CÔTE D'IVOIRE EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANT ALLOCATION: REPORT FROM THE GRANTS AND PERFORMANCE COMMITTEE

For Decision

Please note: Board papers are deliberative in nature and, in accordance with the GPE Transparency Policy, are not public documents until the Board has considered them. It is understood that constituencies will circulate Board documents among their members prior to Board consideration for consultation purposes.

1. STRATEGIC PURPOSE

1.1. The purpose of this paper is to request the Board to approve an allocation for an education sector program implementation grant (ESPIG) to Côte d'Ivoire, as recommended by the Grants and Performance Committee (GPC) following its discussion of the grant application during its January 17-19, 2018 meeting.

2. RECOMMENDED DECISION

2.1 The GPC recommends the Board approve the following decision:

BOD/2018/02-XX–Approval of Allocation for an Education Sector Program Implementation Grant to Côte d'Ivoire: The Board of Directors with respect to the application submitted in the fourth round of 2017:

1. Notes compliance with the requirements for accessing the fixed part of the maximum country allocation, as described in the application and summarized and assessed in Annex 2 to BOD/2018/01 DOC 02.
2. Notes compliance with the incentives for accessing the variable part of the maximum country allocation and approves the indicators on Equity, Efficiency, and Learning and their means of verification, as described in the application and assessed in Annex 2 to BOD/2018/01 DOC 02.
3. Approves an allocation from GPE trust funds for an Education Sector Program Implementation Grant (ESPIG), as described in the application submitted and summarized in Table 1 in BOD/2018/02-XX 3 (c), subject to:
   a. Availability of funds.
   b. Board decision BOD/2012/11-04 on commitment of trust funds for ESPIGs in annual installments.

c. GPC recommendations for funding include (all amounts in US$):

Table 1 Application Summary and GPC Allocation Recommendations for an ESPIG in US$:

	Country	**Côte d'Ivoire**
a.	Maximum Country Allocation	24,100,000
b.	Allocation Requested (100%)	24,100,000[1]
c.	Fixed Part	16,870,000
d.	Variable Part	7,230,000
e.	**Allocation Recommended by GPC**	24,100,000
f.	Grant Agent	World Bank
g.	Agency Fee % - Amount	1.75% - 421,750
h.	Period	4 years and 1.75 months[2]
i.	Expected Start Date	March 6, 2018
j.	Variable Part Disbursement Modality	Ex-Post
k.	Funding Source	GPE Fund

4. Requests the Secretariat to:

a. Include in its notification to Côte d'Ivoire, the relevant grant agent and coordinating agency, for distribution to the local education group (LEG) of the approval of the allocation and the expected timeframe for signing of the Grant Agreement and grant effectiveness, as applicable, the conditions, requests for report-back, and observations on the program as recommended by the GPC and set out in Annex 1 to BOD/2018/01 DOC 02.

b. Include an update on the issues listed as "conditions" and "report back" in the annual Portfolio Review in accordance with the specified timeline.

3. BACKGROUND

3.1 The Committee assessed the grant application from Côte d'Ivoire and discussed whether it met the funding model requirements to access the fixed and variable part of the maximum country allocation.

3.2 Prior to the discussion, the following conflict of interest was disclosed:

- Douglas Sumerfield, World Bank, as representative of the grant agent for the proposed program.

[1] Includes US$750,000 for the cost of the grant agent to perform its roles and responsibilities (formerly supervision fees). Per decision BOD/2015/10-02 supervision fees are funded from the maximum country allocation effective from the second funding round of 2016.

[2] Estimated starting date March 6, 2018; estimated closing date April 29, 2022.

3.3 The GPC had a rich discussion regarding the application and found that Côte d'Ivoire met the requirements with some caveats that need to be addressed.

3.4 The primary discussion points are summarized in Annex 1. The evidence for meeting the requirements and quality standards is set out in Annex 2.

4. PLEASE CONTACT

Margarita Focas Licht (mlicht@globalpartnership.org) for further information.

5. ANNEXES

5.1 This paper includes the following annexes:

- Annex 1 – GPC Observations, Report-Backs, and Conditions
- Annex 2 – Secretariat Quality Assurance Review Phase 3 (Final Readiness Review)

5.2 The following is available on the Committee eTeam site:

- Côte d'Ivoire ESPIG Application Package (GPC/2018/01 DOC 02)

ANNEX 1 – GPC OBSERVATIONS, REPORT-BACKS, AND CONDITIONS

Côte d'Ivoire	
Observations	The Committee appreciates the strong focus of the program on the quality of pre-school education, not only access, and the fact that this is well-reflected in the budget proportions around infrastructure versus quality improvements. The Committee also appreciates the country's support and commitment to GPE's strategic areas of equity, learning, and efficiency through the ambitious variable part indicators and targets. The Committee acknowledges the key role of the Project Implementation Unit and highlights the importance of building capacity, increasing sustainability, and increasing ownership through this arrangement. The Committee further acknowledges the robust discussion in the country on equity in terms of cash transfers and encourages the government to monitor this. The Committee is especially interested in the equitable distribution of program support to underserved communities. In relation to the variable part, the Committee recommends that the local education group monitor the education sector plan's preschool gender-parity indicator by providing data disaggregated by urban and rural areas, as this will complement the progress planned in the variable part indicator that tracks increasing access through community-based preschools.
Report-Backs	Taking into consideration the important progress that remains in achieving universal primary education, the Committee requests report-backs throughout the grant period on the percentage of the budget dedicated to primary education. These report-backs may be done through the annual joint sector review reports. The Committee noted that the costs of evaluation are relatively high but also recognized that as long as it is used to inform and influence change throughout the sector it is acceptable. The Committee requests a report-back from the grant agent at the end of the grant on the extent to which the evaluations have contributed to sector dialogue and actions.
Conditions	N/A

ANNEX 2 – SECRETARIAT QUALITY ASSURANCE REVIEW PHASE 3 (FINAL READINESS REVIEW)

Quality Assurance Review – Phase 3

Proposed Grant Amount: US$ 24.10 million
Fixed Part: US$ 16.87 million; Variable Part: US$ 7.23 million
Implementation period: 4.15 years
Projected implementation start date: March 6, 2018
Grant Agent: World Bank

1. BACKGROUND AND EDUCATION SECTOR OVERVIEW

1.1 COUNTRY BACKGROUND

The country emerged in 2011 from a prolonged period of civil conflict and has experienced rapid economic development. Although poverty remains high, there has been a significant decrease in unemployment as the country embarks on an ambitious path to emerging economy status. The country has been on the Harmonized List of Fragile Situations since the period of civil conflict although the harmonized average stands at 3.57, higher (less fragile) than any other country on the list. With labor-intensive export-oriented agricultural production as a significant part of the economy, the country has attracted significant numbers of migrants from neighboring countries, contributing to ethnic, cultural and religious diversity. The average number of years of schooling in Côte d'Ivoire is 7.68 years. The country is implementing a five-year National Development Plan (2016 – 2020) in support of the country's transition to a middle-income economy.

COTE D'IVOIRE	
Population	22,614,000 (2016, program document)
Human Development Index Ranking	171 out of 187 countries (UNDP 2015)
GDP	US$ 36.15 billion (2015, World Bank)
GDP per capita	US$ 1,319 in 2015 (ESPIG application form, p.11)
World Bank Income Classification Level	Lower-Middle Income (FY2018, World Bank)

1.2 EDUCATION SECTOR OVERVIEW

As the country emerged from the period of prolonged conflict in 2011, the education system has been expanding rapidly. Over the past six years, it has been possible to increase access to schooling by simply increasing access in underserved areas without much adaption of how schooling is provided. However, as the primary system approaches universal access and, eventually, universal primary completion, it will need to significantly improve the quality of education as well as adapt the access to schooling to accommodate children who live in isolated rural communities, in "encampments" and work on plantations, or in national forests, these in addition to children who have special needs. The country implemented a Transitional Education Plan (TEP) for the 2012 – 2014 period, extended its implementation through the 2015 – 2016 prior to the adoption of the new ten-year

strategy. The most recent Joint Sector Review was held in May 2017, and served as a stocktaking event for the TEP.

1.2.1 **Learning outcomes**:

The country lags performance of comparator countries in the areas of math and reading in the early grades. The 2014 PASEC found that a total of 17.3 percent of children achieved the "sufficiency threshold" in reading and 33.8 percent in mathematics against the average of 28.6 percent for reading and 52.9 percent for mathematics in 10 participating francophone countries in sub-Saharan Africa. Progress will likely be significant in the coming years since the principal constraint during the period leading up to 2014 had been the disruption to the school system during a prolonged period of conflict.

1.2.2 **Equity**:

As per the GPE Secretariat database, the primary completion rate (PCR) increased from 44.8 percent in 2006 to 63 percent in 2015. In other terms, the PCR increased by 3.9 percent on average annually between 2006 and 2015. The lower secondary completion rate increased from 27 percent in 2006 to 35 percent in 2015. Gender parity in primary completion rate increased from 0.62 in 2006 to 0.83 in 2015, while in lower secondary completion rate increased from 0.61 in 2006 to 0.70 in 2015. Pre-primary enrollment increased from 3.1 percent in 2006 to 7.2 percent in 2015.

1.2.3 **Efficiency**:

As per the GPE Secretariat database, the internal efficiency coefficient is 69.8 percent slightly below the GPE threshold of 70 percent. The repetition rate in primary education was 16.1 percent in 2014, and at 14.8 percent for lower secondary. The primary education out of school rate was 20.7 percent in 2015. The R^2 value, capturing the correlation between teachers' allocation and the number of students at the primary level is 0.77 in Côte d'Ivoire, below the GPE threshold of 0.8. The pupil to trained teacher ratio in primary education was 42 in 2015 which is above the GPE threshold of 40 pupils per trained teacher.

1.2.4 **Monitoring of Sector Performance:**

The country did not hold a Joint Sector Review between 2015 and 2016. The 2017 JSR was an opportunity to revive joint sector monitoring. An implementation report covering the 2014 – 2016 period was produced prior to the Review, although it was not complete. The Local Education Group (LEG) in Côte d'Ivoire has become more inclusive with international and national NGOs, teachers' associations and foundations represented in addition to the donor community. The LEG is presided by the Sector Lead (coordinating agency), and the Government is represented through the Coordinator of the Inter-Ministerial Task Force.

2. FIXED PART REQUIREMENTS

2.1 **Requirement 1**: A credible, endorsed Education Sector Plan (ESP), or alternatively, a Transitional Education Plan (TEP).

The ten-year Education and Training Sector Plan [Plan Sectoriel Education / Formation 2016 – 2025] was appraised in 2016, adopted by the Government on May 31, 2017 and endorsed by the Development Partners. The ESP documentation was submitted to the GPE Secretariat on June 27, 2017, more than four months before the submission of the ESPIG application. The Secretariat's review of the ESP notes that the country's

projections for economic growth[3] are slightly more optimistic than those of the International Monetary Fund, so there is a residual concern about achievability. The ESP's costed multi-year action plan covers the period 2017 – 2020 and includes a total of 19 sources of external funding. Of the 47 recommendations in the independent appraisal, a total of 37 led to updates in the plan.

Conclusion: The Secretariat deems that Requirement 1 is met.

2.2 **Requirement 2**: Evidence of commitment to ESP or TEP and its financing.

The country's ESP commits the country to maintaining domestic resources for the education sector above the 20 percent benchmark, averaging 21.7 percent over the past four years and projected to remain above 20 percent over the medium term. The share of primary education in the education sector recurrent cost spending was 41.2 percent in 2015, and is projected to reach 49.9 percent for the 2017 budget and 48.6 percent in 2025. Primary completion stands at 75.1 percent for the 2016 – 2017 school year. The Development Partners contributions appear as sources of funding in the multiyear action plan. As documents were resubmitted to partners for comment in late March 2017, the likelihood of accurate funding source identification is relatively high.

The Quality Assurance Review (QAR) phase 1 report underscored the importance of careful tracking of the progress toward the commitment of spending for primary education as part of total education sector spending, particularly for the 2017 and 2018 budgets. This information will permit the Partnership to determine if the country is meeting the domestic financing requirement.

Conclusion: The Secretariat deems that Requirement 2 is met.

2.3 **Requirement 3**: Availability of Data.

The most recent Education Sector Analysis (ESA) was conducted in 2014 – 2015. The country's Education Management Information System (EMIS) is operational with a slight data lag on higher education data. The most recent household survey (MICS) was conducted in 2014 whereas a standard of living household survey was conducted in 2015. The Institute for Statistics (UIS) publishes data for all key indicators except for the student / teacher ratio, data for 2010 (period of conflict), and financial data for 2015. The country's learning assessment system is operational.

Conclusion: The Secretariat deems that Requirement 3 is met.

3. ESPIG

3.1 PAST ESPIG PERFORMANCE

The country joined GPE in 2011 with the endorsement of its transitional education plan. A US$ 41.4 million GPE-funded program, the Emergency Basic Education Support Project (Projet d'Urgence d'Appui à l'Education de Base or PUAEB) was approved in December 2011 to support the country's education plan. Some of the main activities of the PUAEB were to (i) construct and equip new classrooms, (ii) rehabilitate existing schools, (iii) provide school furniture, (iv) promote girls' education, and (v) contribute to the reestablishment of the school administration services in areas affected by the conflict.

[3] The Cote d'Ivoire ESP uses the economic projections that were mandated by the Ministry of Economy and Finance.

Initially planned for 37-month implementation period, the PUAEB was extended twice for a total of 55 months of implementation, ending in August 2017. The primary reason for delay was the complexity of setting up the community-led school construction approach. In the end, the community-led approach was considered a success in that it was cost-effective and contributed to improved community ownership of and involvement in the local public school. A school feeding activity and an EMIS strengthening activity were cancelled in the final year of the project.

Among the lessons learned was the importance of clear differentiation in the program development process between activities that are immediately ready to implement (to respond to an urgent need) and those that can be conditioned on specific policy measures that still need to happen.

3.2 ESPIG DESCRIPTION

The proposed project, the Education Service Delivery Enhancement Project (ESDEP) aims to increase access to preschool and improve learning outcomes in beneficiary primary schools participating districts. The project will intervene in six of the country's 31 regions at both the preschool and primary levels. It is designed to complement two ongoing IDA-funded projects aimed at poverty reduction and social safety nets. The project aims to bring 90 rural community preschools up to minimum quality standards, increase from 6 percent to 15 percent the proportion of second graders with "intermediate or high" scores on EGRA reading tests and from 24 percent to 35 percent on EGMA math tests, increasing the proportion of teachers applying new teaching practices. The main indicators are disaggregated for gender, and the program activities are designed to improve gender equality at preschool, primary enrollment and primary learning outcomes levels.

Following are the primary activities by component:

Component I- Improving conditions for improved learning outcomes: (i) piloting a community-based pre-school model with support for adapted training for educators and establishment and monitoring of minimum standards; (ii) in-service teacher training, pedagogical advisor support and student learning assessment to support improvements to reading and mathematics learning in primary schools.

Component II- Strengthening education sector management and accountability: (i) cash transfers to local schools to facilitate improvements and local decision-making, (ii) cash transfers to schools based on students' performance on standardized tests, and (iii) support for targeted studies, policy notes and sector documents for enhanced capacity for education policy and service delivery.

Component III- Improving teaching and learning environment for beneficiary schools: Support infrastructure improvements in primary schools using a community-managed approach.

Component IV- Project implementation and evaluation: (i) funding of the project implementation unit, and (ii) support to evaluations both of project implementation and randomized impact evaluations.

Table A: ESPIG Components and Costs

		Amount (GPE Financing - US$)	% of total	Of which variable part amount $US
Fixed and Variable Parts				
Program Component				
A	**Improving conditions for improved learning outcomes**	**13,184,288**		
	-Pre-school education	7,916,097	32.8%	3,691,000
	-Improving teaching of reading and mathematics in beneficiary primary schools	5,268,191	21.9%	1,254,200
B	**Strengthening education sector management and accountability**	**2,856,318**		
	-Citizen participation in school management	641,964	2.7%	
	-Results-based financing	1,337,311	5.5%	611,800
	-Building capacities on public education policies and service delivery	877,044	3.6%	
C	**Improving teaching and learning environment for beneficiary schools**	**2,686,680**	11.1%	1,205,700
D	**Project implementation and evaluation**	**4,622,624**		
	-Project implementation	2,663,497	11.0%	
	-Evaluation	1,959,127	8.1%	467,200
	Sub-total of Components A, B, C and D	**23,350,000**		**7,230,000**
	Grant Agent's Implementation Support Costs*	750,000	3.1%	
GRAND TOTAL (with Grant Agent's Implementation Support Costs)		**24,099,910**	100.0%	**7,230,000**
	Agency Fees**	421,750	n/a	

** Include Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.*

*** Agency Fee is not included in the Maximum Country Allocation (MCA) and is calculated as percentage rate (agreed with each GA) from the Total Fixed Part and Total Variable Part.*

The Variable Part disbursements are triggered by meeting targets for the three dimensions of the GPE funding model as follows:

Dimension	Amount (GPE Financing – US$)	Percentage
Equity	2,410,000	33.3%
Efficiency	2,410,000	33.3%
Learning	2,410,000	33.3%
TOTAL VARIABLE PART	**7,230,000**	

The program budget as presented includes all the funding from the fixed and variable parts, while the last column provides the variable portion of the program by subcomponent; in the case where some of the results agreed in the variable part are not achieved, resulting in a partial disbursement of the variable part, the program will be restructured. If some of the agreed results are not achieved, there will be partial disbursement of the grant's variable part and some activities will be downsized: (i) the number of community managed preschools receiving support will decrease from 117 to 53; (ii) the number of primary schools receiving support for improved teaching of reading and mathematics will be reduced by 60, from 150 to 90; (iii) the number of schools receiving funding for school grants will decrease from 150 to 80; (iv) the number of schools benefiting from support for an improved learning environment will decrease from 50 to 27; (v) the number of schools benefiting from the deworming and health activities will decrease from 150 to zero; and, (vi) one of the three planned evaluations will be cancelled. The program document indicates that the reduction of the number of beneficiary preschools would involve a modification of the Program Development Objective (PDO).

3.3 ASSESSMENT OF THE PROGRAM DOCUMENT

The program is designed to address key constraints to the quality of basic education in the Ivoirian context. Children in rural areas often do not have access to a nearby preschool facility. The ESDEP supports the Government's efforts to extend access to quality preschool services into the rural areas through a community-managed model that would both be cost-effective, respect minimum quality standards, and would likely be scalable. The ESDEP's emphasis on improving the quality of primary education through a multipronged strategy involving increased participation and accountability of local and regional actors in the school system addresses a chronic issue of cost-effectiveness in the school system.

The main issues raised by the Secretariat in the first two phases of the Quality Assurance were to (i) commence the program preparation process early enough so that the ESP's multiyear action plan could reflect the GPE support for ESP activities with reasonable accuracy, (ii) ensure that lessons learned from the PUAEB implementation be reflected in the new program preparation, (iii) better link the indicators of the ESDEP results framework with those of the ESP (iv) consider how the degree of alignment on national systems might be enhanced since the PUAEB was designed to be an emergency post-crisis project whereas the ESDEP will be launched in a quite different, much improved, context, (v) reconsider the plans to provide cash transfers to teachers given contextual and equity concerns, and (vi) ensure better coherence between the detailed budget, the program document and the ESP's multiyear action plan.

In the final version of the program, the cash transfers to teachers had been removed. While most of the issues raised by the Secretariat relating to the submitted documentation were addressed, there are several activities in the sector plan's multiyear action plan slated for ESDEP financing that are not included in the final version of the ESDEP; this is related to the depreciation of the country's MCA (denominated in USD) as well as additional work done on activity costing after the ESP was finalized.

The Secretariat notes that the proposed program includes a significant amount of innovation and/or adaption of innovations from other contexts. Given the complexity of the recent experience of the PUAEB (2012 – 2017), it will be important to ensure that activities relating to the agreement on minimum standards for preschool and the setting up of the cash transfer scheme, are not delayed due to an unduly lengthy process upstream.

The Secretariat's review of the application finds that the program meets quality standards in the areas of design, budget, monitoring and evaluation, implementation arrangements and risk management. For sustainability, it is not clear how some of the recurrent cost implications of the program will be taken on by the national budget, so this standard is partially met. For aid effectiveness, the proposed funding modality is quite similar to that of the emergency project that just concluded; in terms of alignment of modality, there has not been little progress. The implementation arrangements proposed for the ESDEP relate to risks identified during the implementation of the previous program. The Secretariat finds that it would be advantageous to request the LEG to report back on progress to greater alignment during the implementation of the program.

The preparation of the ESDEP coincided with a period of renewed interest in the Partnership's country-level model, and the consultative process of the developing the ESP and the ESDEP brought stakeholders together in constructive exchange. The engagement with civil society organizations including teachers unions and associations in the program development process was helpful in identifying opportunities and addressing constraints.

4. VARIABLE PART

4.1 Description of the variable part

The application includes the following three indicators for the Variable Part:

- Equity: The share of children in preschool education who are enrolled in a community-based facility will increase from the current baseline of 1.1 percent in 2016 to 10.1 percent in 2021.
- Efficiency: The average weekly number of hours taught by lower secondary teachers will increase from 15.6 to 18.1
- Learning: The standardized learning assessment test scores in reading and mathematics for grade 3 and grade 4 will increase from 35.6 to 50.

The application notes the ESP's aim to develop quality preschool education, with a focus on community-based preschools approach, operating with public funding but managed by the communities, with the support of pedagogic advisers, to meet minimum quality standards. As the focus of the community preschool approach is on rural areas and regions among the poorest in the country, it will be reducing the disparity of access to preschool.

The efficiency indicator aims to reduce the unit cost for an hour of teaching at the secondary level by 28 percent if/when salaries do not increase correspondingly. Results from PISA assessments show a positive relationship between scores in mathematics and student learning time. With the increase of learning time, it is expected that student learning performance would improve and the efficiency of the education sector as well with lower repetition rates.

The Learning indicator is designed to provide the MENETFP (Ministère de l'Education Nationale, de l'Enseignement Technique et de la Formation Professionnelle) with knowledge to monitor and assess the development of reading as well as foster partnerships among the stakeholders towards improving learning outcomes.

4.2 Assessment of the variable part

The three indicators and the targets chosen for the Variable Part appear in the sector plan. Initially, the grant agent (GA) had proposed indicators that were tied to progress in regions targeted for ESDEP implementation with specific project targets, but there was no clear theory of change for the entire sector. The shift in focus of the variable part towards full alignment with ESP (nationwide) targets was done in response to the Secretariat's QAR recommendations.

For the Equity indicator, given the nature of the country's largely urban preschool coverage, the rapid increase in the community preschool model expands access in communities where state-funded preschool opportunities did not exist thereby reducing disparity.

While the Efficiency indicator is found to be relevant, its transformational effect depends on an increase in service without a corresponding increase in remuneration. The ESP does not project a corresponding increase in the unit cost of the middle school teacher, but the submitted documentation does not cover this point specifically. The main driver of increased efficiency will be the assignment of teachers with double-certification, so that in smaller rural schools they will be able to teach in two different subject areas.

For the Learning indicator, the marked increase in learning outcomes would indeed be transformational.

The submitted documentation details the elements of the ESDEP Variable Part disbursements, thereby showing the impact in the event of non-disbursement. Since the disbursement schedule includes three annual disbursements on a pro rata basis, there is relatively low risk of critical outputs not being ready in time for expected higher level results.

5. RECOMMENDATIONS[4]

The Secretariat notes that the three GPE requirements have been met, but that it will be important to monitor education budgeting and expenditures for the 2017 and 2018 budgets. It also notes that the proposed program addresses salient unresolved issues in the Ivoirian education system, that the proposed interventions are well aligned on the country's sector plan, and that the program preparation process has been sufficiently inclusive and transparent. The greatest constraint to program implementation will likely be the complexity of upstream processes for innovative interventions at the preschool and primary levels.

The Variable Part (VP) submission uses indicators from the ESP results framework, and the transformational nature of each indicator is clear. The documentation also lays out the impact of a partial disbursement of the VP funding.

The Secretariat notes the relative lack of progress toward greater alignment on national systems in the new program and recommends a report-back requirement on how the GA will support greater alignment and aid effectiveness to enhance the likelihood of more aligned approaches for the second phase of the implementation of the ESP.

The Secretariat deems that the fixed and variable standard requirements have been met and advises that the Grants and Performance Committee recommends approval by the Board of the US$ 24.1 million grant to Cote d'Ivoire, including the grant agent supervision fees of US$ 750,000 for the duration of the project (4 years).

[4] These recommendations were adjusted by the GPC. The final recommendations are found in Board Document BOD/2018/01 DOC 02 Annex 1.

Annex 1: Major Interventions of Development Partners[5]

ESP Results	Donor name																		
	UNICEF	GPE	AFD	TRESOR Français	NGO GRAINES DE PAIX	TRECC	UNESCO	WFP	Rep. of China	World Bank	ADB	IDB	Japanese donation	FSD	BADEA	Kuwaiti fund	Mitrelli (Israel)	UNIDO/ UE	Mohamed VI Foundation
Pre-school age children are provided with relevant education provision	845,132	3,369,101	1,064,880			27,135													
Pre-school age school children are provided with a protective educational, family and community environment, supportive of the demand for preschool education services	301,200					193,650													
Primary school age children are provided with relevant education provision	7,357,046	5,631,430	4,367,363			2,774,985	36,300				1,246,000								
Primary school age children are provided with an educational, family and community environment, supportive of the demand for primary education services	3,742,133	224,843	2,100,000		240,000	44,460	132,228	19,625,977			122,000								

[5] All amounts are in CFA francs (million), as provided in the PAD p. 85

Illiterate or out-of-school children/adult of 10 years old and more are provided with a relevant literacy or non-formal education provision	27,000						87,000												
Students in lower secondary education are provided with relevant education provision	459,000		49,556,764																
Students in lower secondary education are provided with an educational, family and community environment, supportive of the demand for secondary education services	188,000		32,987,000																
Students in upper general secondary education are provided with relevant education provision									13,93,151			8,510,430							
Students in upper secondary education are provided with an educational, family and community environment, supportive of the demand for secondary education services	0											0							
Youth of more than 12 years old are provided with relevant Technical and Vocational Education and Training	1,266,000		45,434,912							4,100,000	146,000	43,615,091	191,898	8,282,406	6,825,307	11,700,000	26,100,000	8,151,368	3,960,000
Educational institutions provide a supportive training environment											2,400,000								
Students are provided with relevant and diverse training offers that take into consideration economic, scientific and technical developments			48,264,998							25,000,000	8,500,000								

Students are provided with support for higher education offers request			20,000								146,000								
Scientific research facilities are provided with technical capacities in terms of research offers			1,074,497	6,980,680															
Research facilities are provided with relevant financial resources and develop partnerships with private institutions																			
Reforms that ensure sector governance and relevant management are implemented	1,674,161	1,386,192	5,534,537																
The planning and monitoring and evaluation system ensures an effective and efficient management of the Education Sector Plan	343,316	2,304,934																	
Donor name	**UNICEF**	**GPE**	**AFD**	**TRESOR français**	**NGO Graines de Paix**	**TRECC**	**UNESCO**	**WFP**	**Rep. of China**	**World Bank**	**ADB**	**IDB**	**Japanese donation**	**FSD**	**BADEA**	**Kuwaiti fund**	**Mitreli (Israel)**	**UNIDO/UE**	**Mohamed VI Foundation**
Financial scale	**16,202,988**	**12,916,500**	**190,404,951**	**6,980,680**	**240, 000**	**3,040,230**	**255,528**	**19,625,977**	**13,493,151**	**29,100,000**	**12,560,000**	**52,125, 521**	**191,898**	**8, ,282, 406**	**6,825, 307**	**11,700, 000**	**26,100, 000**	**8,151, 368**	**3,960,000**