

PROJECT INFORMATION DOCUMENT (PID)
APPRAISAL STAGE

Report No.: AB2203

Project Name	Post-Primary Education
Region	AFRICA
Sector	Secondary education (65%); Vocational training (25%); Central government administration (10%)
Project ID	P098956
Borrower(s)	GOVT OF BURKINA FASO
Implementing Agency	Government of Burkina Faso Burkina Faso
	Ministère de l'Enseignement Secondaire, Supérieur et de la Recherche Scientifique (MESSRS) Burkina Faso
Environment Category	[] A [X] B [] C [] FI [] TBD (to be determined)
Date PID Prepared	February 23, 2006
Date of Appraisal Authorization	March 20, 2006
Date of Board Approval	June 20, 2006

1. Country and Sector Background

1. Burkina Faso has established a strong track record on reform and growth in the past decade. But despite this recent progress, Burkina Faso remains one of the poorest countries in Africa, with per capita income of \$350 and a poverty incidence of 46 percent in 2003. Social welfare indicators lag behind even modest Sub-Saharan averages, placing the country near the bottom of the Human Development Index (173rd out of 175). About 20 percent of the population lives in the urban areas (mainly the capital city Ouagadougou and Bobo-Dioulasso, the center of the cotton-growing area) and most Burkinabè remain heavily dependent on agricultural activities. Macroeconomic performance and progress in reducing widespread poverty therefore remain vulnerable to exogenous shocks, such as climatic conditions and changes in world market prices for cotton, Burkina Faso's main export.

2. The Government of Burkina Faso (GoBF) defined in its Poverty Reduction Strategy Paper (PRSP)¹, the following four strategic pillars, also considered in the Country Assistance Strategy (CAS) 2006-2009²: (i) accelerating equity-oriented growth; (ii) guaranteeing access of the poor to basic social services and social protection; (iii) expanding employment and income opportunities for the poor; and (iv) promoting good governance. With the support of donors, the GoBF has undertaken a number of policy

¹ Burkina Faso. 2003. *Cadre Stratégique de Lutte contre la Pauvreté*. Septembre 2003, Burkina Faso.

² World Bank. 2005. Country Assistance Strategy for Burkina Faso. Report No. 32187. May 12, 2005. Washington, D.C.

reforms and key actions, including enhancing social services delivery to the poor through, among others , expanding access to education³.

3. Issues in the education sector are related to: (i) insufficient access to education services, particularly for the poor; (ii) wastage in the of use of resources; (iii) weak quality and low relevance of education; (iv) inadequate financing of education and allocation between subsectors, and (v) weak capacity for management and supervision of the sector. So, although gross primary enrollment rate (GER) has increased by 7.5 points per year since 2000 to reach 56.8 percent in 2004 (which could indicate that Burkina Faso might be able to achieve the MDGs for education by the target of 2015), the enrollment gap between boys (62.4%) and girls (51.0%) narrowed somewhat and the gap between the 18 poorest performing provinces and the rest of the country has widened⁴.—reflecting a combination of differential economic growth and possibly less efficient spending. Furthermore, the primary education completion rate reached 30 percent which remains very low compared to Sub Saharan average (60% in 2003/2004). The challenge in primary education is, thus, to sustain for the next ten years, the rapid progress achieved on education service delivery and learning outcomes during the period 2000-2004 and to build upon these success to address the issues of equity and quality.

4. The surge in primary education enrollment and completion rate has increased the need to accommodate all graduates from primary at the lower secondary level. In 2004 more than 100,000 students (mainly from rural areas) out of 125,000 completing primary education were unable to enter into secondary education, thus hindering gains in basic education. The secondary level as a whole has experienced modest progress in enrollment; GER increased by less than 2 percentage points between 1999 and 2004 to reach 16 percent in 2004 (20% in lower secondary and 8% in upper secondary). The average secondary education GER for Sub-Saharan African countries in 2004 (44% in lower secondary and 29% in upper secondary) was about twice the rate achieved by Burkina Faso in 2004.

5. The quality of education is low, as evidenced by high dropout and repetition rates as well as low examination pass rates at all levels. It takes 9.5 years on average to produce a lower secondary school graduate (2.4 times longer than necessary) and an additional 5.8 years to produce an upper secondary graduate (1.9 times longer). In secondary schools the instructional year is short, lasting only from the second week of October to the end of May. This situation dramatically limits student-teacher interaction and learning opportunities. The low quality of education is worsened by the shortage of qualified teachers, particularly in science and math.

6. The relevance of the curriculum is also an issue, since in most French-speaking African countries basic education prepares students for secondary education, which in turn prepares them for tertiary education. Exams at the conclusion of different levels of the education system are used as a regulating mechanism to control student flow into the next steps and to limit the transition rate between sub-cycles. This has led to a waste of education resources as well as lost opportunities for better trained manpower.

7. In addition to the low enrollment rate and the high inefficiency of education at all sub-levels, inequality remains an issue. For example, more than 75 percent of students enrolled in tertiary education are from wealthy families from the two highest quintiles, with less than 2 percent from the lowest quintile. Repetition rate in tertiary education, coupled with the high unit costs of education, limits education opportunities for students from low income families, highlighting the issue of equity in post-

³ Government adopted the Ten-year Basic Education Development Strategy (PDDEB) in 2000, garnering wide support from the donor community for implementation. Use of a rolling, medium-term expenditure framework was introduced for planning and donor alignment, and a decision was made to focus government/donor intervention in the 20 provinces with the lowest primary enrollment rates. A national program was adopted to accelerate girls' education, and public-private partnerships to expand secondary education were piloted and replicated based on early successes (The IDA financed Post-Primary Project).

⁴ The Gross Enrollment Rate in these 20 provinces is 42.2%, with 47.3% for boys and 36.7% for girls in 2004/2005

primary education in general and in tertiary education in particular. This also underscores the need to address proper management of education spending and the education sector as a whole.

2. Objectives

8. The PEPP2 development objective is to support the GoBF strategy to increase the number and quality of students graduating from secondary school at reduced costs for parents with increased equity of access by gender and by area (rural-urban).

9. The project supports the Government's objective to develop post-primary education, including expansion of both public and private provision of services to increase access to post-primary education and promotion of greater participation by girls and children from low-income families. In addition, the project will support various measures to improve the quality of education and enhance the capacity of MESSRS to carry out its functions in the education sector.

10. The project will assist the Borrower in the implementation of its program through: (i) promotion of cost-effective and equitable use of public education resources; and (ii) increasing access to, and quality of post-primary education.

11. Progress in achieving this development objective by the school year 2008/2009 will be evaluated on the basis of the following indicators:

Indicator	Baseline (2004)	Target Value (2009)
Gross intake rate in first grade of lower secondary will increase to	22 %	40 %
Survival rate at lower secondary will increase to	44%	60%
Average Gross Enrollment rate in lower secondary in the 18 less-covered provinces will increase to	8.2 %	13%
Gross Enrollment Rate of girls in lower secondary will increase to	17.2%	28 %
School fees supported by families in public lower secondary school in the 18 less-covered provinces ⁵ will be reduced to	30,000 FCFA/year/student	10,000 FCFA/year/student
Share of MESSRS budget as a percentage of total education budget will increase to.	28%	40%

3. Rationale for Bank Involvement

12. In 1996 the Government of Burkina Faso requested the Bank's assistance in the area of post-primary education to support the implementation of its 10-year plan (1996-2005). This resulted in a targeted operation, the Post-Primary Education Project (PEPP1), launched in June 1997 and ending in April 2004. Based on the successful results of PEPP1, the Government has confirmed its interest in more significant and comprehensive assistance from the Bank to support the education sector in general, and particularly post-primary education.

13. The following table highlights the main achievements of the Post-Primary Education Project 1:

⁵ School fees include: Payment made by parents at the beginning of each year for student's inscription (CFA 17,500); Textbooks fees (CFA 3,000), Parents Association fees (CFA 5000); and School canteen (CFA 5,000).

Outcome Indicator	Baseline Data (1996)	Target Value (2004)	Value at Project closing (2004)
Increase transition rate from primary to secondary	27%	35%	42%
Increase total lower secondary enrollment ⁶		42%	75.5%
Decrease total subsidy in secondary education	CFA 4.5 billion	CFA 2.5 billion	CFA 1.5 billion
Enrollment of students from the 10 provinces with lowest GER	-	8,000	11,954
Increase proportion of girls in secondary	25%	40%	40.2%

14. PEPP1 also piloted several successful activities that need to be strengthened and scaled up through the proposed project, including a public-private partnership in school construction and management, student learning assessment through standardized testing, teacher in-service training through a combined approach with pre-service, and curriculum reform in lower secondary education (for example, feasibility and technical studies on curriculum were conducted during PEPP1). The innovative public-private partnerships experimented with during PEPP1 was the first such approach in francophone Africa. It may benefit other countries in the sub-region. This will be a key strategy to enhance Burkina Faso's capacity to offer affordable quality secondary education to its children. Scaling up successful and innovative activities would contribute significantly to the ongoing development of secondary education supported by the Bank during PEPP1.

15. PEPP2 complements the GoBF's current poverty reduction strategy and other donor investments which focus mainly on basic education. The proposed project design is the result of joint Government-Bank analytical work carried out on education, ongoing discussions with stakeholders including the decision by The Netherlands to co-finance this new operation, as well as lessons and results stemming from PEPP1. The Bank, with The Netherlands now, is the leading donor in the area of post-primary education. In addition, the GoBF has requested support from the Bank to update its strategy and to design a new 10-year national program for the development of post-primary education. These factors will secure the Government and the society's ownership and commitment to the project's implementation.

4. Description

(see Annex 4 for a detailed description):

The project consists of the following four components:

16. Component 1 - **Increase Access to Secondary Education** (US\$21.70 million): This component supports the expansion of post-primary education, particularly lower secondary education, through: (i) the increase of secondary education services; (ii) promotion of greater autonomy of communes⁷ in management and cost-sharing of lower secondary schools; and (iii) increase of equity in lower secondary education, especially for girls and children from low-income families (reduced schooling fees and free tickets for the school canteen). The component consists of three sub-components:

(a) **Increase of access to lower secondary education**, especially in the 18 less-covered provinces. This sub-component will finance construction and equipment of 80 lower secondary schools (CEG). The MESSRS will delegate the management of these CEGs to communes that

⁶ This indicator does not represent the GER at lower secondary. Instead, it is the increase of the GER in terms of percentage of the baseline.

⁷ Commune is defined as a locally-elected government smaller than a province and larger than a city (in urban areas) and a village (in rural areas). It could be the equivalent of a Department in France and/or a district.

will be responsible for hiring two teachers. The communes will support other school operating costs, such as school maintenance; enrollment of girls and children from low-income families will be supported through reduced tuition fees, lower rental fees for textbooks, and subsidized school canteen tickets.

(b) **Increase of access to upper secondary education.** This sub-component will finance construction and equipment of 10 upper secondary schools in provinces with a gross enrollment rate (GER) in upper secondary education of less than 2 percent. These upper secondary education schools will reserve 25 percent of their capacity to enroll children from low-income families.

(c) **Increase of enrollment in lower secondary private schools.** This sub-component will support construction and equipment of 20 private schools (CEG) using the public-private partnership (PPP) put in place during PEPP1. The MESSRS will build and then transfer ownership and management of 20 CEGs to private education providers selected through a competitive process (leasing contract).

17. **Component 2 - Improve the Quality of Post-Primary Education** (US\$19.25 million): This component aims to consolidate and scale up achievements from PEPP1 and to support and maintain Government reforms for improving the quality and efficiency of secondary education. In particular, this component will contribute to improving learning and teaching in post-primary education through implementation of a new curriculum, strengthening teachers' education (pre- and in-service), providing pedagogical materials, monitoring students learning outcomes, and providing new learning opportunities for tertiary education students using information communication technologies. Improving the quality of education will be addressed through the following six sub-components:

(a) **Secondary education curriculum reform.** This sub-component will finance the elaboration of a competency-based curriculum for each academic subject of lower secondary education. It also will finance training of pedagogical staff (inspectors, pedagogical advisors, etc.) in various aspects of curriculum design and implementation.

(b) **Pre- and in-service teacher training reform.** PEPP2 will increase the capacity and efficiency of teachers' colleges by providing equipment and pedagogic materials. It also will support training for pedagogic staff to ensure follow up of secondary teacher-trainees during their one-year teaching practice. In-service teacher training programs will be supported using a three-pronged strategy which includes direct and regular support to secondary school teachers by inspectors and advisors in the field, intensive in-service training for teaching staff, and teacher study groups in key academic subjects (*Cellule d'Animation Pédagogique*). MESSRS will elaborate and provide training materials as needed.

(c) **Increase availability of textbooks.** This sub-component will improve the availability of teaching and learning materials in secondary schools. The sub-component will finance the purchase of textbooks, teaching manuals, and other pedagogic materials to achieve a target ratio of six textbooks per student in the first two grades of lower secondary, eight textbooks per student in the last two grades of lower-secondary, and two textbooks per student in upper secondary. MESSRS will introduce reduced textbook rental fees for children from low income families. Management of the textbook revolving fund and the textbook inventory system will be strengthened.

(d) **School health and HIV/AIDS activities.** This sub-component will seek to improve secondary students' and teachers' awareness regarding preventive measures against HIV/AIDS infections and other diseases in collaboration with the AIDS Coordinating Committee (CMLS)

of MESSRS. Priority activities will include integration of school health and HIV/AIDS issues into the curriculum, support for voluntary counseling and testing campaigns, and peer education programs. MESSRS also will provide targeted support for school health activities and for orphans and children affected by HIV/AIDS.

(e) **Evaluation and student assessment in secondary education.** The objective of this sub-component is to build a reliable secondary student learning outcomes and information system to monitor learning progress and improve education quality. This sub-component will support a series of activities, such as provision of technical assistance to support the exam and student assessment unit, and materials and equipments to undertake testing, studies, and training of staff and teachers. It also will support two large-scale learning outcomes standardized testing at the beginning and end of the project on a representative sample of students in 2nd grade of lower secondary and 2nd grade of upper secondary in four academic subjects.

(f) **Information and communication technologies (ICT) in tertiary education.** This sub-component will contribute to providing new learning opportunities to students in three regional universities through distance learning. It also will seek to improve efficiency and cost-effectiveness using ICT (i.e., courses will be available for a larger number of students without increasing the teaching staff). The three universities will publish some of their courses online. This sub-component will finance the construction of three resource and distance learning centers equipped with ICT equipment as well as other costs associated with the digitalization of teaching courses.

18. **Component 3 - Institutional strengthening of MESSRS (US\$9.25 million):** This component aims at improving post-primary education service delivery through enhanced sector planning and managerial capacities of MESSRS at the school, regional, and central levels. It will upgrade MESSRS' ability to efficiently manage scarce educational resources and to meet the MESSRS objectives by providing support for: (i) educational planning; (ii) financial and personnel management; (iii) education operations coordination; and (iv) studies to provide relevant information needed for policy dialogue (such as social services financing by private entrepreneurs in university, social protection in education, etc.). This component will provide support for the elaboration and subsequent implementation of a 10-year national strategy and plan for post-primary education to be designed following the education sector analysis (country status report) which will be supported by the Bank. It will reinforce the M&E systems of MESSRS, including strengthening the day-to-day monitoring system at the national, regional, and school levels. It will seek to reduce the unit cost of education at all sub-levels of post-primary education, as well as the financial burden on families, particularly for low-income rural children in lower secondary schools in the 18 lowest covered provinces. In its strategy to improve service delivery as well as the efficiency and effectiveness of its operations, MESSRS has requested the support of PEPP2 to build and equip eight Directorates of General Secondary Education (DRES) in the regions. Finally, the component will support operational research, coordination of activities, and project management, including procurement and financial audits. To better monitor education investment and spending and support a more equitable use of public resources, the project will seek to improve overall financial and budget planning in MESSRS, including the elaboration of an MTEF for the sub-sector. This component will consist of the following sub-components: (a) education planning; (b) financial and personnel management; and (c) post-primary education sub-sector coordination and policy dialogue.

19. **Component 4 - Expand Vocational Education and Training –VET (US\$2.5 million):** This component will support the elaboration of a national policy on VET as well as the expansion of the sub-system based on pilot experiences conducted by NGOs (OSEO) and other providers. In the framework of the elaboration of this national policy, MESSRS will carry out several major studies to identify which forms and types of training have the largest impact on employment, earnings, and productivity in both the

formal and informal sectors of the economy. The national strategy also will use findings from the ongoing labor market study to develop appropriate and relevant training programs to support the growing economy. It is expected that the new national policy on VET, to be adopted in 2007, will endorse an expansion of the sub-sector through a demand-driven approach at both technical secondary and higher technical education levels. In addition, an apprenticeship fund will be set up to support greater public-private partnership, increase relevance of job training, improve financial sustainability of the VET system, and bring about a positive impact on youth employment. The Government already has adopted a single coordination mechanism of VET through an interministerial committee under the responsibility of the *Ministère délégué à l'enseignement technique et à la formation professionnelle* (MDETFP). The MDETFP is responsible for policy design, coordination, and implementation.

20. PEPP2 will finance the following activities: (i) preparatory studies and workshops required for the elaboration of a national policy on VET; (ii) revision of VET curriculum and definition of new training referentials to adopt progressively a competency-based approach; (iii) re-qualification of VET teaching staff; (iv) elaboration of a series of evaluation tools in accordance with the new competency-base approach; (v) preparatory studies for setting up of an apprenticeship fund; and (vi) construction and equipping of two technical secondary schools.

5. Financing

Source:	(\$m.)
BORROWER/RECIPIENT	2.1
INTERNATIONAL DEVELOPMENT ASSOCIATION	22.9
The NETHERLANDS	27.7
Total	52.7

6. Implementation

Partnership arrangements

21. Since the launch of the preparation process and the ongoing dialogue with donors, The Netherlands has expressed its intention to support the implementation of the Post-Primary Education Program with Euro22 million. The Netherlands and IDA have agreed to co-finance the project to support a sound implementation of activities. To that extent, The Netherlands, IDA, and the Government of Burkina Faso have agreed to a common project framework including objectives, indicators, and a monitoring and evaluation system. Periodic consultations will take place between the two donors, particularly on policy decision and strategy reorientation, and information will be shared.

22. In addition, Denmark and Austria have expressed their intentions to provide parallel financing for technical and vocational training. IDA and The Netherlands have agreed to coordinate their intervention as much as possible with other donors involved in the sub-sector, particularly in supporting the Ministry to prepare and adopt a national policy on VET.

Institutional and implementation arrangements

23. The Netherlands and the Bank have agreed to co-finance the project using common annual work programs to be financed through co-mingled funds in a pooled account opened at the West Africa Central Bank (BCEAO). Common procedures for implementation of project activities will be used without

consideration of source of financial resources. These procedures are described in related annexes of this document, as well as in the implementation manual and the manual of financial management.

Implementation period: Three years (2006/2007 to 2008/2009) - Executing agency: MESSRS

24. Project coordination: The Secretary General (SG) of MESSRS will be responsible for overall supervision and management of PEPP2, and will report directly to the Minister. The SG will be responsible for planning and coordinating project activities within MESSRS, with other GoBF agencies/units, and with other groups. Under SG guidance, MESSRS line units will be responsible for day-to-day coordination and implementation of activities for which they have prime responsibility. Coordination of project activities will be ensured at all operational levels (central, regional, and community/school) through technical committees with representatives from relevant GoBF agencies/units, beneficiaries, private sector groups, and NGOs.

25. Project oversight and policy guidance will be the responsibility of MESSRS' Technical Steering Committee (TSC), chaired by the SG and comprising relevant central units' directorates and the DRES. The TSC will meet on a monthly basis. The TSC will be supported by an Interministerial Committee (IC) comprising MESSRS, MDETFP, the Ministry of Finance and Budget, the Ministry of Infrastructures, the Ministry of Decentralization, the Ministry of Civil Servants, the Ministry of Economy and Development, and the Ministry of Basic Education (MEBA). The IC will meet on a trimester basis to foster sound sector policy dialogue and strategic orientation.

26. Accounting, financial reporting, and auditing arrangements: Under the guidance and responsibility of the SG, the Directorate of Administrative and Financial Affairs (DAF/MESSRS), composed of six specialized units, will be responsible for project financial management and for preparing audits of accounts, systems, and procedures acceptable to the co-financiers. Accounting records will be kept for all project-related expenditures and financing following generally accepted accounting principles. The designated pooled account will be audited annually, following international auditing standards, by independent auditors acceptable to co-financiers. Disbursements will be reviewed semiannually through Interim Unaudited Financial Reports. The annual audit report will be submitted to the co-financiers within six months of the end of each fiscal year, and the semiannual Interim Unaudited Financial Reports within 45 days of the end of each calendar semester. The designated pooled account will be managed by DAF, with the Secretary General as a co-signatory.

27. The decentralized-administration of MESSRS will be strengthened with decentralized financial management units which will carry out management of budget and non-financial assets.

28. To ensure better institutional capacity for implementing project activities, MESSRS has agreed to assign key staff from PEPP1 to the DAF and the DEP. These key staff include two civil servants (an accountant and a procurement specialist) already assigned, and a financial monitoring and evaluation specialist who is a consultant from the former PIU to be hired by MESSRS. In line with institutional strengthening, three other consultants will be hired by the project: (i) a data collection and statistical analysis specialist; (ii) a legal advisor for human resources management; and (iii) a human resources specialist. While the first consultant will be assigned to the DEP, the two others will be assigned to the DRH to support the unit in the area of human resources management.

7. Sustainability

29. The project is designed to promote long-term sustainability by: (i) developing the capacity of MESSRS to evaluate the quality, management, and effectiveness of post-primary education, and to take

immediate remedial actions as necessary; (ii) improving expenditure efficiency, thus freeing resources for improvement in quality; (iii) ensuring that all public secondary schools have sufficient resources to finance non-teaching expenditures; and (iv) ensuring quality education in non-state secondary schools so as to increase enrollment without placing additional burden on the GoBF budget.

30. The savings associated with the planned policy measures and key actions are summarized in Annex 9. They include: (i) direct revenue and savings from reducing the number of teachers hired by MESSRS, reducing grants and scholarships, an improved cost-recovery scheme for textbooks, cost-sharing from communes in the financing of some CEGs' operating costs, and increasing the number of private schools to allow more students from medium to high-income families to attend; and (ii) indirect savings through better efficiency associated with such measures as the redeployment of some of the teaching staff.

31. The project's sustainability will depend on: (i) strong Borrower ownership and a stable macro-economic and policy environment; (ii) effective donor coordination and financing; and (iii) ensuring that new investments and programs do not generate unsustainable recurrent costs.

- *Government and stakeholder ownership* are strong for both the basic education program as well as for the post-primary 10-year strategy as evidenced by the Prime Minister's personal involvement and the Ministry of Finance participation in the education donors' meetings, as well as increased GoBF budget allocations to the education sector in recent years.
- *Macro-economic and policy decisions/environment*. The economic environment has been stable for the past decade, with over 5 percent annual economic growth, and the Government has sought to improve the overall policy environment for growth and development, including through the PRSCs.
- *Coordination and sustainable financing*: The Basic Education Support Project and PPEP2 will seek to reduce inefficiencies from inadequately coordinated donor programs, and also avoid creating new structures, additional staff positions, or programs that will be difficult to sustain in the longer term.

8. Lessons Learned from Past Operations in the Country/Sector

32. The PEPP2 design and preparation took into account the following lessons from the performance of IDA-financed projects in Burkina Faso and other relevant projects, as well as sector work on post-primary education.

Lesson 1: To guide implementation and build momentum, reasonably detailed implementation arrangements covering the first year should be developed before the project becomes effective. Responding to that lesson, MESSRS will finalize a detailed action plan for the first year of the project within the framework of the overall three-year program.

Lesson 2: Accelerated development of primary education and secondary education is constrained by high education unit costs and inefficiencies in resource allocation. Responding to this lesson, the Government has agreed to implement its decentralization policy and to delegate school management to the communes and to support partnerships with private investors, develop low-cost pedagogical materials, reduce repetition, and manage more efficiently the total education budget. Although all-private provision raised serious questions of equity of access to education by all socioeconomic classes, the solution was to combine provision of services by expanding private provision where demand is high, and concentrating

public resources on lower income and underserved groups.

Lesson 3: While more schools and supplies have helped to increase enrollment, there are localities where the simple presence of schools will not foster access. Responding to this lesson, the GoBF will develop a demand-side approach to overcome resistance and increase financial access to schooling. To support the Government specifically on this approach, the project will contribute to reduce the direct cost of schooling for low-income families and reduce the distance to and from schools which is known to be a significant barrier to girls' enrollment. A better quality education and relevance of curriculum also is expected to overcome resistance to schooling.

9. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment (OP/BP/GP 4.01)	[X]	[]
Natural Habitats (OP/BP 4.04)	[]	[X]
Pest Management (OP 4.09)	[]	[X]
Cultural Property (OPN 11.03 , being revised as OP 4.11)	[]	[X]
Involuntary Resettlement (OP/BP 4.12)	[X]	[]
Indigenous Peoples (OD 4.20 , being revised as OP 4.10)	[]	[X]
Forests (OP/BP 4.36)	[]	[X]
Safety of Dams (OP/BP 4.37)	[]	[X]
Projects in Disputed Areas (OP/BP/GP 7.60) [*]	[]	[X]
Projects on International Waterways (OP/BP/GP 7.50)	[]	[X]

Social Assessment

33. A social assessment was conducted in 1997 and another in 2000 while preparing PEPP1 and the Basic Education Support Project. The main findings of these assessments involved economic costs, opportunity costs particularly for girls, and a high level of mobility. Burkinabe relocate frequently (28% of the population 10 years or older has migrated at least once, of whom more than half are females) for employment, education, or marriage opportunities. Therefore,, PEPP2 activities will focus on: (i) rural and poverty-stricken urban areas and the 18 provinces with the lowest secondary education; (ii) enrolling more girls through such specific actions as improving physical access to schools (constructing four-classroom modules so that lower secondary grades can be offered in all 351 communes of the country), providing running water, and providing separate sanitary facilities for girls; (iii) providing schools in more locations so persons who move about the country will be able to continue their education; (iv) developing new approaches for vocational education programs tailored to local needs and the economy; (v) expanding nutrition and school canteen programs as an incentive for enrollment and retention in poor areas; (vi) providing textbooks at reduced cost to alleviate the costs incurred by parents (over 5,000 CFA per student per year in lower secondary); (vii) reducing opportunity costs to parents with a flexible school calendar that avoids overlap with peak rural activity periods; and (viii) strengthening public-private partnerships while attracting other social stakeholders (NGOs) in social services and infrastructure investments.

Environmental Analysis

^{*} By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas

34. In light of the Africa Region and Burkina Faso's experience with similar projects, it was agreed that a separate environmental analysis for this project was not necessary. Instead, the environmental assessment and environment resettlement plan conducted in 2002/2003 for the Basic Education Support Project will be updated and adapted for PEPP2. The construction component of the Post-Primary Project, which is smaller than the one for the 10-year Development Plan of Basic Education (PDDEB) will draw on Burkina Faso's technical standards and capabilities for the construction of classrooms and the provision of water and sanitation and enforce environmental guidelines during construction activities. The project will make provisions for completion of any additional environmental work that emerges as a result of construction activities. Site selections for the project already have been made by the Government. Therefore, issues related to resettlement and loss of income opportunities will not arise.

35. The construction program consequently was prepared on the basis of technical and economic studies as well as lessons learned during the past years. DEP will be responsible for overall planning and programming of activities under the construction sub-component, including: (i) preparing and updating the construction program; (ii) establishing a database with updated information on needs, enrollment, unit cost, and space requirements; (iii) establishing requirements and criteria for site selection; and (iv) preparing and maintaining, in collaboration with DAF, consolidated construction and maintenance budgets. DAF will provide guidance and technical support to DRES and the communes, including simplified civil works plans and technical specifications. DRES and the communes will participate in the development of their schools through planning, selecting local artisans and small entrepreneurs for classroom construction, and managing day-to-day activities.

36. In addition, PEPP2 will employ the environmental guidelines provided as Attachment 1 to the environmental annex in the PAD. The purpose of these guidelines is to ensure that those responsible for construction activities take environmental and social considerations into account. The environmental guidelines will be included in the Project Implementation Manual.

10. List of Factual Technical Documents

Document title	Filling date	Nature of document
Burkina Faso Post Primary Education Project-(P098956): BTOR of the pre-appraisal mission (March 20-31)	04/04/2006	Aide Memoire
PEPP II - Correspondance Ambassade du Royaume des Pays-Bas	24/03/2006	Letter
Ambassade du Royaume des Pays Bas / transmission de TDR de consultants	15/03/2006	Terms of Reference
Evaluation physique et financière des actions du PEPP II (2006-2009)	06/03/2006	Financial Assessment
Cadre logique du PEPP II	08/02/2006	Policy Framework Paper
Project Concept Note - Post-Primary Education - P098956	21/11/2005	Project Concept Note
Evaluation des besoins de formation initiale et continue des enseignants du premier cycle du secondaire général		Rapport d'études

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