel Bui	Consultant, Education	AFTED
Amoïn Colette Kouadio	Temporary Assistant	AFCF2

Annex 9: Environmental and Social Screening and Assessment Framework (ESSAF)

COTE D'IVOIRE - Emergency Basic Education Support Project m

I. Objectives

1. The Environmental and Social Screening and Assessment Framework (ESSAF) is consistent with Bank operational policies and procedures, investment operations subject to OP/BP 8.00, *Rapid Response to Crises and Emergencies*, and the guidance note for crises and emergency operations for application of Bank safeguard and disclosure policies. This ESSAF provides general policies, guidelines, codes of practice and procedures to be integrated into the implementation of above World Bank-supported emergency operation. The components of the project that triggered the Bank safeguards policies (Environmental Assessment and Involuntary Resettlement) are component 1 (Restoring and increasing access to basic education services) and component 2 (Rehabilitating and improving the quality of teaching and learning). These two components will entails the following: (i) construction and rehabilitation of classrooms including sanitary infrastructure like latrines/toilets; (ii) the rehabilitation and equipment of teacher training institutes; and (iii) construction of two new *CAFOP*. This Framework has been developed to ensure compliance with the World Bank's safeguard policies during the implementation of the emergency project. The objective of the ESSAF is to ensure that activities under the proposed emergency operation address the following issues:

- ❖ Minimize environmental degradation as a result of either individual subprojects or their cumulative effects;
- ❖ Protect human health;
- ❖ Enhance positive environmental, economic and social outcomes; and
- ❖ Prevent or compensate any loss of livelihood.

II. General Principles

2. Recognizing the emergency nature of the proposed emergency operation and the related need for providing immediate assistance, while at the same time ensuring due diligence in managing potential environmental and social risks, the ESSAF is based on the following principles:

- ❖ The proposed operation will support multiple subprojects, the detailed designs of which were not known during the combined preparation and appraisal mission. To ensure effective application of the World Bank's safeguard policies, the ESSAF provides guidance on the approach to be taken during Project implementation for the selection and design of subprojects and the planning of mitigation measures;
- ❖ No resettlement issues are expected in any of the proposed sub-projects under the emergency Project. If any do occur, Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs), for the specific subprojects will be prepared following the guidelines of the project's Resettlement Policy Framework.

- ❖ Employment opportunities within the sub-project areas will be targeted to the extent possible at the affected communities and households that lost their livelihoods due to the political crisis. In all sub-projects which require consultations with local communities or beneficiaries, consultations will be conducted to elicit the views of the male and female population; and
- ❖ Consultation and disclosure requirements will be simplified to meet the special needs of these operations. The Public Notice concerning the ESSAF was published in-country on December 13, 2011 and made available to the public on January 10, 2012..

III. Environmental and Social Screening and Assessment Framework (ESSAF)

3. This ESSAF has been developed specifically for these proposed operations to ensure due diligence, to avoid causing harm, and to ensure consistent treatment of social and environmental issues by all donors and the Government of Cote d'Ivoire. The purpose of this Framework is also to assist the Project Implementing Unit in screening all the subprojects for their likely social and environmental impacts, identifying documentation and preparation requirements and prioritizing the investments.

4. **OP 4.01 Environmental Assessment.** Most of the proposed subprojects will focus on the rehabilitation and construction of classrooms, teacher training institutes, latrines/toilets within schools, and new *CAFOP*. The work in these areas will be done under OP 4.01 and it is not anticipated that OP 4.04, OP 4.10, OP 4.37 and OP 7.50 would be triggered.

5. Considering the nature and magnitude of potential environmental and social impacts from relatively limited scale and magnitude of construction and rehabilitation works, the proposed operations are likely to be classified as category 'B'. The requirement to carry out an Environmental Analysis as part of project preparation can be waived but, for subprojects with potential adverse impacts, a limited Environmental Analysis will be done during project implementation. At the same time, prior to sub-project appraisal the implementing agency will agree to apply the following minimum standards during implementation: inclusion of standard environmental codes of practice in the rehabilitation, improvement and construction bid documents of all subprojects; review and oversight of any major reconstruction works by specialists; implementation of environmentally and socially sound options for disposal of wastes; and provisions for adequate budget and satisfactory institutional arrangements for monitoring effective implementation.

6. **OP 4.12 Involuntary Resettlement.** The need for involuntary resettlement or land acquisition in specific subproject areas will only be known during project implementation, when site-specific plans are available. Therefore subprojects will be screened for applicability of the resettlement policy and any subprojects involving involuntary resettlement or land acquisition will only be approved after preparation of a resettlement plan acceptable to the Bank. Several issues will increase the complexity of land acquisition - the lack of reliable land record systems, and the inability of people losing land to either document ownership or be physically present to make their claims for eligibility. The safeguards framework will therefore include procedures for identifying eligible project-affected people, calculating and delivering compensation, and mechanisms for land dispute grievance redress.

7. Although land disputes between private parties and refugees from the 2010/2011 Political crisis are not covered by OP 4.12, the policy does cover those displaced by the project's activities. Even for those not covered by the policy, and to ensure effective poverty reduction, it is good practice for the borrower to undertake a social assessment and implement measures to minimize and mitigate adverse social impacts, particularly on poor and vulnerable groups. Well documented consultation mechanisms will be required to establish eligibility for compensation. Absent refugees who later claim compensation will require clear legal remedies to resolve or adjudicate disputes.

8. **OP 4.20 Indigenous Peoples.** The proposed sub-projects are not anticipated to trigger this safeguard policy.

9. **OP 4.11 Physical Cultural Resources.** The proposed operations are not expected to pose risks of damaging cultural property. Nevertheless, proposed subprojects will be reviewed for their potential impact on cultural property and clear procedures will be required for identification, protection of cultural property from theft, and treatment of discovered artifacts, and will be included in standard bidding documents. While not damaging cultural property, subproject preparation may later identify and include assistance for preservation of historic or archeological sites. If these opportunities occur, cultural property management plans would be prepared for those subprojects.

10. **OP 4.37 Safety of Dams.** The proposed project does not include construction of any dams and therefore this OP would not be triggered.

11. **OP 7.50 Projects on International Waterways.** The proposed project does not include any subprojects that would trigger this OP.

IV. Safeguard Screening and Mitigation

12. The selection, design, contracting, monitoring and evaluation of subprojects will be consistent with the following guidelines, codes of practice and requirements. The safeguard screening and mitigation process will include:

- ❖ A list of negative characteristics rendering a proposed subproject ineligible for support, Attachment 1;
- ❖ A proposed checklist of likely environment and social impacts to be filled out for each subproject or group of subprojects, Attachment 2;
- ❖ Guidelines for land and asset acquisition, entitlements and compensation, Attachment 3;
- ❖ Procedures for the protection of cultural property, including the chance discovery of archaeological artifacts, unrecorded graveyards and burial sites, Attachment 4;
- ❖ Relevant elements of the codes of practice for the prevention and mitigation of potential environmental impacts, Attachment 5; and

- ❖ A sample Environmental Safeguards procedures for Inclusion in the Technical Specifications of Contracts, Attachment 6.

V. Responsibilities for Safeguard Screening and Mitigation

13. The PIU will recruit on a part time basis an environmental and social consultant that will be responsible for safeguards. He/she will be responsible for following up on the safeguard screening and mitigation requirements to each subproject and would report to the project coordinator.

VI. Capacity-Building and Monitoring of Safeguard Framework Implementation

14. As part of the capacity-building to be provided for implementation of the proposed operations, the PIU will recruit an environmental and social consultant that will be responsible for following safeguards issues and concerns; and in particular apply the screening checklists to various sub-projects.

15. To assist in this capacity-building, and to provide subsequent guidance and review of the ESSAF's application, the World Bank environmental and social safeguard specialists in the project task team will provide guidance to the PIU. During supervision of these operations, the World Bank will assess the implementation of the ESSAF, and recommend additional strengthening, if required.

VII. Consultation and Disclosure

16. This ESSAF will be shared with the Government of Cote d'Ivoire, concerned NGOs and other development partners. Under the original project (before it was changed to an emergency one), an Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) had been prepared, reviewed, approved and disclosed in-country and at the InfoShop on July 2, 2011. These instruments will still apply to this present project since no significant changes have been made in terms of activities to be financed under the present emergency status. The ESSAF therefore provides guidance on the approach to be taken during project implementation for the screening and design of sub-projects and planning of mitigation measures. The Public Notice concerning the ESSAF was published in-country on December 13, 2011 and made available to the public on January 10, 2012.

17. The implementing agency will consult project-affected groups and local nongovernmental organizations on the project's environmental and social aspects, and will take their views into account. The implementing agency will initiate these consultations as early as possible, and for meaningful consultations, will provide relevant material in a timely manner prior to consultation, in a form and language(s) that are understandable and accessible to the groups being consulted.

List of Negative Subproject Attributes

Subprojects with any of the attributes listed below will be ineligible for support under the proposed emergency Basic Education Support project

Attributes of Ineligible Subprojects
GENERAL CHARACTERISTICS
<ul style="list-style-type: none"> • Concerning significant conversion or degradation of critical natural habitats.
Damages cultural property, including but not limited to, any activities that affect the following sites: <ul style="list-style-type: none"> • Archaeological and historical sites; and • Religious monuments, structures and cemeteries.
Requiring pesticides that fall in WHO classes IA, IB, or II.
Drinking Water Supply New or expanded of piped water schemes to serve 10,000 or more households.
Sanitation New wastewater treatment plants to serve 10,000 or more households.
Solid Waste New disposal site or significant expansion of an existing disposal site.
Irrigation New irrigation and drainage schemes.
Dams Construction of dams more than 5 meters high. Rehabilitation of dams more than 15 meters high.
Power New power generating capacity of more than 10 MW.
Income Generating Activities Activities involving the use of fuel wood, including trees and bush. Activities involving the use of hazardous substances.

Checklist of Possible Environmental and Social Impacts of Projects

I. Subproject Related Issues

S No	<i>ISSUES</i>	YES	NO	Comments
A.	Zoning and Land Use Planning			
1.	Will the subproject affect land use zoning and planning or conflict with prevalent land use patterns?			
2.	Will the subproject involve significant land disturbance or site clearance?			
3.	Will the subproject land be subject to potential encroachment by urban or industrial use or located in an area intended for urban or industrial development?			
B.	<i>Utilities and Facilities</i>			
4.	Will the subproject require the setting up of ancillary production facilities?			
5.	Will the subproject require significant levels of accommodation or service amenities to support the workforce during construction (e.g., contractor will need more than 20 workers)?			
C	<i>Water and Soil Contamination</i>			
6.	Will the subproject require large amounts of raw materials or construction materials?			
7.	Will the subproject generate large amounts of residual wastes, construction material waste or cause soil erosion?			
8.	Will the subproject result in potential soil or water contamination (e.g., from oil, grease and fuel from equipment yards)?			
9.	Will the subproject lead to contamination of ground and surface waters by herbicides for vegetation control and chemicals (e.g., calcium chloride) for dust control?			
10.	Will the subproject lead to an increase in suspended sediments in streams affected by road cut erosion, decline in water quality and increased sedimentation downstream?			
11.	Will the subproject involve the use of chemicals or solvents?			
12.	Will the subproject lead to the destruction of vegetation and soil in the right-of-way, borrow pits, waste dumps, and equipment yards?			
13.	Will the subproject lead to the creation of stagnant water bodies in borrow pits, quarries, etc., encouraging for mosquito breeding and other disease vectors?			
D.	Noise and Air Pollution Hazardous Substances			
14.	Will the subproject increase the levels of harmful air emissions?			

15.	Will the subproject increase ambient noise levels?			
16.	Will the subproject involve the storage, handling or transport of hazardous substances?			
E.	Fauna and Flora			
18.	Will the subproject involve the disturbance or modification of existing drainage channels (rivers, canals) or surface water bodies (wetlands, marshes)?			
19.	Will the subproject lead to the destruction or damage of terrestrial or aquatic ecosystems or endangered species directly or by induced development?			
20.	Will the subproject lead to the disruption/destruction of wildlife through interruption of migratory routes, disturbance of wildlife habitats, and noise-related problems?			
F.	Destruction/Disruption of Land and Vegetation			
21.	Will the subproject lead to unplanned use of the infrastructure being developed?			
22.	Will the subproject lead to long-term or semi-permanent destruction of soils in cleared areas not suited for agriculture?			
23.	Will the subproject lead to the interruption of subsoil and overland drainage patterns (in areas of cuts and fills)?			
24.	Will the subproject lead to landslides, slumps, slips and other mass movements in road cuts?			
25.	Will the subproject lead to erosion of lands below the roadbed receiving concentrated outflow carried by covered or open drains?			
26.	Will the subproject lead to long-term or semi-permanent destruction of soils in cleared areas not suited for agriculture?			
27.	Will the subproject lead to health hazards and interference of plant growth adjacent to roads by dust raised and blown by vehicles?			
G.	Cultural Property			
28.	Will the subproject have an impact on archaeological or historical sites, including historic urban areas?			
29.	Will the subproject have an impact on religious monuments, structures and/or cemeteries?			
30.	Have Chance Finds procedures been prepared for use in the subproject?			
H.	Expropriation and Social Disturbance			
31.	Will the subproject involve land expropriation or demolition of existing structures?			
32.	Will the subproject lead to induced settlements by workers and others causing social and economic disruption?			
33.	Will the subproject lead to environmental and social disturbance by construction camps?			

II. Site Characteristics

S.No	ISSUES	YES	NO	Comments
1.	Is the subproject located in an area with designated natural reserves?			
2.	Is the subproject located in an area with unique natural features?			
3.	Is the subproject located in an area with endangered or conservation-worthy ecosystems, fauna or flora?			
4.	Is the subproject located in an area falling within 500 meters of national forests, protected areas, wilderness areas, wetlands, biodiversity, critical habitats, or sites of historical or cultural importance?			
5.	Is the subproject located in an area which would create a barrier for the movement of conservation-worthy wildlife or livestock?			
6.	Is the subproject located close to groundwater sources, surface water bodies, water courses or wetlands?			
7.	Is the subproject located in an area with designated cultural properties such as archaeological, historical and/or religious sites?			
8.	Is the subproject in an area with religious monuments, structures and/or cemeteries?			
9.	Is the subproject in a polluted or contaminated area?			
10.	Is the subproject located in an area of high visual and landscape quality?			
11.	Is the subproject located in an area susceptible to landslides or erosion?			
12.	Is the subproject located in an area of seismic faults?			
13.	Is the subproject located in a densely populated area?			
14.	Is the subproject located on prime agricultural land?			
15.	Is the subproject located in an area of tourist importance?			
16.	Is the subproject located near a waste dump?			
17.	Does the subproject have access to potable water?			
18.	Is the subproject located far (1-2 kms) from accessible roads?			
19.	Is the subproject located in an area with a wastewater network?			
20.	Is the subproject located in the urban plan of the city?			
21.	Is the subproject located outside the land use plan?			

Signed by Environment Specialist: Name: _____
Title: _____
Date: _____

Signed by Project Manager: Name: _____
Title: _____
Date: _____

Guidelines for Land and Asset Acquisition, Entitlements and Compensation

I. Objectives

1. Resettlement and land acquisition will be kept to a minimum, and will be carried out in accordance with these guidelines. Subproject proposals that would require demolishing houses or acquiring productive land should be carefully reviewed to minimize or avoid their impacts through alternative alignments. Proposals that require more than minor expansion along rights of way should be carefully reviewed. No land or asset acquisition may take place outside of these guidelines. A format for Land Acquisition Assessment Data Sheet is attached as Attachment 3(i).
2. These guidelines provide principles and instructions to compensate negatively affected persons to ensure that they will be assisted to improve, or at least to restore, their living standards, income earning or production capacity to pre-project levels regardless of their land tenure status.

II. Categorization

3. Based on the number of persons that may be affected by the project, Project Affected People (PAPs) and the magnitude of impacts, projects will be categorized as follows:
 - (a) Projects that will affect more than 200 PAPs due to land acquisition and/or physical relocation and where a full Resettlement Action Plan (RAP) must be produced. If the RAP cannot be prepared prior to project appraisal, a waiver can be provided by the World Bank Managing Director (MD) in consultation with the Resettlement Committee. In such cases, the Task Team should agree with the Borrower on a timetable for preparation of the RAP.
 - (b) Projects that will affect less than 200 persons require the following documentation: (i) a land acquisition assessment, (ii) the minutes or record of consultations which assess the compensation claimed and agreement reached, and (iii) a record of the receipt of the compensation, or voluntary donation, by those affected (see below).
 - (c) Projects that are not expected to have any land acquisition or any other significant adverse social impacts; on the contrary, significant positive social impact and improved livelihoods are expected from such interventions.

III. Eligibility

4. PAPs are identified as persons whose livelihood is directly affected by the project due to acquisition of the land owned or used by them. PAPs deemed eligible for compensation are:
 - (a) those who have formal legal rights to land, water resources or structures/buildings, including recognized customary and traditional rights;

(b) those who do not have such formal legal rights but have a claim to usufruct rights rooted in customary law; and

(c) those whose claim to land and water resources or building/structures do not fall within (a) and (b) above, are eligible to resettlement assistance to restore their livelihood.

IV. Compensation Principles

5. The project implementation agencies will ensure timely provision of the following means of compensation to affected peoples:

(a) Project affected peoples losing access to a portion of their land or other productive assets with the remaining assets being economically viable are entitled to compensation at a replacement cost for that portion of land or assets lost to them. Compensation for the lost assets will be made according to the following principles:

- (i) replacement land with an equally productive plot, cash or other equivalent productive assets;
- (ii) materials and assistance to fully replace solid structures that will be demolished;
- (iii) replacement of damaged or lost crops and trees, at market value;
- (iv) other acceptable in-kind compensation;
- (v) in case of cash compensation, the delivery of compensation should be made in public, i.e., at the Community Meeting; and
- (vi) in case of physical relocation, provision of civic infrastructure at the resettlement sites.

(b) Project affected peoples losing access to a portion of their land or other economic assets rendering the remainder economically non-viable will have the options of compensation for the entire asset by provision of alternative land, cash or equivalent productive asset, according to the principles in (a) i-iv above.

V. Consultation Process

6. The PIU will ensure that all occupants of land and owners of assets located in a proposed subproject area are consulted. Community meetings will be held in each affected district and village to inform the local population of their rights to compensation and options available in accordance with these Guidelines. The Minutes of the community meetings shall reflect the discussions held; agreements reached, and include details of the agreement, based on the format provided in Attachment 3(ii).

7. The PIU shall provide a copy of the Minutes to affected people and confirm in discussions with each of them, their requests and preferences for compensation, agreements reached, and any eventual complaint. Copies will be recorded in the posted project documentation and be available for inspection during supervision.

VI. Subproject Approval

8. In the event that a subproject involves acquisition against compensation, the PIU shall:
 - (a) not approve the subproject unless satisfactory compensation has been agreed between the affected person and the local community; and
 - (b) not allow works to start until the compensation has been delivered in a satisfactory manner to the affected persons.

VII. Complaints and Grievances

9. Initially, all complaints should be registered by the PIU, which shall establish a register of resettlement/compensation related grievances and disputes mechanism. The existence and conditions of access to this register (where, when, how) shall be widely disseminated within the community/town as part of the consultation undertaken for the sub-project in general. A committee of knowledgeable persons, experienced in the subject area, shall be constituted at a local level as a Committee to handle first instance dispute/grievances. This group of mediators attempting amicable mediation/litigation in first instance will consist of the following members: (i) Head of District; (ii) Legal advisor; (iii) Local Representative within the elected Council; (iv) Head of Community Based Organization; and (v) Community leaders. This mediation committee will be set up at local level by the implementation agency on an “as-needed” (i.e. it will be established when a dispute arises in a given community).

10. When a grievance/dispute is recorded as per above-mentioned registration procedures, the mediation committee will be established, and mediation meetings will be organized with interested parties. Minutes of meetings will be recorded. The existence of this first instance mechanism will be widely disseminated to the affected people as part of the consultation undertaken for the sub-project in general. It is important that these mediation committees be set up as soon as RAP preparation starts. Disputes documented e.g. through socio-economic surveys should be dealt with by appropriate mediation mechanisms which must be available to cater for claims, disputes and grievances at this early stage. A template form for claims should be developed and these forms be collated on a quarterly basis into a database held at project level.

VIII. Verification

11. The Mediation Meeting Minutes, including agreements of compensation and evidence of compensation made shall be provided to the Municipality/district, to the supervising engineers, who will maintain a record hereof, and to auditors and socio-economic monitors when they undertake reviews and post-project assessment. This process shall be specified in all relevant project documents, including details of the relevant authority for complaints at the municipal/district or implementing agency level.

Land Acquisition Assessment Data Sheet
(To be used to record information on all land to be acquired)

1. Quantities of land/structures/other assets required:
2. Date to be acquired:
3. Locations:
4. Owners:
5. Current uses:
6. Users:
 - Number of Customary Claimants:
 - Number of Squatters:
 - Number of Encroachers:
 - Number of Owners:
 - Number of Tenants:
 - Others (specify): _____ Number: _____
7. How land/structures/other assets will be acquired (identify one):
 - Donation
 - Purchase
8. Transfer of Title:
 - Ensure these lands/structures/other assets are free of claims or encumbrances.
 - Written proof must be obtained (notarized or witnessed statements) for the voluntary donation, or acceptance of the prices paid from those affected, together with proof of title being vested in the community, or guarantee of public access, by the title-holder.
9. Describe grievance mechanisms available:

**Schedule of
Compensation of Asset Requisition**

Summary of Affected Unit/Item	Units to be Compensated	Agreed Compensation
a. Urban/agricultural land (m ²):	_____	_____
b. Houses/structures to be demolished (units/m ²):	_____	_____
c. Type of structure to be demolished (e.g. mud, brick, cement block, etc.,) _____		Not Applicable.
d. Trees or crops affected: _____	_____	_____
e. Water sources affected: _____	_____	_____

Signatures of local community representatives, Sheikh/Head of Tribe:

Include record of any complaints raised by affected persons:

Map attached (showing affected areas and replacement areas):

Protection of Cultural Property

1. Cultural property include monuments, structures, works of art, or sites of significance points of view, and are defined as sites and structures having archaeological, historical, architectural, or religious significance, and natural sites with cultural values. This includes cemeteries, graveyards and graves.

Chance Find Procedures

2. Chance find procedures will be used as follows:

- (a) Stop the construction activities in the area of the chance find;
- (b) Delineate the discovered site or area;
- (c) Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be present until the responsible local authorities and the Ministry of Culture take over;
- (d) Notify the supervisory Engineer who in turn will notify the responsible local authorities and the Ministry of Culture immediately (within 24 hours or less);
- (e) Responsible local authorities and the Ministry of Culture would be in charge of protecting and preserving the site before deciding on subsequent appropriate procedures. This would require a preliminary evaluation of the findings to be performed by the archeologists of the Ministry of Culture (within 72 hours). The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage; those include the aesthetic, historic, scientific or research, social and economic values;
- (f) Decisions on how to handle the finding shall be taken by the responsible authorities and the Ministry of Culture. This could include changes in the layout (such as when finding an irremovable remain of cultural or archeological importance) conservation, preservation, restoration and salvage;
- (g) Implementation for the authority decision concerning the management of the finding shall be communicated in writing by the Ministry of Culture; and
- (h) Construction work could resume only after permission is given from the responsible local authorities and the Ministry of Culture concerning safeguard of the heritage.

3. These procedures must be referred to as standard provisions in construction contracts, when applicable, and as proposed in section 1.5 of Attachment 6. During project supervision, the Site Engineer shall monitor the above regulations relating to the treatment of any chance find encountered are observed.

4. Relevant findings will be recorded in World Bank Project Implementation Status and Results reports (ISRs), and Implementation Completion and Results reports (ICRs) will assess

the overall effectiveness of the project's cultural property mitigation, management, and activities, as appropriate.

Codes of Practice for Prevention and Mitigation of Environmental Impacts

Potential Impacts	Prevention and Mitigation Measures
<u>Schools and training institutes</u>	
<ul style="list-style-type: none"> • Construction and Rehabilitation of classrooms and teacher training institutes 	
<p>Disruption of drainage:</p> <ul style="list-style-type: none"> • Hampers free drainage, causes stagnant pools of water. • Increased sediments into ponds, streams and rivers due to erosion from road tops and sides. • Increased run-off and flooding. 	<ul style="list-style-type: none"> • Design to provide adequate drainage and to minimize changes in flows, not limited to the road reserve. • Provision of energy dissipaters, cascades, steps, and checks dams. • Provision of sufficient number of cross drains. • Balancing of cut and fill. • Revegetation to protect susceptible soil surfaces. • Rehabilitation of borrow areas.
<p>Erosion:</p> <ul style="list-style-type: none"> • Erosion of land downhill from the road bed, or in borrow areas. • Landslides, slips or slumps. • Bank failure of the borrow pit. 	<ul style="list-style-type: none"> • Design to prevent soil erosion and maintain slope stability. • Construction in the dry season. • Protection of soil surfaces during construction. • Physical stabilization of erodible surfaces through turfing, planting a wide range of vegetation, and creating slope breaks. • Rehabilitation and re-grading of borrow pits and material collection sites.
<p>Loss of vegetation.</p>	<ul style="list-style-type: none"> • Balancing of cut and fill. • Revegetation to protect susceptible soil surfaces. • Minimize loss of natural vegetation during construction. • Revegetation and replanting to compensate any loss of plant cover or tree felling.
<p>Loss of access.</p>	<ul style="list-style-type: none"> • Design to include accessibility to road sides in case roadbed is raised. • Alternative alignments to avoid bisecting villages by road widening.

Potential Impacts	Prevention and Mitigation Measures
<p>Impacts during construction:</p> <ul style="list-style-type: none"> • Fuel wood collection. • Disease due to lack of sanitation. • Introduction of hazardous wastes. • Groundwater contamination (oil, grease). • Accidents during construction. • Potential impacts to cultural property. 	<ul style="list-style-type: none"> • Provision of fuel at work camps to prevent cutting of firewood. • Provision of sanitation at work camps. • Removal of work camp waste, proper disposal of oil, bitumen and other hazardous wastes. • Management of construction period worker health and safety. • Use archaeological chance find procedures and coordinate with appropriate agencies.
<ul style="list-style-type: none"> • Increased migration from nearby cities. 	<ul style="list-style-type: none"> • Provide comprehensive community participation in planning, and Migration issue to be resolved through local conflict resolution system.

Safeguards Procedures for Inclusion in the Technical Specifications of Contracts

I. General

1. The Contractor and his employees shall adhere to the mitigation measures set down and take all other measures required by the Engineer to prevent harm, and to minimize the impact of his operations on the environment.
2. The Contractor shall not be permitted to unnecessarily strip clear the right of way. The Contractor shall only clear the minimum width for construction and diversion roads should not be constructed alongside the existing road.
3. Remedial actions which cannot be effectively carried out during construction should be carried out on completion of each Section of the road (earthworks, pavement and drainage) and before issuance of the Taking Over Certificate:
 - (a) these sections should be landscaped and any necessary remedial works should be undertaken without delay, including grassing and reforestation;
 - (b) water courses should be cleared of debris and drains and culverts checked for clear flow paths; and
 - (c) borrowed pits should be dressed as fish ponds, or drained and made safe, as agreed with the land owner.
4. The Contractor shall limit construction works to between 6 am and 7 pm if it is to be carried out in or near residential areas.
5. The Contractor shall avoid the use of heavy or noisy equipment in specified areas at night, or in sensitive areas such as near a hospital.
6. To prevent dust pollution during dry periods, the Contractor shall carry out regular watering of earth and gravel haul roads and shall cover material haulage trucks with tarpaulins to prevent spillage.

II. Transport

7. The Contractor shall use selected routes to the project site, as agreed with the Engineer, and appropriately sized vehicles suitable to the class of road, and shall restrict loads to prevent damage to roads and bridges used for transportation purposes. The Contractor shall be held responsible for any damage caused to the roads and bridges due to the transportation of excessive loads, and shall be required to repair such damage to the approval of the Engineer.

8. The Contractor shall not use any vehicles, either on or off road with grossly excessive, exhaust or noise emissions. In any built up areas, noise mufflers shall be installed and maintained in good condition on all motorized equipment under the control of the Contractor.

9. Adequate traffic control measures shall be maintained by the Contractor throughout the duration of the Contract and such measures shall be subject to prior approval of the Engineer.

III. Workforce

10. The Contractor should whenever possible locally recruit the majority of the workforce and shall provide appropriate training as necessary.

11. The Contractor shall install and maintain a temporary septic tank system for any residential labor camp and without causing pollution of nearby watercourses.

12. The Contractor shall establish a method and system for storing and disposing of all solid wastes generated by the labor camp and/or base camp.

13. The Contractor shall not allow the use of fuel wood for cooking or heating in any labor camp or base camp and provide alternate facilities using other fuels.

14. The Contractor shall ensure that site offices, depots, asphalt plants and workshops are located in appropriate areas as approved by the Engineer and not within 500 meters of existing residential settlements and not within 1,000 meters for asphalt plants.

15. The Contractor shall ensure that site offices, depots and particularly storage areas for diesel fuel and bitumen and asphalt plants are not located within 500 meters of watercourses, and are operated so that no pollutants enter watercourses, either overland or through groundwater seepage, especially during periods of rain. This will require lubricants to be recycled and a ditch to be constructed around the area with an approved settling pond/oil trap at the outlet.

16. The contractor shall not use fuel wood as a means of heating during the processing or preparation of any materials forming part of the Works.

IV. Quarries and Borrow Pits

17. Operation of a new borrowed area, on land, in a river, or in an existing area, shall be subject to prior approval of the Engineer, and the operation shall cease if so instructed by the Engineer. Borrow pits shall be prohibited where they might interfere with the natural or designed drainage patterns. River locations shall be prohibited if they might undermine or damage the river banks, or carry too much fine material downstream.

18. The Contractor shall ensure that all borrow pits used are left in a trim and tidy condition with stable side slopes, and are drained ensuring that no stagnant water bodies are created which could breed mosquitoes.

19. Rock or gravel taken from a river shall be far enough removed to limit the depth of material removed to one-tenth of the width of the river at any one location, and not to disrupt the river flow, or damage or undermine the river banks.

20. The location of crushing plants shall be subject to the approval of the Engineer, and not be close to environmentally sensitive areas or to existing residential settlements, and shall be operated with approved fitted dust control devices.

V. Earthworks

21. Earthworks shall be properly controlled, especially during the rainy season.

22. The Contractor shall maintain stable cut and fill slopes at all times and cause the least possible disturbance to areas outside the prescribed limits of the work.

23. The Contractor shall complete cut and fill operations to final cross-sections at any one location as soon as possible and preferably in one continuous operation to avoid partially completed earthworks, especially during the rainy season.

24. In order to protect any cut or fill slopes from erosion, in accordance with the drawings, cut off drains and toe-drains shall be provided at the top and bottom of slopes and be planted with grass or other plant cover. Cut off drains should be provided above high cuts to minimize water runoff and slope erosion.

25. Any excavated cut or unsuitable material shall be disposed of in designated tipping areas as agreed to by the Engineer.

26. Tips should not be located where they can cause future slides, interfere with agricultural land or any other properties, or cause soil from the dump to be washed into any watercourse. Drains may need to be dug within and around the tips, as directed by the Engineer.

VI. Historical and Archeological Sites

27. If the Contractor discovers archeological sites, historical sites, remains and objects, including graveyards and/or individual graves during excavation or construction, the Contractor shall:

- (a) Stop the construction activities in the area of the chance find.
- (b) Delineate the discovered site or area.
- (c) Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be present until the responsible local authorities and the Ministry of Culture take over.
- (d) Notify the supervisory Engineer who in turn will notify the responsible local authorities and the Ministry of Culture immediately (less than 24 hours).
- (e) Contact the responsible local authorities and the Ministry of Culture who would be in charge of protecting and preserving the site before deciding on the proper

procedures to be carried out. This would require a preliminary evaluation of the findings to be performed by the archeologists of the Ministry of Culture (within 72 hours). The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage, including the aesthetic, historic, scientific or research, social and economic values.

(f) Ensure that decisions on how to handle the finding be taken by the responsible authorities and the Ministry of Culture. This could include changes in the layout (such as when the finding is an irremovable remain of cultural or archeological importance) conservation, preservation, restoration and salvage.

(g) Implementation for the authority decision concerning the management of the finding shall be communicated in writing by the Ministry of Culture; and

(h) Construction work will resume only after authorization is given by the responsible local authorities and the Ministry of Culture concerning the safeguard of the heritage.

VII. Disposal of Construction and Vehicle Waste

28. Debris generated due to the dismantling of the existing structures shall be suitably reused, to the extent feasible, in the proposed construction (e.g. as fill materials for embankments). The disposal of remaining debris shall be carried out only at sites identified and approved by the project engineer. The contractor should ensure that these sites: (a) are not located within designated forest areas; (b) do not impact natural drainage courses; and (c) do not impact endangered/rare flora. Under no circumstances shall the contractor dispose of any material in environmentally sensitive areas.

29. In the event any debris or silt from the sites is deposited on adjacent land, the Contractor shall immediately remove such, debris or silt and restore the affected area to its original state to the satisfaction of the Supervisor/Engineer.

30. Bentonite slurry or similar debris generated from pile driving or other construction activities shall be disposed of to avoid overflow into the surface water bodies or form mud puddles in the area.

31. All arrangements for transportation during construction including provision, maintenance, dismantling and clearing debris, where necessary, will be considered incidental to the work and should be planned and implemented by the contractor as approved and directed by the Engineer.

32. Vehicle/machinery and equipment operations, maintenance and refueling shall be carried out to avoid spillage of fuels and lubricants and ground contamination. An oil interceptor will be provided for wash down and refueling areas. Fuel storage shall be located in proper bounded areas.

33. All spills and collected petroleum products shall be disposed of in accordance with standard environmental procedures/guidelines. Fuel storage and refilling areas shall be located at

least 300 meters from all cross drainage structures and important water bodies or as directed by the Engineer.

Annex 10: Economic and Financial Analysis
COTE D'IVOIRE - Emergency Basic Education Support Project

Macroeconomic context

1. Côte d'Ivoire is just recovering from 10 years of political instability and a five-month violent conflict, which had serious consequences for the economy. According to the International Monetary Fund's latest mission, Côte d'Ivoire's GDP is expected to decline, leaving the new regime with a huge challenge to rebuild the country and plan to put an emphasis on education.

2. **Budgetary trade-offs unfavorably impact the education sector:** Since the early 1990s, the share of total government recurrent expenditure going into education has declined substantially, from 36 percent in 1990 to only 16.6 percent in 2010. Recurrent expenditures for education in GDP per capita also declined considerably between 1990 and 2010, dropping from 7.4 percent to only 4.8 percent in 2010. In the 2011 national budget, the share devoted to the MEN is about FCFA 355 billions.

3. Despite the downturn of the economy, the 2011 projected budget is about FCFA 3,050 billions (approximately US\$6.8 billion equivalent), which represents a 23 percent increase compared to previous years. It also represents 45 percent of the 2011 forecasted GDP.

Table 9: Ministry of Education budget

	<i>In billions of FCFA</i>
Ministry of National Education	355
Ministry of Technical Education	44
Ministry of Higher Education	109
<i>Global Ministry of Education</i>	508

Sources: SIGFIP

4. Both tables below show the distribution of the budget devoted to education according to the level of education (primary, secondary etc.) and the type of expenditure (current and investment expenditures).

Table 10: Education budget by level

	% of the total budget
Preschool	1.5
Primary Education	40.6
Secondary Education (1 st cycle)	17.5
Secondary Education (2 nd cycle)	10
Technical Education	8.6
Higher Education	21.6
Alphabetisation	0.2
Total	100%

Sources: SIGFIP

Table 11: Education budget by type of expenditure

	% of the total budget		
Current expenditures	95%	83%	Salaries
		12%	Transfer
Investment expenditures	5%	5%	Investment expenditures

Sources: SIGFIP

5. According to the tables above, the share of primary education is about 40 percent of the total budget allocated to education, which is below the GPEF 50 percent benchmark. Therefore, even if a relatively important part of the budget is devoted to the education sector, there is not an emphasis on the primary education sub-sector specifically. Furthermore, with 95 percent of the education expenditures being composed of current expenditures (of which 83 percent salaries), only 5 percent of expenditure are investments. This hampers the development of a dynamic education sector and systems, which will also jeopardize the country's ability to reach the Education Millennium Development Goal.

6. **Low primary school completion rates and the need to improve education quality:** The primary completion rate in Côte d'Ivoire remains low, only 46 percent, due to low access to Grade 1, and low retention rates over the course of the primary cycle (35 percent of children entering grade 1 do not reach the end of primary cycle).

7. **Large social disparities continue to exist, driven by geographic location and access to economic opportunities and which are widening disproportionately with each level of education.** Social disparities in education, broken down by gender and geographic location, are particularly pronounced at the lower secondary and primary levels. For instance, boys are 11 percent more likely to attend primary school, 47 percent more likely to enroll in secondary school and 60 percent more likely to go to university than girls. Geographic and income inequalities are even more pronounced than gender disparities: Urban children are 4.3 times more likely than rural children to be in school. It is estimated that access to primary school is over 80 percent in Abidjan and the Mid-West region, and only 41 percent in the North-West and 35 percent in the North.

8. **Weak linkages between resources and learning results, and critical activities for improving quality:** A 2003 learning achievement assessment of 6,000 students measuring their Mathematics and French language skills at Grades 2, 4 and 6, and the end-of-primary school exam scores for 2006, highlight the substantial difficulties in transforming inputs into results. These findings show that the quality of service delivery remains a concern, and that a more effective use of resources will be needed to achieve any meaningful improvement.

Analysis of main features of the project

9. The project plans to palliate the lack of investment in Education in order to improve access and quality of primary Education.

Access to primary Education

10. Increasing access to primary education still presents a challenge in Côte d'Ivoire. The net attendance rate was about 58 percent in 2006 (CSR 2009), which means that more than 40 percent of children aged between 7 and 12 years old are not in school (approximately 1 million children) with a disproportionate number being children from rural areas. Children from rural areas are usually facing two major constraints concerning school enrollment and attendance: (i) the need for child labor; and (ii) long distances between home and school. But reasons for non-attendance are both supply- and demand-driven: Data analysis shows that depending on place of residence and distance to schools and considering equal distance between school and home, access rates are lower in rural than in urban areas (66 percent in rural areas against 83 percent in urban areas). This seems to indicate that distance to school is a greater obstacle to schooling in rural areas than it is in urban. If distance to school increases to 30 - 60 minutes, the probability of attending school drops considerably to only 59 percent and below 50 percent if the school is more than an hour's walk from home.

11. The project plans to increase primary education supply by more than 1,000 classrooms over the next three academic years. Based on the post-conflict assistance project's vast experience in building community-led schools, it is expected that classrooms built by the community stand at around FCFA 5 million per classroom compared to FCFA 10 million for schools built using non-community based procurement practices (as was the case under the *PASEF*). Furthermore, the Norwegian Refugee Council (NRC) believes that community outreach was key to the success of its construction program. The NRC has funded the construction of classrooms based on standard and MEN-approved architectural designs at a quarter of the price as compared to *PASEF*-funded works.

12. This new approach will allow the government to cut construction costs in half and transfer more responsibility to parents of students in managing the construction process. This approach will not only help reduce costs but also: (i) allow for efficiency gains resulting from access of small local businesses to market opportunities; (ii) increase employment opportunities and stimulate the circulation of money on the local markets (which will help mitigate the local effects of the crisis and send a positive sign to its youth); and (iii) support peace-building efforts with the inclusion of "steps to peace" activities into trainings to help restore trust within and between communities.

13. Another incentive to encourage parents to put their child to school is the presence of school canteens. To ensure an equitable approach to providing access, the choice of intervention areas will follow a dual approach that takes into account both the impact of the conflict and the real needs in classrooms. The same approach will be used in the identification of school canteens that will be supported by the project. A government report showed that of the 5,000 existing canteens, nearly 2,000 were closed because of the crisis, which negatively affected retention rates. It is therefore expected that financing a school feeding program in the most deserving areas (benefitting approximately 60,000 students through 800 canteens) would stimulate demand and encourage parents to send more children to school. Furthermore, a comparative study carried out by the government³⁰ of schools with canteens and schools without canteens over the period from

³⁰ MEN (n.d. b) *Généralités sur les cantines scolaires*, Service National des Cantines Scolaires, Ministère de l'Éducation Nationale.

1999 to 2002 showed positive effects of school canteens on school success. There was an average increase of 12.5 percent of children enrolled in schools with canteens against -1.4 percent in schools without canteens, an annual average dropout rate of 3 percent against 5.9 percent and an average success rate at the end of primary school of 66.6 percent against 61.2 percent.

14. A 'Food for Education' program, providing poorer families in Bangladesh with food in schools in return for regular attendance of their children, has had an outstanding success according to the International Food Policy Research Institute (IFPRI). The program led to 20 - 30 percent increases in school participation rates, and resulted in students staying in school 0.4 - 1.4 years longer than they otherwise might have. Therefore, supporting school canteens should have a net impact on school attendance, especially in rural areas where the attendance is often volatile depending on household income.

Quality of primary Education

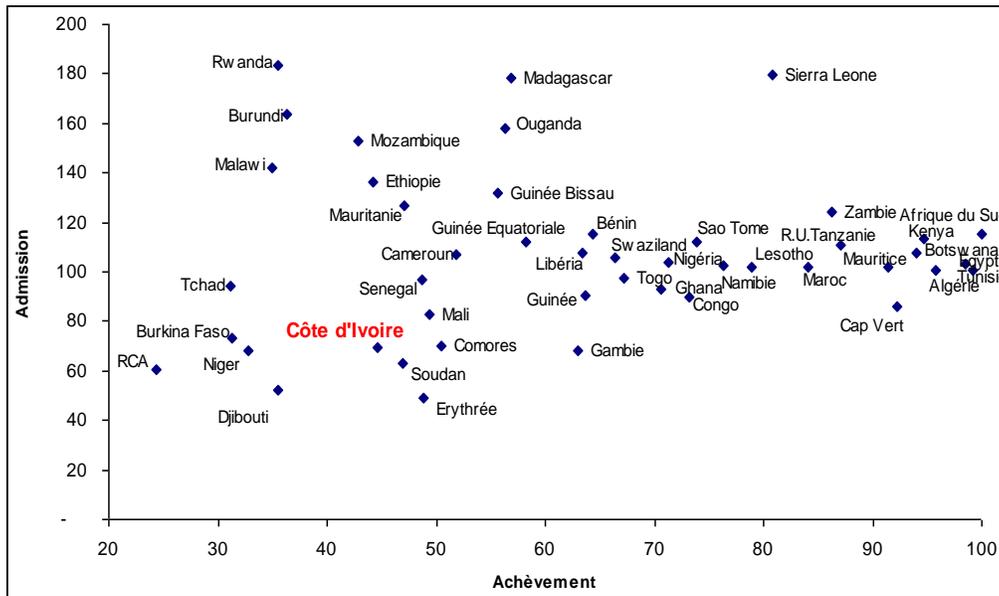
15. In order to improve quality of education, the project plans to finance both teacher training and distribution of pedagogical kits. Providing a higher quality education is an important way to encourage parents to send their child to school and to keep them there.

16. Furthermore, the CSR showed that success rates for the end-of-primary school exams is higher amongst students with reading and mathematics textbooks than those without such books. Furthermore the results of the *PASEC* showed that the availability of textbooks was cost-effective and that the use of textbooks in classrooms was strongly associated with improved school performance. The project therefore plans to distribute approximately 1 million textbooks over three years to maintain a 3:1 textbook:student ratio in basic education.

17. Furthermore, enrolling children in schools carries a direct and indirect cost, such as school fees, transportation costs and loss of help with chores around the house. Therefore parents see putting children through school as an investment (present or future) for themselves as well as for their children. However, if the quality of education is bad, parents' interest in investing in their children's future will decline and hence increase the likelihood of refusing their school attendance. Also, focusing not only on education access but also on education quality is important in terms of growth and development. According to Hanushek and Wössmann, despite the importance of education access and supply on growth, it is "ultimately the degree to which schooling fosters cognitive skills and facilitates the acquisition of professional skills that matters to development" (*Education Quality and Economic Growth*, 2007).

18. To be able to reach Education-For-All, any education system has to favor access to education and high retention rates, both of which are challenges for Côte d'Ivoire. In developing countries in general, retention rates are usually low due to high repetition and dropout rate. However, with better teachers providing better quality education, the repetition rate should fall and achievement rates improve, increasing the number of better skilled school leavers.

Figure 3: Admission and Achievement Rates



Admission and Achievement rate in Africa, source: CSR 2009

Annex 11: Documents in Project Files

COTE D'IVOIRE - Emergency Basic Education Support Project

1. Country Partnership Strategy for the Republic of Côte d'Ivoire, World Bank, April 1, 2010, Washington, DC, report number 53666-CI
2. World Bank, 2011, "World Development Report 2011: Conflict, Security and Development", World Bank, Washington, D.C.
3. Côte d'Ivoire – Shocks, Inequality and Poverty: A Poverty Assessment, Report No. 55396-CI, June 28, 2010, World Bank, Washington
4. Country Education Status Report (CSR), World Bank, 2009
5. Africa's Future, and the World Bank's support to it, World Bank, Africa Region, Washington, DC, March 2011
6. Back-to-school in Côte d'Ivoire: an assessment two months after the reopening of schools around the country, Education Cluster, June 2011
7. Implementation Completion and Results report for the "Education Sector Development Program"; The World Bank, Report No: ICR00001567, April 15, 2011
8. World Food Program: Mission de Formulation -Programme de Développement – Alimentation Scolaire; Rapport de mission, Côte d'Ivoire, Septembre 2010
9. Rapport d'audit institutionnel, organisationnel, administrative et financier: Mission d'évaluation externe de la subvention des 3,000 COGES, l'élaboration des projets de pérennisation des COGES et la formation des COGES a la gestion financière ; Cabinet PLURI, June 2011
10. The Gambia: Early Grade Reading Assessment (EGRA); Results from 1,200 Gambian Primary Students Learning to Read in English—Report for the World Bank (2008) – USAID, EdData II and RTI International
11. "Schooling and Labor market consequences of schooling construction in Indonesia", 2001
12. "Urban and Rural Differences in Primary School: Attendance: An Empirical Study for Tanzania", 2000
13. "School Proximity and child labor: Evidence from Rural Tanzania", 2006, Manacorda and Kondylis
14. Tanzanian Household Budget Survey, 2000-2001
15. Family income and Child outcomes: The 1990 Cocoa Price shock in Côte d'Ivoire (2010)
16. Education Quality and Economic Growth, 2007, International Encyclopedia of Education, 3rd Ed, Hanushek & Wössmann, 2008.
17. *Généralités sur les cantines scolaires*, Service National des Cantines Scolaires, Ministère de l'Éducation Nationale, République de Côte d'Ivoire, 2003.

Annex 12: Statement of Loans and Credits
COTE D'IVOIRE - Emergency Basic Education Support Project

Project ID	FY	Purpose	Original Amount in US\$ Millions					Cancel.	Undisb.	Difference between expected and actual disbursements	
			IBRD	IDA	SF	GEF	Orig.			Frm. Rev'd	
P122800	2012	CI-Post-conflict Reconst. & Recov. Grant	0.00	150.00	0.00	0.00	0.00	0.05	-146.18	0.00	
P122546	2012	CI - Emerg. Youth Empl & Skills Dev. Pro	0.00	50.00	0.00	0.00	0.00	46.44	-2.01	0.00	
P115398	2010	SME Revitalization+Governance	0.00	15.00	0.00	0.00	0.00	12.52	8.73	0.00	
P112573	2009	CI - Urgent Electr. Sector Rehab. (FY09)	0.00	50.00	0.00	0.00	0.00	44.31	39.70	0.00	
P110020	2008	CI-Emergency Urban Infrast. ERL (FY08)	0.00	144.00	0.00	0.00	0.00	43.22	50.27	0.00	
P107355	2008	CI-Governance and Institutional Dev.	0.00	13.00	0.00	0.00	0.00	2.45	2.66	0.00	
P082817	2008	CI-Post-Conflict Assistance (FY08)	0.00	120.00	0.00	0.00	0.00	35.08	32.66	0.00	
P071631	2008	CI-Emerg Multi-Sect HIV/AIDS Proj (FY08)	0.00	20.00	0.00	0.00	0.00	2.11	1.75	0.00	
P035655	1998	CI-Edu & Training Supt (FY98)	0.00	53.30	0.00	0.00	0.00	10.30	3.45	3.33	
Total:			0.00	615.30	0.00	0.00	0.00	196.48	- 8.97	3.33	

Cote d'Ivoire
Committed and Disbursed Outstanding Investment Portfolio
As of 2/29/2012
(in USD Millions)

FY Approval	Company	Committed					Disbursed Outstanding				
		Loan	Equity	**Quasi Equity	*GT/RM	Partici pant	Loan	Equity	**Quasi Equity	*GT/RM	Partici pant
2010	Advans ci	0	1.02	0	0	0	0	0	0	0	0
0	Grimas	10.69	0	0	0	0	7.54	0	0	0	0
1988	lps (ivc)	0	0.83	0	0	0	0	0.83	0	0	0
1999	Petro ivoire	1.3	0	0	0	0	1.3	0	0	0	0
2012	Sama resources	0	1.22	0	0	0	0	1.22	0	0	0
Total Portfolio:		11.99	3.07	0	0	0	8.84	2.05	0	0	0

* Denotes Guarantee and Risk Management Products.

** Quasi Equity includes both loan and equity types.

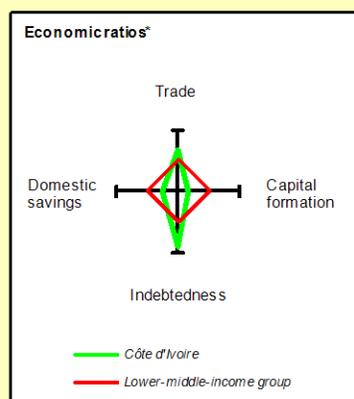
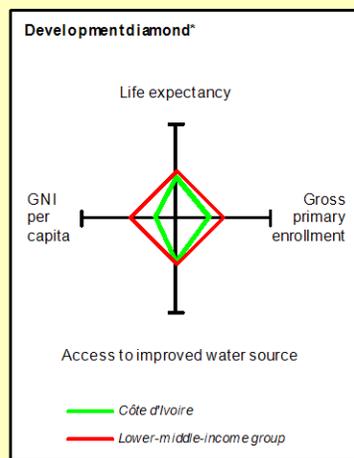
Annex 13: Country at a Glance

COTE D'IVOIRE - Emergency Basic Education Support Project

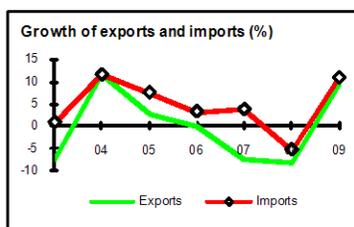
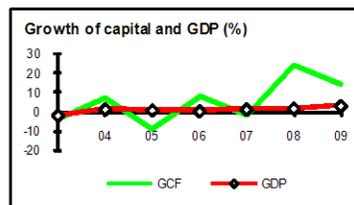
Côte d'Ivoire at a glance

2/25/11

POVERTY and SOCIAL	Côte d'Ivoire	Sub-Saharan Africa	Lower-middle-income	
2009				
Population, mid-year (millions)	211	840	3,811	
GNI per capita (Atlas method, US\$)	1,070	1,126	2,316	
GNI (Atlas method, US\$ billions)	22.5	946	8,825	
Average annual growth, 2003-09				
Population (%)	2.2	2.5	12	
Labor force (%)	2.4	2.9	15	
Most recent estimate (latest year available, 2003-09)				
Poverty (% of population below national poverty line)	
Urban population (% of total population)	49	37	41	
Life expectancy at birth (years)	57	52	68	
Infant mortality (per 1000 live births)	83	81	43	
Child malnutrition (% of children under 5)	17	25	25	
Access to an improved water source (% of population)	80	60	87	
Literacy (% of population age 15+)	55	62	80	
Gross primary enrollment (% of school-age population)	74	100	107	
Male	83	105	109	
Female	66	95	105	
KEY ECONOMIC RATIOS and LONG-TERM TRENDS				
	1989	1999	2008	2009
GDP (US\$ billions)	9.8	12.6	23.4	23.3
Gross capital formation/GDP	8.9	13.1	10.1	11.2
Exports of goods and services/GDP	32.0	40.4	46.5	41.7
Gross domestic savings/GDP	11.9	21.3	17.9	19.2
Gross national savings/GDP	-4.2	11.2	12.7	13.6
Current account balance/GDP	-13.1	-1.9	2.4	1.5
Interest payments/GDP	5.9	4.9	0.9	1.1
Total debt/GDP	15.19	104.9	53.7	50.2
Total debt service/exports	34.0	27.7	9.1	9.1
Present value of debt/GDP	41.8
Present value of debt/exports	80.1
	1989-99	1999-09	2008	2009
<i>(average annual growth)</i>				
GDP	3.0	0.5	2.2	3.6
GDP per capita	-0.3	-1.7	-0.1	1.2
Exports of goods and services	14	3.3	-8.1	9.3



STRUCTURE of the ECONOMY	1989	1999	2008	2009
<i>(% of GDP)</i>				
Agriculture	32.7	22.0	25.0	24.4
Industry	21.8	24.2	26.1	25.2
Manufacturing	19.1	20.5	18.0	18.0
Services	45.5	53.8	48.9	50.4
Household final consumption expenditure	69.9	72.2	73.6	72.2
General gov't final consumption expenditure	18.3	6.5	8.6	8.6
Imports of goods and services	29.1	32.2	38.8	33.8
	1989-99	1999-09	2008	2009
<i>(average annual growth)</i>				
Agriculture	3.2	-1.7	0.5	4.0
Industry	5.5	-0.4	2.7	5.2
Manufacturing	4.7	-1.6	2.4	4.6
Services	2.0	0.3	3.0	2.7
Household final consumption expenditure	6.2	-0.5	4.8	1.9
General gov't final consumption expenditure	-0.7	3.1	0.4	1.3
Gross capital formation	8.6	0.8	24.6	14.4
Imports of goods and services	8.0	3.4	-5.4	11.0



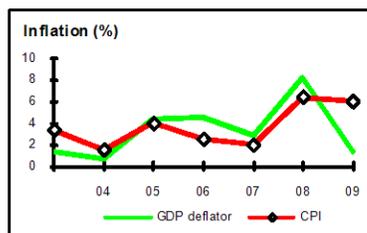
Note: 2009 data are preliminary estimates.

This table was produced from the Development Economics LDB database.

* The diamonds show four key indicators in the country (in bold) compared with its income-group average. If data are missing, the diamond will be incomplete.

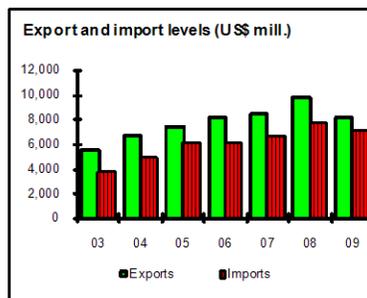
PRICES and GOVERNMENT FINANCE

	1989	1999	2008	2009
Domestic prices				
<i>(% change)</i>				
Consumer prices	10	0.7	6.3	5.9
Implicit GDP deflator	-10	0.9	8.1	13
Government finance				
<i>(% of GDP, includes current grants)</i>				
Current revenue	21.8	16.9	20.6	19.6
Current budget balance	-12.7	2.1	2.6	1.9
Overall surplus/deficit	-10.1	-0.6	0.7	-11.2



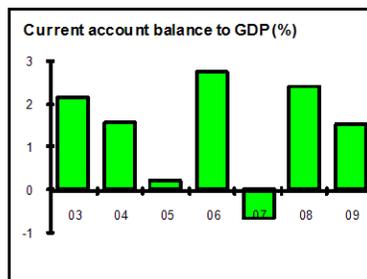
TRADE

	1989	1999	2008	2009
<i>(US\$ millions)</i>				
Total exports (fob)	2,818	4,486	9,865	8,192
Cocoa beans	815	1,285	1,766	1,610
Crude oil	..	114	1,612	1,844
Manufactures	849	1,100	3,108	2,901
Total imports (cif)	2,111	3,212	7,656	7,166
Food	483	560	1,124	990
Fuel and energy	449	534	2,281	2,117
Capital goods	449	720	2,354	2,318
Export price index (2000=100)	87	117	257	201
Import price index (2000=100)	105	97	255	187
Terms of trade (2000=100)	82	121	101	107



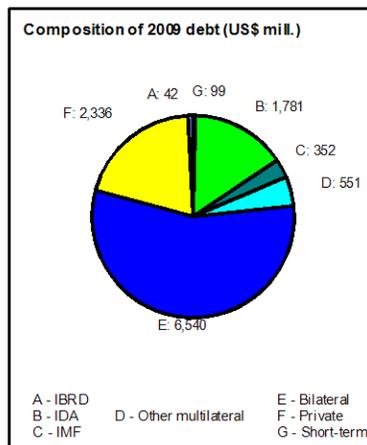
BALANCE of PAYMENTS

	1989	1999	2008	2009
<i>(US\$ millions)</i>				
Exports of goods and services	3,126	5,073	10,934	9,183
Imports of goods and services	2,835	4,047	9,122	7,430
Resource balance	291	1,027	1812	1,753
Net income	-1,385	-815	-976	-898
Net current transfers	-185	-451	-268	-500
Current account balance	-1,280	-239	569	355
Financing items (net)	1,262	122	-535	-143
Changes in net reserves	18	117	-34	-212
Memo:				
Reserves including gold (US\$ millions)
Conversion rate (DEC, local/US\$)	319.0	615.7	447.8	472.2



EXTERNAL DEBT and RESOURCE FLOWS

	1989	1999	2008	2009
<i>(US\$ millions)</i>				
Total debt outstanding and disbursed	14,821	13,170	12,568	11,701
IBRD	1,654	708	117	42
IDA	7	1,360	1,797	1,781
Total debt service	1,076	1,449	1,049	1,107
IBRD	251	178	461	80
IDA	0	10	177	54
Composition of net resource flows				
Official grants	176	367	734	1,291
Official creditors	211	-294	-554	-496
Private creditors	129	-283	-177	-143
Foreign direct investment (net inflows)	18	324	446	381
Portfolio equity (net inflows)	0	6	2	-9
World Bank program				
Commitments	316	5	0	0
Disbursements	124	53	13	13
Principal repayments	115	121	494	114
Net flows	9	-68	-481	-101
Interest payments	136	67	144	20
Net transfers	-127	-135	-625	-121



Note: This table was produced from the Development Economics LDB database.

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