



Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 24-May-2017 | Report No: PIDISDSC21363



BASIC INFORMATION

A. Basic Project Data

Country Cote d'Ivoire	Project ID P163218	Parent Project ID (if any)	Project Name Cote d'Ivoire: Education Service Delivery Enhancement Project (P163218)
Region AFRICA	Estimated Appraisal Date Jun 26, 2017	Estimated Board Date Oct 31, 2017	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Economy and Finance	Implementing Agency Ministry of National Education and Technical and Vocational Education and Training	

Proposed Development Objective(s)

The Project Development Objective is to i) further increase access to basic and early childhood education, and ii) improve the enabling environment for better learning outcomes in primary education.

Financing (in USD Million)

Financing Source	Amount
Education for All Supervising Entity	24.10
Total Project Cost	24.10

Environmental Assessment Category B-Partial Assessment	Concept Review Decision Track II-The review did authorize the preparation to continue
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Other Decision (as needed)



B. Introduction and Context

Country Context

1. After a decade of socio-political instability marked by low economic growth (real GDP growth of 1.1 percent per year between 2000 and 2010, against 5 percent per year in sub-Saharan Africa over the same period), Cote d'Ivoire is now making economic gains with economic growth reaching 9.2 percent in 2015. At the same time, the poverty rate remains high, with 46.3 percent of the population living below the national poverty line in 2015. Located in West Africa, Cote d'Ivoire is a country with a population estimated at 22,614,000 inhabitants in 2016. The GDP per capita (US\$ 1,399 of in 2015) is close to the average for sub-Saharan Africa (US\$ 1,589).

2. Despite important macro-economic achievements in recent years, the situation in the social sectors is below than that of countries with a comparable level of income. Human development outcomes (as measured by key indicators) are low compared to countries with a similar per capita income. Cote d'Ivoire is ranked 171 out of 187 countries in the 2015 UNDP Human Development Index. The under-five mortality rate is 92.6 deaths per 1,000 births, against 83.2 per 1,000 in sub-Saharan Africa (SSA) and 52.8 in lower middle-income countries. Life expectancy at birth stands at 51.2 years in Cote d'Ivoire, while it reaches 58.1 years on average in SSA and 67 in lower middle-income countries. In the area of education, the average years of schooling is equal to 7.68 years, compared to an average of 8.2 in the region.

3. Since the end of the socio-political crisis in 2011, the business environment and private sector development context has been marked by significant improvement, and greater competitiveness. Cote d'Ivoire rose from the 168th position in the World Bank Doing Business ranking of 2010 to the 142nd position in 2016. Alongside the progress in the business environment, the country has also experienced improvements in infrastructure development. Thus, electric power consumption rose and the number of internet users increased from 2 per 100 people in 2009 to 14.6 per 100 people in 2014.

4. The overall competitiveness of the country's economy is limited due to shortfalls in skills and technology, as well as low productivity. The 2015-2016 Global Competitiveness Report ranked Cote d'Ivoire among the top reformers by moving it to 91st from 115th position in 2015 (129th in 2011), and as the eighth most competitive economy in Africa. These improvements put Cote d'Ivoire among the countries with the most favorable environment for private sector development and business in SSA. However, a lack of skills to complement the favorable investment environment may make it hard to capitalize on potential investment growth¹.

Sectoral and Institutional Context

5. The demographic distribution of population is conducive for the expansion of education services. Social demand for education services in Cote d'Ivoire is slightly low in comparison to other SSA countries, as the share of the school age population (6 to 18 years), stands at 22.3 percent of the total population, against 25.6 percent on average in the SSA region. Moreover, the high proportion of the urban population (53.5 percent of total population against 37.2 percent for the whole SSA), is a key factor of economies of scale in the expansion of education services.

6. Despite this favorable demographic context, Cote d'Ivoire has not yet achieved universal primary education completion. The completion rate is 63.1 percent for primary education and 35.5 percent for lower secondary education,

¹ World Economic Forum, 2015, *The Global Competitiveness Report 2015-2016*, WEF



compared to 72.6 percent and 48.6 percent on average in Africa. Cote d'Ivoire is therefore significantly lagging behind, compared to similar developing countries, for education levels that matter the most for its economic and social development.

7. In addition to low achievements, there are important social and regional disparities in the education system. The primary completion rate stands at 71 percent for boys, against 57 percent for girls. Further, 42 percent of boys reach the end of lower secondary education against only 29 percent of girls. The average years of schooling is 6.98, for girls, against 8.54 for boys. Regional disparities are also significant, with the access rate to the last grade of primary school varying by region from 2 percent to 74 percent according to ENV 2015. The regions that are lagging the most in terms of primary completion are Bounkani, Worodougou, Folon, Gbokle, Bafing, Tonkpi, Bere, Bagoue, Tchologo, Hambol, Poro, Kabadougou and Nawa.

8. Beyond access, quality of education remains a concern and learning outcomes are low. The national evaluation conducted in 2016 for third grade shows that 77 percent of students have a low or very low level in French and 81 percent do so in mathematics. The results of the PASEC assessment, which compares 12 Francophone countries, show students from Cote d'Ivoire scoring less than average in French, and among the lowest in mathematics.

9. In Cote d'Ivoire, only 10 percent of children aged 3-5 years were enrolled in preschool in 2015-2016, placing the country in the bottom quarter for preschool enrolment rates across African countries. In rural areas, figures from 2012-2013 show an enrolment rate of only 2.3 percent, compared to 14.5 percent in urban areas. The disparity between the rich and the poor is even more striking. A child from the richest quintile is more than twenty times more likely to attend preschool than one from the poorest quintile. Currently, there are multiple forms of preschool provision. Private sector schools, which are mostly located in urban areas with high associated costs, account for 30 percent of all enrolments. The other 70 percent of total preschool enrolments are in the public sector, with responsibility divided between two ministries: the Ministry of National Education and Technical and Vocational Education and Training (MENET) which accounts for 59 percent of total enrolment nationally; and the Ministry for the Protection of Women, the Family and the Protection of Children (MSFFE) which accounts for 11 percent.

Relationship to CPF

10. The proposed Education Service Delivery Enhancement Project (ESDEP) aims to provide support to the development of basic education by increasing enrollments, reducing geographical disparities and improving the quality of learning. It is in line with the 2016-2019 Country Partnership Framework (CPF), particularly with Focus Areas 2 and 3, which focus respectively on: i) building human capital for economic development and social cohesion and ii) strengthening public financial management and accountability. The project will contribute to human capital by increasing enrolments via classrooms building to expand the supply of public education services and strengthening the demand of education from poorest families. The contribution to human capital will also be provided through the project's contribution to quality of learning outcomes and skills, through improved teaching practices and more pedagogic support to teachers. Regarding the second focus area of the CPF, the project will contribute to it by supporting higher citizen's participation in school management, systematization of standardized evaluations at school level, as well as setting up of result based financing for schools and performance bonus for teachers.



C. Proposed Development Objective(s)

The Project Development Objective is to i) further increase access to basic and early childhood education, and ii) improve the enabling environment for better learning outcomes in primary education.

Key Results (From PCN)

The Project Development Objective indicators are the following:

Objectives	Indicators
To further increase access to basic and early childhood education	<ul style="list-style-type: none"> - Number of children enrolled in community preschools meeting quality standards, of which percentage of girls - Additional enrolment in last grade of primary education, in targeted regions
To improve the enabling environment for better learning outcomes	<ul style="list-style-type: none"> - Share of schools with PTR above 60 - Share of pupils in third grade of primary education with intermediate or high level score in language and mathematics

D. Concept Description

SAFEGUARDS

A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project location is the whole national territory

B. Borrower’s Institutional Capacity for Safeguard Policies

The Recipient has several years of experience in applying and implementing World Bank projects. There are considerable legal and institutional frameworks in the country to ensure compliance with World Bank safeguards policies triggered by the proposed project. In Cote d’Ivoire, the Ministry of Sanitation, Environment, and Sustainable Development (MINSIEDD) is responsible for setting policy guidelines on environmental issues and ensuring compliance with national environmental standards. It has different departments among which the National Agency of Environment (ANDE, Agence Nationale de l’Environnement) in charge of safeguards compliance of all projects in the country..

However, the borrower’s institutional capacity for the implementation of the safeguard policies is weak and needs to be strengthened. This conclusion has been reached on the basis of the difficulties encountered through the implementation of the mother project currently closing. The project will recruit or hired Environmental and Social safeguards experts. For the current project, it is also expected that capacity building efforts to support project implementation will be done by



Bank Staff to strengthen the project safeguard arrangements .The project will continuously receive guidance from the Bank’s environmental and social specialists in the Project team

C. Environmental and Social Safeguards Specialists on the Team

Abdoul Wahabi Seini, Abdoulaye Gadiere

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This project is planning to finance the construction of about 700 new classrooms in primary schools, including related facilities. Basically, potential adverse impacts associated with such civil works may be moderate, site-specific and manageable at an acceptable level, the project is rated as a category “B” project. While the exact locations of these investments are not yet known, the proper safeguard instrument to be prepared in compliance with this policy is an Environmental and Social Management Framework (ESMF). This ESMF will be reviewed, consulted upon and disclosed both in Cote d’Ivoire and at the World bank website prior to the Decision Meeting.
Natural Habitats OP/BP 4.04	No	The project does not involve natural habitats
Forests OP/BP 4.36	No	The project does not involve forests
Pest Management OP 4.09	No	The project does not involve pest management
Physical Cultural Resources OP/BP 4.11	Yes	The constructions will involve excavations. Taking into account that factor, the policy on physical cultural resources is triggered because it could induce to vestiges discoveries. However, the triggering of this policy does not entail the preparation of a specific safeguard instrument. A chapter will be included in the ESMF to provide guidance in case physical cultural resources will be discovered.
Indigenous Peoples OP/BP 4.10	No	The project does not involve indigenous people
Involuntary Resettlement OP/BP 4.12	Yes	Most of the municipalities have already their reserved space for schools purpose. However, the project activities are expected to lead to new land acquisition or potential restriction of access to sources of livelihood. The beneficiary cities will potentially request assistance in expanding space a land which might lead to some restriction and/or land acquisition.



Therefore, the borrower will prepare a Resettlement Policy Framework (RPF), which will be disclosed prior to appraisal. During implementation, an assessment will be carried out for each sub-project to determine whether land will be acquired and whether a sub-project specific Resettlement Action Plan (RAP) is required. Those RAP will be prepared, submitted to the Bank for review and disclosure in-country and at info shop prior to the commencement of the Civil Works.

Safety of Dams OP/BP 4.37	No	The project will not finance dams nor rely on dams.
Projects on International Waterways OP/BP 7.50	No	The project is not expected to affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project will not be located in disputed area

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

May 30, 2017

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

The following safeguard instruments are expected to be prepared during the preparation phase: i) an Environmental and Social Management Framework (ESMF) and, ii) a Resettlement Policy Framework (RPF). All these safeguard documents will be reviewed consulted upon and disclosed by the Government of the Republic of Cote d’Ivoire, and at the World Bank’s Website prior to the Decision Meeting.

CONTACT POINT

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APPROVAL

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