



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

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BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Cote d'Ivoire	Western and Central Africa	P177800	
Project Name	Cote d'Ivoire Human Capital Program		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	7/22/2022	9/29/2022
Borrower(s)	Implementing Agency(ies)		
Ministry of Economy and Finance	Ministry of National Education and Literacy		

Proposed Development Objective

The Program Development Objective is to improve: (i) equitable access to quality education and health services in pre – and primary schools; (ii) teaching practices; and (iii) performance based management along the service delivery chain.

Financing (in USD Million)	Amount
IPF Component	5.00
Total Project Cost	250.00

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The proposed Program-for-Results Financing (PforR, the Program) aims to contribute to the development of human capital by providing better access to quality public education and health services, and enhancing public financial management and accountability by supporting reporting mechanisms throughout the education services delivery chain.



The existence of strong disparities between regions and rural and urban areas, as well as gender inequality at school and in access to health care and the labor market, have led to a learning environment at primary school level that remains inadequate. In addition, pedagogical material is insufficient, teacher training and supervision are not effective, and the geographical distribution of teachers is uneven. Education has not been spared by COVID-related disruptions (school closures and learning reorganization). For all these reasons, this program seeks to strengthen the education system, which is a central pillar of the development of human capital.

The proposed operation is closely aligned with the 2016–2019 Country Partnership Framework (CPF), with the World Bank’s Human Capital Project (HCP), and with the National Development Plan (PND) 2021–2025. The project also intends to build on and to multiply the development impact of existing World Bank projects that are predominantly nationally based. It seeks to increase access to preschool and primary school, to improve learning outcomes, and to strengthen government capacity in program-based budgeting and procurement, and in the delivery of selected education services.

The Program will be anchored in the government’s Education Sector Plan 2017–2025 and implemented by the Ministry of National Education and Literacy (MNEL – “MENA” in French) through its various general Directorates at central level and decentralized entities.

The Investment Project Financing (IPF) component under the Program will finance Technical Assistance (TA) for the Program implementation, focusing on the provision of capacity-building support for MENA at central and decentralized levels. This will be managed through a needs-based engagement of technical experts. The support provided by these experts will help develop and fine tune preschool and primary curricula, including teachers’ professional development materials and guidebooks. The IPF component may also support the contracting of experts to strengthen the ministry’s technology infrastructure (the intranet and collection, planning, monitoring, and reporting tools), and the hiring of an Independent Verification Agency. Lists of the Technical Assistance needed, and its TORs and costing will be developed and agreed upon during program preparation.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

This Environmental and Social Review Summary (ESRS) covers the TA component of the program, which will be financed under the IPF. The IPF TA component will not fund physical civil works or construction and will be national in scope. The outcomes of the TA, such as preschool and primary curricula, including teachers’ professional development materials and guidebooks, will be used nationwide as part of the government’s Education Sector Plan 2017–2025 and implemented by MENA.

Cote d’Ivoire’s north and northwest regions have 60 percent poverty rates, compared to coastal areas where the poverty rates are about 40 percent. These north and northwest regions also have the worst primary school enrolment and educational efficiency rates.

Faith-based schools are present throughout the country, with varying occurrence by geographic area, but are more prevalent in northern Islamized areas. The program plans to support all Islamic schools to adopt the country’s national curriculum and train their teachers, thus supporting the integration of these faith-based schools within the formal (national) education system and in line with criteria set up by the MENA, as in other faith-based schools (Catholic, Protestant, and so on). This challenge will require close collaboration and stakeholder engagement.

The program will support learning opportunities for children with specific needs by adapting school infrastructure with ramps for access to buildings, and by supplying necessary aids, appliances, and kits. The main challenge,



however, remains the adaptation of preschool and primary curricula for children with other physical disabilities, such as the hearing and visual impairment.

The IPF TA component aims to fine tune and develop preschool and primary curricula to include environmental issues associated with the development of the country, such as deforestation and the degradation of forests and climate change and would be relevant to reinforcing other aspects of the national curriculum, particularly environmental education, the preservation of the environment, and the living environment.

Data from the Department of Statistics and School Planning (DSPA) show that 50 cases of rape, 88 cases of harassment, 116 cases of fondling, 173 cases of female genital mutilation, 12 cases of forced marriage, and 165 pregnancies were recorded in primary (elementary) schools during the school year 2019–2020. Although already addressed in the country's national strategy on gender, such gender-related issues also deserve to be included in national preschool and primary school curricula.

D. 2. Borrower's Institutional Capacity

Côte d'Ivoire has built capacity in preparing and implementing past PforR programs, in part through the country's first PforR in the governance sector (Enhancing Government Effectiveness for Improved Public Services, P164302) and through other PforRs currently under preparation: the Côte d'Ivoire Northern Electricity and Digital Access Project (P176776), and the Social Safety Net System Strengthening Project (P175594).

Côte d'Ivoire has comprehensive environmental and social legislation, including national environmental laws that stipulate that all public and private activities or projects that may cause significant environmental impact should be subject to proper licensing (including environmental assessment studies) to identify potential impacts, and management plans drawn up to minimize and mitigate any impacts foreseen.

The expectation is that the Project Coordination Unit (PCU) of an existing project, the Côte d'Ivoire Education Services Delivery Enhancement Project (P163218) will manage this IPF component of the program. It will manage fiduciary aspects facilitate procurement, and coordinate the activities of consultants related to studies, strategic analysis, and capacity building.

The PCU is well staffed, with an environmental specialist and a social specialist to support relevant government ministries and various directorates who will be responsible for managing the environmental and social risks of the PforR program. An Environmental and Social Systems Assessment (ESSA) will be carried out during project preparation to assess the Borrower's sectoral systems to ensure the environmental and social sustainability of the PforR. The ESSA will also provide guidance, including on the preparation of relevant E&S instruments, as needed, prior to the start of any physical investment.

National environmental policy framework has various categories of project that require E&S impact studies. However, this categorization as provided by the annexes to Decree No. 96-894 of November 8, 1996 determining the rules and procedures applicable to studies relating to the environmental impact of development projects, exclude TA activities.

The PCU will receive further guidance and technical assistance from the Bank's environmental and social team to enhance its capacity to manage compliance with the Environmental and Social Framework (ESF).



II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Low

Technical Assistance to be provided under the IPF component will primarily imply carrying out studies and preparing framework documents (such as preschool and primary curricula), teachers' professional development materials and guidebooks, and workshops; preparing a strategy for strengthening the current technology infrastructure system for the monitoring and reporting of the implementation of key results; and the hiring of an Independent Verification Agency, which will be responsible for confirming the results of indicators linked to disbursements. The proposed TA will finance neither civil works nor the purchase of computer equipment, including software. The IPF/TA may therefore have minimal or negligible direct environmental risks and impacts. In addition, the "downstream" impacts associated with the TA outcomes will be mostly positive, as the current preschool and primary national curricula include content on the preservation of the environment and living environment, which will be reinforced and refined by other curricula on environmental education dealing with deforestation and the degradation of forests and climate change. These will be incorporated into the design of activities to be supported by the TA. Based on the nature and small scale of the capacity building activities, the risk of the IPF/TA component and impacts will be low, with no adverse implications for human health and/or the environment. Furthermore, the TA will involve valuable outcomes and recommendations for improving the education system in light of national and global environmental challenges, with implications for decision making.

Social Risk Rating

Moderate

The social risk classification of this proposed project is rated moderate, as the risks and impacts are not significant and can be well mitigated. In a context where more than 40 percent of households have had to reduce their spending on education, and where women-headed households seem particularly affected, the most serious social risks are related to: first, unequal access (between urban and rural areas) to preschool education, and second, the abandonment in some regions of public schools in favor of both Islamic alternatives and income-generating activities. There are also other social risks related to sexual abuse and violence in primary schools, where reports of rape, harassment, fondling, female genital mutilation, forced marriage, and pregnancy have been recorded. Finally, the project includes some social challenges related to the use of consultants or other human resources for the Technical Assistance to be provided to the IPF component of the PforR (risks of SEA/SH, as well as interpersonal conflicts and other complaints).

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

The expected environmental and social impacts of the IPF component will be generally positive. The IPF/TA will not finance the construction of new infrastructure or involve other actions involving physical investments. Based on initial screening, the TA activities proposed are expected to have no adverse environmental impacts or risks.



Key social challenges will be related to the use of consultants or other human resources for the Technical Assistance to be provided to the IPF component of the PforR (risks of SEA/SH, interpersonal conflicts and other complaints), as well as the downstream impact of the curriculum introduction such as social exclusion, equal access for vulnerable, disadvantaged, and minority groups. In addition, the technical workshops and other forms of collaboration that will take place while the studies and development of preschool and primary curricula are being conducted could involve exposure to COVID-19 as well as to SEA/SH.

Potential social risks will also include labor risks linked to the hiring of consultants for capacity building activities, and from the hiring of the verification agency.

TA activities will be carried out in keeping with national public health measures and World Health Organization (WHO) protocols against the spread of COVID-19, as well as World Bank guidance relating to “Citizen Engagement and Stakeholder Consultations during COVID-19” (November 2020).

The TORs for contracting experts will include relevant provisions of the applicable Environment and Social Standards (ESS), relevant aspects of the Environmental Health and Safety Guidelines (EHSG)s and will be incorporated into the design and scope of preschool and primary curricula, including into teachers’ professional development materials and guidebooks.

A SEP will be prepared to provide measures for inclusive stakeholder engagement (this is outlined in greater detail under ESS10). Likewise, the above-mentioned SEA/SH concerns will be addressed in a SEA/SH action plan to mitigate that risk.

Lastly, an Environmental and Social Commitment Plan (ESCP) for the IPF/TA will be prepared and agreed upon with the Borrower. The ESCP will include a commitment to provide measures for addressing the environmental, social, and labor risks identified, and prepare subsequent relevant E&S instruments (as needed) and their associated timelines.

Areas where “Use of Borrower Framework” is being considered:

The project will not rely on the Borrower’s Framework, and therefore the implementation of the IPF component of this operation will be guided by the relevant, applicable Environmental and Social Standards pursuant to the objects of the ESF. However, it will comply with Cote d’Ivoire’s relevant national legal and regulatory requirements.

ESS10 Stakeholder Engagement and Information Disclosure

Key stakeholders of the IPF/TA component include: MENA, through different directives and decentralized entities, namely the Directorate of Strategy, Planning and Statistics (DSPS); Directorate of Animation, Promotion and Supervision of School Management Committees (DAPS-COGES); the Directorate of Primary, Lower and Upper Secondary Schools, as well as the Directorate of Pedagogy and In-service Training (DPFC) Teacher Training Centers (CAFOP) and the Regional Directorate of National Education (DREN); Inspectorate of Pre- and Primary Education (IEPP); School Management Committee (COGES) and Teacher Training Centers (CAFOP); and the Ministry of Health and Public Hygiene.

However, given the nationwide introduction of the curricula, children in Islamized areas, children with physical disabilities and their parents could be directly affected by the program activities. This group will also be considered among the key stakeholders.



The Borrower will develop a Stakeholder Engagement Plan (SEP) consistent with ESS10. The World Bank will review and clear the SEP, which will be disclosed both in-country and on the World Bank’s website prior to appraisal. The SEP will: (i) provide an overview of project stakeholders; (ii) clarify how representatives of parents, schools, NGOs and other non-state sectors participate in the program’s activities; (iii) establish a systematic approach for consultation and their engagement in the project’s preparation and implementation; and (iv) provide guidelines regarding the maintenance of a constructive relationship with them through a participatory approach that takes into consideration their concerns and their views. Different strategies for consulting stakeholders will be developed for rural zones versus urban or peri-urban zones. These will develop specific measures to align engagement activities with gender and social inclusion objectives. The SEP will address specific project risks and engagement risks that have been identified and will become a living document to be updated throughout the duration of the project.

The SEP will include the project’s GM, based on an inclusive and participatory approach, which will be used to deal with complaints related to the implementation of project activities. With regards to COVID, the SEP will outline the precautions that need to be taken for public consultation; these will include measures outlined in the World Bank’s 2020 technical note on how to hold public consultations under such constraints. Moreover, the SEP will include measures to ensure broad consultation and stakeholder participation activities, with special consideration of how to engage women and vulnerable or marginalized groups so that their input is included in the project’s preparation, implementation, and operational phases. The project’s GM will be designed to receive and register general, project-related complaints. The GM will also include guidance regarding how to address and properly document SEA/SH-related complaints during project implementation. Finally, the SEP will be used for a larger communication and consultation of the program.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

This ESS is relevant as the IPF component activities imply the engagement of technical experts who will help in the development and fine-tuning of preschool and primary curricula (including teacher’s professional development materials and guidebooks). It may also support contracting experts to strengthen current technology in terms of strengthening the school intranet and its collection, planning, monitoring, and reporting tools (Codipost, School mapping, dashboards, and so on), and support the hiring of an Independent Verification Agency, as well as the hiring of consultants, field validators, monitors, trainers, and others who may be considered “project workers”.

TA activities will be implemented by staff from MENA with the support of consultants hired by the government. Government staff working in connection with the project, full-time or part-time, will remain subject to the terms and conditions of their existing public sector employment or agreement, unless there has been effective legal transfer of their employment or engagement to the project.

The Borrower will incorporate the appropriate Occupational Health and Safety (OHS) and other measures in its contracts for consultants and other workers, as per ESS2. The Borrower will also include OHS measures in Labor Management Procedures (LMP) in line with national laws governing labor and working conditions related to the IPF component in the program (administrative-related tasks not requiring civil work). These will be applied to all types of project workers.



ESS3 Resource Efficiency and Pollution Prevention and Management

This ESS is not currently relevant since the IPF component will only finance TA activities that are mainly studies, which will not be associated with meaningful pollution risks or the use of resources such as energy, water, raw material, or the generation of waste.

ESS4 Community Health and Safety

Although TA activities do not involve traffic management or road safety or health and SEA/SH issues directly at community level, this standard is relevant at this stage when considering the country context which include a high prevalence of SEA/SH incidents, and the downstream impact of the curriculum introduction (social exclusion, equal access for vulnerable, disadvantaged, and minority groups).

SEA/SH will be also addressed by the Program, which will develop and implement measures and plans to mitigate school-related SEA/SH to improve school safety, including during the building of school infrastructure. Proportional mitigation measures will be proposed as required in an SEA/SH Action Plan by integrating measures agreed with the client, as well as the mapping of GBV services and introducing accountability and response protocol before project activities start.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Not currently relevant. The outcome of E&S screening did not identify any potential risks and/or impacts relevant to ESS5 as the IPF will not finance activities that involve land acquisition.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not currently relevant. The outcome of E&S screening did not identify any potential risks and/or impacts relevant to ESS6 as the IPF/TA component will not finance activities that will impact biodiversity.

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

This standard is not considered relevant as there are no Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities currently identified in the project area.

ESS8 Cultural Heritage

Not currently relevant as the IPF/TA component will not finance activities that will impact cultural heritage.

ESS9 Financial Intermediaries

Not currently relevant. TA activities will not involve financial intermediaries.



C. Legal Operational Policies that Apply

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

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered? No

Financing Partners

Not Applicable

B. Proposed Measures, Actions and Timing (Borrower’s commitments)

Actions to be completed prior to Bank Board Approval:

The Borrower will develop and disclose the following instruments prior to Board approval:

- Environmental and Social Commitment Plan (ESCP) for the IPF/TA, with measures for addressing the environmental, social, and labor risks identified.
- Stakeholders Engagement Plan (SEP), including the GM at the project level.
- Labor Management Procedures (LMP).

Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):

The Borrower will develop an ESCP in close collaboration with the World Bank to define the means and the frequency of reporting on the implementation of measures and actions required to achieve compliance with World Bank’s ESF, particularly as it is laid out in the ESRS. The ESCP will include a commitment to implement the mitigation measures recommended during the process of technical assistance. The ESCP will outline the Borrower’s commitment to carry out monitoring and reporting, including of incidents and accidents, as well as measures to ensure gender and disability inclusion in IPF activities; and designate the entity(ies) responsible for implementing defined mitigation measures. The ESCP will include commitments to prepare and disclose all relevant E&S instruments.

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS 15-Jul-2022

IV. CONTACT POINTS

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Public Disclosure



Borrower/Client/Recipient

Borrower: Ministry of Economy and Finance

Implementing Agency(ies)

Implementing Agency: Ministry of National Education and Literacy

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s): Yves Jantzen

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