

ISLAMIC DEVELOPMENT BANK  
HUMAN DEVELOPMENT DEPARTMENT



**Project Concept Document**

CÔTE D'IVOIRE  
VOCATIONAL TRAINING SCHOOL FOR  
AGRICULTURE, LIVESTOCK AND FISHERIES OF  
ZOUAN-HOUNIEN

Rabi-II 30, 1435H  
February 19, 2015

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## LIST OF ACRONYMS AND ABBREVIATIONS

AFD	French Development Agency ( <i>Agence Française de Développement</i> )
AfDB	African Development Bank
BED	Board of Executive Directors
BT	Professional Baccalauréat or Certificate of Vocational Technician
BTA	Brevet de Technicien Agricole or Agricultural Certificate of Vocational Technician
BTSA	Brevet de Technicien Supérieur or Agricultural High Certificate of Vocational Technician
BEPC	Secondary Education Diploma
CBA	Competency-Based Approach
CFAF	Communauté Financière Africaine Franc ( <i>African Financial Community Franc</i> )
ECOWAS	Economic Community of West African States
EQC	Equipment Consultant
ERA	Regional Agricultural Schools ( <i>Ecoles Régionales d'Agriculture</i> )
EU	European Union
Euros	European Community Currency
GPN	General Procurement Notice
GDP	Gross Domestic Product
GOCI	Government of Côte d'Ivoire
HDE	Human Development Department
HIPC	Heavily Indebted Poor Countries
ICB/MC	International Competitive Bidding among IDB member countries
ID	Islamic Dinar
IDB	Islamic Development Bank
INFPA	National Institute for Agricultural Professional Training
ITFC	International Islamic Trade Finance Cooperation
LCS/SHLC	Least Cost Selection among Short-list of Local firms
MA	Ministry of Agriculture
MARAH	Ministry of Livestock and Fisheries ( <i>Ministère de la Production Animale et des Ressources Halieutiques</i> )
MCPS	Member Country Partnership Strategy
ME/MEASFP	State Ministry, Ministry of Employment, Social Affairs and Vocational Education
MENET	Ministry of National and Technical Education
NA	Not Applicable
NCB	National Competitive Bidding
NDP	National Development Plan
NS	National Shopping
PAD	Project Appraisal Document
PCD	Project Concept Document
PMU	Project Management Unit
PRS-ETFP	Strategic Plan for the Reform of the Technical Education and Vocational Training ( <i>Plan Stratégique de Réforme de l'Enseignement Technique et de la Formation Professionnelle</i> )
PRS-SP	Poverty Reduction Strategy Support Programme
QCBS/SHLC	Quality Cost Based Selection method among Short-list of Local firms
RRP	Report and Recommendations of the President of the IDB
TVET	Technical and Vocational Education Training
UNIDO	United Nations Industrial Development Organization
US\$	United States Dollars
VTSO	Vocational Training School of Odienne
VTZH	Vocational Training School for Agriculture of Zouan-Hounien
WAEMU	West African Economic and Monetary Union



**Vocational Training School for Agriculture, Livestock and Fisheries of Zouan-Hounien -  
Republic of Côte d'Ivoire**

Date: February 2015	Project No: pCIV0093
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**I. Project Information**

1.1	Country	Republic of Côte d'Ivoire
1.2	Borrower	Government of Côte d'Ivoire (GOC)
1.3	Sector	Education
1.4	Status of project preparation (e.g. has feasibility study been carried out, has identification/preparation mission been undertaken?). If so, when?	The Project Concept Document (PCD) was prepared on the findings of the preparation mission, which was carried out from 11 to 22 January 2015 in Côte d'Ivoire by the Department. It is to be noted that the preparation of the proposed project has also used key information obtained during the appraisal of the the Vocational Training School for Agriculture, Livestock and Fisheries of Bouna (VTSB)
1.5	Level of project risk	Low
1.6	Implementing Agency: Is PIU set up solely for the project: (Y/N): Indicate if the project will use a PIU set but an earlier phase of the project, or that of another development partners.	The Executing Agency will be the Cabinet of the Prime Minister, Ministry of Economy and Finance. The project will use the existing PMU which is implementing the Post Conflict Reconstruction of Vocational School of Odienné (VTSO) and the VTSB, both projects co-financed by IDB and GOC.
1.7	Implementation capacity, based on past experience	The Cabinet of the Prime Minister is implementing post crisis projects funded by IDB and other development partners in the vocational education sub-sector.
1.8	Processing schedule to board approval	BED 304 (April 25, 2015)
1.9	Project Implementation period	4 Years from the Date of Effectiveness

**II. Financing Information**

2.1	Total Project amount:	Euros 14.62 million
2.2	Amount of IDB Bank Group financing	Euros 12.79 million
2.3	Government Contribution	Euros 1.83 million
2.4	Co- financier	Not Applicable (NA)
2.5	Proposed IDB intervention Instrument	- Istisna'a ( Euros 12.79 million)



### III. Country Context

3.1	MCPS done for country (Y/N)	No
3.2	Sector strategy done (Y/N)	No
3.3	Is project supported by identified areas for priority intervention	Yes
3.4	Project at risk in the country portfolio	N.A.
3.5	Level of prior Bank commitments to country overall and for current fiscal year (with focus on loans)	14 Loans for ID 79.43 million 12 Istisna'a for ID 272.09 million 02 Grant for ID 0.32 million 01 Instal. Sale for ID 6.46 million
3.6	Pipeline projects in country programming (# & amount)	Two (2) projects in Category A amounting to US\$ 70.0 million & three (3) projects in Category B worth US\$ 95 million

### IV. Estimated resource requirement for project preparation

Source of Funds	Project preparation expenses to date (US\$)	Estimated resource requirement to approval (US\$)
5.1 Bank administrative budget:		
- Consultant	0	
- Travel	0	
- Other	0	
5.2 Other:	NA	

### VI. Institutional Information

6.1 Regional Director:	Br. Mohammad Al-Saati
6.2 Regional Manager:	Br. Salah L. Mansour
6.3 Sector Director:	Dr Daouda Mallé
6.4 Sector Manager:	Dr. M. Abderhaman Beddi
6.5 Project Team:	Br. Cheick Amadou Kader Diallo, Senior Education Specialist, HDE Br. Gabriel Kossi Ofridam, Civil Engineer, HDE/RRA Br. Mamadou Coulibaly, Senior Country Manager, CTY-CD3 Br. Demba Diallo, Senior Legal Counsel, LGL
6.6 Peer Reviewers:	Br. Abdimajid Moalin Abdullahi, Senior Education Specialist, HDE Br. Badji Ougfaly, Senior Agricultural Specialist, AGR

## **I. INTRODUCTION**

1. The Government of Côte d'Ivoire (GOCI) submitted a request vide letter N°0906/MEMPD/CAB-00/CCS/kgna dated April 30, 2014 inviting the Islamic Development Bank (IDB) to participate in the financing of the Vocational Training School for Agriculture, Livestock and Fisheries of Zouan-Hounien in Côte d'Ivoire (**Annex-1**).
2. The GOCI is planning to enhance access to quality and relevant vocational training. This sector has been characterized by (i) limited access due to aging and inadequate infrastructure and equipment; (ii) outdated curricula and low quality of the vocational education training which have been seriously affected by the decade of Civil war (2002-2012). The proposed project will support the GOCI to tackle the above development challenges through building the capacity and skills of youth in agriculture field which is the economic driver of the country.
3. The IDB supports the education sector in Côte d'Ivoire through the financing of three education projects, out of which two are active: (i) Basic Education Development Project (Phase I) for an loan amounting to US\$ 9.732 million, (ii) Post-Conflict Reconstruction of the Vocational Training School Project in Odienné for an loan amounting to US\$ 8.0 million, and (iii) the Vocational Training School for Agriculture, Livestock and Fisheries of Bouna (VTSB) for a combination of loan amounting to US\$ 10.0 million and an Istisna'a amounting to US\$ 5.0 million.

## **II. COUNTRY CONTEXT**

4. Côte d'Ivoire, a medium-size country with a population estimated at 22 million, is the second largest economy in West Africa after Nigeria and is critical to the overall development of the sub-region. The composition of the total population is 40.9% for ages between 0-14 years, 56.3% for 15-64 years and 2.8% for those aged 65 and above. Côte d'Ivoire is located between the Tropic of Cancer and the Equator on the West coast of Africa and covers an area of 322,460 sq km of which 318,000 sq km is land and 4,460 sq km is water. It is bounded to the South by the Atlantic Ocean (600 km of coast), to the North by Mali and Burkina Faso, to the West by Liberia and Guinea and to the East by Ghana.
5. According to the most recent population census, the immigrant population totaled more than 5 million or about 26% of the total population. Most of them are Burkinabe, Ghanaian, Guinean, Malian and Liberian origin. There are also large French and Lebanese communities, the latter engaged mainly in trade. The Republic of Côte d'Ivoire is a member of the Economic Community of West African States (ECOWAS) and the West African Economic and Monetary Union (WAEMU).
6. The climate is tropical along the coast and semi-arid in the north. The climate is characterized by three seasons: warm and dry from November to March; hot and dry from March to May and hot and wet from June to October. The hydrographic network of Côte d'Ivoire comprises four main rivers (Cavally, Sassandra, Bandama and Comoé); small coast rivers (Tabou, San Pedro, Nionniourou, Boubo, Agneby, MC and Bia); the tributary of the



Niger River (Baoulé, Bagoué and Gbamtala); and the tributary of the Black Volta (Kouldo (permanent), Koldio, Bineda, and Kohodio).

**Economic structure:**

7. Côte d'Ivoire is the largest exporter of cocoa and raw cashew nuts in the world, the largest African exporter of rubber and palm oil, and the third largest exporter of non-oil products in sub-Saharan Africa. It has a relatively diversified agricultural economy (contributing to approximately 24 per cent of GDP), significant manufacturing (16 per cent of GDP) and services sectors (53 per cent of GDP) and oil, gas and energy (7 per cent of GDP).
8. The structure of the GDP is composed of 34 per cent primary sector (agriculture, mining), 26 per cent secondary sector (industry, construction, petroleum) and 40 per cent tertiary sector (services). The Ivorian economy is largely market based and depends heavily on the agricultural sector. Cocoa accounts for one-third of total exports, although coffee, cotton, wood and oil are also important. The country has a structural trade surplus and exports generally counted for more than 40 percent of GDP. Côte d'Ivoire is among the world's largest producers and exporters of coffee, cocoa beans, and palm oil. Consequently, the economy is highly sensitive to fluctuations in international prices for these products and to weather conditions. Despite attempts by the government to diversify the economy, it is still largely dependent on agriculture and related activities. The dominant import products are food, capital goods, fuel and energy.

**Economic performance:**

9. According to the IMF, Macroeconomic performance in the first half of 2013 was better than expected, with continued strong gross domestic product (GDP) growth, and moderate inflation despite increases in some food product prices. Budget execution was also satisfactory with revenues exceeding the program's target and expenditures being lower than projected. All performance criteria and indicative targets for end-June 2013 under the IMF Extended Credit Facility (ECF) arrangement were observed.
10. The macroeconomic prospects for 2014 remain positive, with a vigorous growth rate and low inflation expected. With the support of substantial external financing, public investment would rise to over 7 percent of GDP, in line with the 2012-2015 National Development Plan. IMF also observed that clear progress has also been made in the implementation of structural reforms, especially to improve the business climate, by the improvement in Cote d'Ivoire's ranking in the World Bank 2014 report on "Doing Business".
11. The socio-political situation has improved substantially since the 2011 but significant challenges remain. Boosted by a surge in public investment, economic activity rebounded quickly from the post-election crisis in early 2011. Since end-2011, the focus of policy has shifted from short-term crisis recovery to implementation of policies to promote high and inclusive growth. Côte d'Ivoire reached the HIPC Initiative Completion point in 2012. Key challenges faced by the Government is the improvements in the business climate and governance, as well as further efforts to create fiscal space, reinforce the financial sector, and maintain external stability, while preserving the stable macroeconomic environment.



12. With the support of substantial external financing, public investment would rise to over 7 per cent of GDP, in line with the National Development Plan (NDP) 2012-2015. Indeed, the authorities' medium-term outlook is derived from the recently finalized NDP2012-15. The overarching objective of this development plan is to make significant inroads in poverty reduction and to transform Côte d'Ivoire's economy into an emerging market one by 2020. To this end, the government targets real GDP growth rates of 10 per cent in 2014, driven by both higher public and private investment spending.

**Social indicators:**

13. According to the World Bank, Côte d'Ivoire is behind schedule on reaching most of the Millennium Development Goals (MDGs), as nearly all social development indicators having stagnated or deteriorated. However, the government is making efforts to promote reconciliation and reconstruction, particularly through job creation for youth. Employment opportunities have increased for new graduates and ex-combatants alike. Infrastructure development and basic social services including sanitation, health and road maintenance, all of which suffered during the conflict, also need to be revived.

**IDB Operations in Côte d'Ivoire**

14. Cote d'Ivoire joined IDB on 7<sup>th</sup> July 2002. Altogether, IDB Group has approved a total of US\$ 796.55 million for the country. These include 32 Ordinary Operations amounting to US\$ 719 million; and ITFC Operation of an amount of US\$ 76.30 million. Five (5) Special Assistance Operations amounting to US\$ 1.25 million were also approved. The bulk of IDB financing to the country was by way of Istiana'a mode of financing (73%), followed by Loan (19.80%). Sector-wise, most of financing went to the Transport Sector (62%), followed by Water & Sanitation (91%) and Agriculture (13.40%).
15. As at 16 February 2015, the active portfolio comprises 22 operations amounting to about ID 362 million (US\$ 543 million) for 19 projects (3 of them relate to Singrobo-Yamoussokro highway for an amount of about US\$ 150 million). Other 12 projects cover Water Supply for Abidjan, two agricultural projects, a post-conflict program, a basic education development program; the extension of Airport terminal, the Cardiology Center, Post-Conflict Program for Centre-North-West Zone, the Capacity Building for the Ministry of Planning and Development, the North-West Regions projects, the Odienné Vocational training Schools, the Rural Water Supply and Sanitation Program in the WAEMU region and the Water supply for Eastern region of Côte d'Ivoire. The total amount of disbursements for the active portfolio stands at ID 103.07 million, representing a disbursement rate of 33%. The last approval was on 18 January 2015 and concerned the Yamossokro - Bouaké Road Project, for an amount of ID 101.25 million under Istisna'a mode of financing.

### **III. SECTOR BACKGROUND**

**Organizational Setting of the education sector**

1. The education sector is overseen by two ministries namely: the Ministry of National and Technical Education (MENET), and the State Ministry, Ministry of Employment, Social Affairs and Vocational Education (MEMEASFP), under which the secondary vocational training schools are managed. The Educational System in Côte d'Ivoire comprises: (i)



preschool (3 to 6 years), (ii) primary (7 to 12 years), (iii) lower secondary (13 to 16 years), (iv) upper secondary (17 to 19 years) and higher (19 and above). It is to be noted that at the completion of Upper Secondary a High School Diploma (*Baccalauréat*) is awarded for students in the general stream and a *Professional Baccalauréat* or Certificate of Vocational Technician (*BT*) for technical/vocational students which is a degree delivered by the Vocational Training Schools.

2. The performance of Côte d'Ivoire's education system has suffered greatly over the past decade, especially in the former conflict zones of the North and North-West where enrollment rates, completion rates and gender parity indices have deteriorated. 84 percent of school age children in the South have access to primary education, compared to only 35 percent and 41 percent in the North and North West. The overall Gross Enrollment Rate has stagnated over the past decade and is estimated to be 75 percent. Primary completion rates have declined: only 46 percent of children complete primary school (52 percent of boys and 39 percent of girls), making Côte d'Ivoire one of the weakest performers in Africa. Low enrollment and completion rates; and a low gender parity index are in large of part due to the prolonged crisis.

#### **Financing of education**

3. For the period 2009-2011, the government expenditure in the education sector represents about 5% of the total GDP and the share of the Technical Education and Vocational Training (TEVT) sub sector to the government total expenditure (current and capital) has increased from 2.10% in 2011 to 2.86% in 2012. In addition to that, the annual budget for education sector was increased from CFAF 533.1 billion (*approximately equivalent to USD 1.07 billion*) in 2009 to CFAF 628.6 billion (*approximately equivalent to USD 1.26 billion*) in 2012, and is currently estimated at CFAF 757.4 billion (*approximately equivalent to USD 1.51 billion*) for 2013. This represents an annual growth rate of 9% from 2009 to 2013. The share of the total annual budget for the sub-sector "secondary education and vocational training" represents 15.57% in 2009, 12.77% in 2012 and 15.57% in 2013, of the total annual budget for Education sector. This trend shows the government commitment to support the education sector and sub-sectors.

#### **Technical Education and Vocational Training sub-sector**

4. In the TEVT sub-sector, the Country counted 372 schools in 2011 against 378 schools in 2012, out of which 319 (or 84%) are private training institutions accredited by the Country. These schools encompassed a total of 1,783 classrooms in 2011 against 2,244 classrooms in 2012. In the TEVT sub-sector, the number of students enrolled has increased from 46,495 (with 22,071 females) in 2011 to 59,146 students enrolled (with 28,886 females) in 2012, or 27% growth rate in one year. However, the number of staff in TEVT sub-sector has significantly decreased from 10,490 staff in 2011 to 7,760 staff in 2012, out of which 4,977 staff (or 47%) in 2011 and 4,167 staff (or 54%) in 2012 are from the public institutions, contributing to the deterioration of the Student-Teacher ratio. Among these institutions, Côte d'Ivoire counts ten (10) secondary vocational training schools in 2012 with a total of 27,225 students (out of which 45.6% are female) enrolled in 2012 against 21,838 students (44.0% are female) enrolled in 2011. The enrolment rate for the sub-sector remains very low and



stands at 4.96% in 2010-2011 against 3.89% in 2011-2012.

5. The government has initiated the Strategic Plan for the Reform of the Technical Education and Vocational Training (PRS-ETFP) for 10 years covering the period 2012-2021. This strategic plan aims at developing a vocational training system accessible to all and adapted to the needs of the Ivorian economy by 2021. This strategic plan is defined into 6 main intervention axes: (i) Access to the training; (ii) Supply of training; (iii) Professional insertion; (iv) Partnership Schools and enterprises of private sector (for apprenticeship/placement and practical training), (v) Skills and competencies certification and (vi) Governance of the System.

### **Training in Agriculture Sector in Côte d'Ivoire**

6. The National Institute for Agricultural Professional Training (INFPA) of the Ministry of Agriculture (MA) is responsible for Technical and Vocational Training in this Ministry. It has been created in 1997 following the PVRH recommendation to gather all agricultural schools (from MA, MIRAH and MEF) under a unique body. Its missions are to design, implement and coordinate activities of the agricultural training centres under its administration. Moreover, its activities are mainly to participate in prospective studies and preparatory work of multi-year programmes of the agricultural sub-sector of the educational system; provide training and define profiles.
7. INFPA covers 10 centres and agricultural distributed as follow:
  - 2 regional agricultural Schools (ERA) (Bingerville and Abengourou)
  - 5 Specialization schools (Bingerville, Banco, Tiebissou, Ferentela, Tiassalé)
  - 3 Learning and professional Development and Production Centres (Bingerville-Livestock), Jacqueville and Kossou (Fisheries).
8. Two streams are available to students: BTA (Brevet de Technicien Agricole) and BTSA (Brevet de Technicien Supérieur). Students of all streams are recruited after a competition test for holders of Secondary Education Diploma (BEPC) for BTA and the Baccalaureat for BTSA. In First year, all students attend core courses and sit for the end of year exam. An Evaluation Commission decides their transition to specific fields in second year. During this year, four main fields are available to students: Agriculture and Co-operation, Livestock and Meat Trades, Forestry, Aquaculture and Fishery. They sit for the end of training exam and participate in internships in agricultural firms and enterprises to gather information and data enabling them to defend an internship report. Specializations during internships are available for 65 trades under the umbrella trades which are Agriculture, Livestock, Fisheries and Forestry.
9. INFPA also offers three month skills training in Livestock (cattle, pork, avian, ovine and caprine), Compass Bearer and Prospection, tree growing, tourism and snail farming opened to individuals and Professional Trade Associations.

### **Issues /Challenges**



10. Despite the above achievements, the vocational training sub-sector is faced with the following challenges:

#### **Access**

11. The sub-sector is characterized by a limited access due to aging and inadequate infrastructure and equipment. Many secondary vocational training schools were damaged and looted during the Civil war and the post-election crisis. Consequently, the current vocational institutions cannot respond to the growing enrollment demand. For the sub-sector, the rate of coverage is 237 students per 100,000 inhabitants in 2012, where the goal is to raise this rate to 309 students per 100,000 inhabitants by 2021.
12. Total access remains at 30,260 places in public technical and vocational schools. Private institutions make 319 in 2012 out of 378 institutions. There is rather no vocational and technical institution in the West of Côte d'Ivoire and particularly at Zouan-Hounien. Nationally, no new school has been built during the three years. Agricultural training represents only 1% of the total training fields with only 173 students in 2013 compared with 41% for the Industrial fields and 58% of the Commercial and Business fields. Geographical disparity is high in Côte d'Ivoire TVET: institutions are concentrated in the South leaving the Centre, the North, and the East with a small number of institutions. Moreover, in the South, 70% of institutions are located in Abidjan, only. There is a need to build institutions near populations' places of residence to avoid youth to travel far from their homes to acquire vocational and technical skills.

#### **Quality**

13. The quality of the vocational education training has been seriously affected by the Civil war. The curricula are outdated and have not been reviewed for more than a decade. Due to the closure of the vocational schools during the Civil war, teachers and administrative and staff need additional refresher trainings courses. The ratio is 1 teacher for 8 to 12 students on the machines in the specialized classrooms, with the sector's aim being a ratio of 1 teacher for 4 students by 2021. In terms of return, the exams admission rate has increased from 54.5% in 2011 to 65.6% in 2012, which remains low despite the efforts done by the government. Indeed, the sector is now targeting an admission rate of approximately 80% by 2021. In addition, the admission rate to the technical and vocational education institutions remains very low and is estimated at 38.8% (out of which 42.9% are male and 36.1% are girls).
14. This context does not allow the system of technical education and vocational training to satisfy the demand of training as well as of sustained socio-professional insertion from more and more young, and to meet the needs of the labor market.
16. In addition, INFPA's Teaching staff is divided between permanent teachers (civil servants working for the MA (40) and contractual ones (91) for a total of 131 teachers. The problem faced by the teaching staff is the lack of pedagogical training, therefore they cannot benefit from the certified teacher status in the civil service.

#### **Development Partners in the sub-sector**



17. The sub-sector is supported by development partners such as the African Development Bank (AfDB), French Development Agency (AFD), European Union (EU), United Nations Industrial Development Organization (UNIDO), and World Bank (WB) through projects and programs. AFD seems to be the lead in TVET with its Debt Reducing and Development Contract (C2D) for the period 2015-2020 of Euro 630 million out of which the Education Programme covering Basic and TVET amounts to Euro 77, 450 million. The TVET Programme contributing to the TVET Reform aims at structuring 16 professional branches, curricula reform, modernizing and implementing vocational fields such as building and construction, industry, food-processing and industrial maintenance. Moreover, this programme is also aiming at rehabilitating the Vocational Schools of Yopougon and Daoukro. Concerning Yopougon, it is projected to add food-processing fields to already existing Business and Commercial ones by building and equipping infrastructure, BT and BTS curricular reform in adequation with economic needs and adapting training to local needs in training and short-term skills training.

#### **IV. RATIONALE FOR IDB INVOLVEMENT**

##### **Alignment with Country and Sector Strategy**

18. The project is in line with the Ten-Year Education Development Plan (2006-2015) as well as the objectives of the Growth Strategy for Poverty Reduction (2011-2015) through the improvement of access to, quality of vocational education and equity. It is also aligned with the Country's Strategic Reform Plan for the Technical Education and Vocational Training (2012-2021) and the Government's NDP 2012-2015 (under implementation), which aims at putting Côte d'Ivoire on the path of robust, sustained and inclusive growth that would transform it into an emerging country by 2020. Therefore, the development of human capital and employment are among the Government's top priorities.

##### **Alignment with IDB Strategy**

19. The proposed project fits well with IDB Vision 1440<sup>H</sup> of promoting human development through investing in priority area of human capital development. It is also aligned with the Comprehensive Human Development & Poverty Reduction Strategy.

##### **Continuity in the Bank's intervention in the sector**

20. The Bank has already financed 02 projects in the vocational education sub-sector, the Post Conflict Reconstruction of the Vocational Training School Project in Odienné, for which the implementation has just started, and the VTSB, for which the Financing Agreement has been recently signed.

##### **Direct benefits of the project**

21. The project benefits include: (i) increased access to Vocational Training particularly targeting youth nationally and those of Zouan-Hounien in particular (ii) quality of teaching of vocational education in Agriculture, Livestock and Fisheries (iii) contributed to the attainment of NPD and the Poverty Reduction Strategy Support Programme (PRS-SP) of Côte d'Ivoire (iv) gender disparity reduced, (v) better services provided by the new school, and participation of youth to economic development of the Tonpki Region which does not hold any technical or vocational training school, (vi) approximately 500 students benefiting



from the project and the population at large with qualifying training and menu training for peasants wishing to upgrade their agricultural skills or agricultural firms and Agricultural Trade Associations wishing to train their workers or members on a paying basis.

#### **Lessons learnt from previous IDB financed projects**

22. Lessons learned from the implementation of the projects in Côte d'Ivoire include: (i) realistic cost estimate based on detailed engineering design is crucial for ensuring efficiency, timely completion of projects and to avoid cost overrun at the bidding process stage; (ii) early involvement of stakeholders, particularly the initial users of infrastructures is essential for effective utilization and sustainability; (iii) rapid execution of rehabilitation/reconstruction works is vital in post-conflict areas to gain trust of the community and prevent protracted project implementation. The proposed project has taken the above lessons from the ongoing projects and others.

### **V. PROJECT DESCRIPTION**

#### **Project Objective**

23. The project aims to support the Ten Year Strategic Reform Plan for the Technical Education and Vocational Training (2012-2021) by providing a quality vocational education in Agriculture, Livestock and Fisheries. More specifically, the project will improve the access to vocational education by constructing and equipping one modern vocational school with related facilities, and will enhance the quality of vocational education by (i) realizing a sector study on agriculture, livestock and fisheries areas and developing curricula for the three areas, and (ii) providing training and refreshing courses as well as teaching materials and reference books.

#### **Project Location**

24. The proposed project site is located in Zouan-Hounien in the Tonpki Department (Northwest part of Côte d'Ivoire), which is located at about 850 kms from Abidjan, the Capital. Firstly, the choice of Zouan-Hounien falls in the context of the decentralization of training facilities to enable all out of school and unemployed youth to be trained in their region of origin and to have a job. Then, the Department of Tonpki has no structure of technical and vocational training. A land of 100 hectares has been put at the disposal of the new vocational school in Zouan-Hounien.

#### **Project Components**

25. The new vocational school of Zouan-Hounien will provide training programs in various crafts covering the following 3 fields:
- (1) Crop production sector includes:
    - The Market gardening (carrots, peppers, tomatoes, lettuce, eggplant, okra, onion, cucumber,...);
    - The food crops (rice, maize, cassava, sorghum, soybeans, yams, millet, groundnuts, rice lowland);
    - The Agroforestry and crops (guava, orange improved, jatropha, cashew, yam, cotton, mango, shea butter, etc..).
  - (2) The animal production industry includes:



- The Poultry (hens, broilers, ducks, geese, turkeys, guinea fowl, quail, chickens improved);
  - The rabbit, glasscutter, cattle, sheep, goat;
  - The Fishery: culture of freshwater fish produced in ponds.
- (3) Mechanical agricultural machinery includes:
- The conduct of machines (clearing, site preparation and harvesting, etc.);
  - The maintenance of Mechanical agricultural machinery.

26. The proposed project will have three main components.

**a. Component 1: Improving access to vocational education**

27. This component comprises the following:

- **Construction of the vocational school infrastructure**

- This component consists of construction of buildings of one vocational school with a total capacity of 500 students (400 for graduate education and 100 for qualified in-service training). The works include 24 classrooms, 1 administrative building, workshops, 3 laboratories blocks, 1 library, toilet blocks, 8 practical rooms, 1 practical farm, fields and plantations, 1 stable, 1 ranch, 1 water damming, 1 nursery with 3 curing rooms, 1 dining-hall with a kitchen, sports fields, staff accommodation facilities and 2 blocks of dormitories of 250 each (boys and girls), and external works and landscaping consisting of access roads, fencing, parking, drainage, green spaces, water supply system, and water treatment facility.

- **Farms business incubators**

- The school will have Agribusiness incubators or Farms business incubators, which will help new graduates to learn and experienced farm workers to establish their own business while minimizing prohibitive start-up costs (*which is the innovation aspect of the proposed project*).

- **Acquisition of equipment and school furniture**

- (i) **Equipment for laboratories, technical workshops and incubators**

- This sub-component encompasses the acquisition of pedagogical and non-pedagogical equipment and materials, and furniture consisting of two categories: (i) laboratories and workshops equipment; and (ii) furniture, non-pedagogical equipment and materials for Administrative block, Teachers' offices, classrooms, laboratories, workshops, kitchen & restaurant, nursery, dormitories, library, sport fields, residence for trainers in mission and IT equipment. It includes also the acquisition of a school bus of 30 seats.

- (ii) **School furniture,**

- (iii) **House and dormitories furniture.**

**b. Component 2: Enhancing the quality of vocational education**

28. This component will finance the following activities:

- **Trainings**

- ✓ **Pre-service and in-service training**

The following training sessions will be conducted: (i) Pre-service training for 50 former students from INFPA of the MA at IPNETP to become Professors of College and Professors of High school; (ii) two to three weeks training session for the staff of the Vocational Training School for Agriculture of Zouan-Hounien (VTZH) in education management and academic performance evaluation techniques; and (iii) In-service training for 35 Inspectors of Vocational Education. The training programs will cover the following areas: (i) various subjects of the new curricula, (ii) use of the new curricula; (iii) Competency-Based Approach (CBA); (iv) management of schools based on CBA; and (v) use and the maintenance of various pedagogical equipment. All trainings activities will be carried out locally by the Ministry Staff (Senior Inspectors).

- ✓ **Teaching and learning materials (incl. materials for experimentation)**

This sub-component includes the financing of the following teaching and learning materials for the different specialties: (i) textbooks; (ii) computers including scanners, printers for the staff and for computer labs, network connected 30 PCs per lab; (iii) installation of servers and 10 WIFI points; (iv) other teaching materials.

- ✓ **Printing and edition of teaching guides and references**

The project will finance the printing and edition of teaching guides and references using the new Competency-Based curricula, which will be developed under the VTSB.

- ✓ **Reference books for the library**

The project will procure reference books for the library for all grades.

- ✓ **Study trip to a similar center**

The centre must possess a business incubator and must be a Centre for Excellence, like the Songhaï Centre of Benin or an IDB Member Country. A total of 10 trainers (comprising 6 teachers of the Vocational School of Zouan-Hounien, 2 for each specialty, 2 teachers from INFPA and 2 teachers from IPNEPT) will benefit from this trip to impregnate themselves on innovation in terms of agricultural training and creation of business incubators.

- ✓ **Institutional development for the General Inspectorate (GI) of Vocational Training**

This sub-component includes the following: (i) the renovation of the premises of the General Inspectorate; (ii) the acquisition of furniture and technical equipment for GI; (ii) the acquisition of a vehicle for inspection missions; (iii) the actions of communication and information, particularly through the development of the media room and library, and (v) support for the production and editing of guides and manuals (including information leaflets on the activities of the GI).

### **Component 3: Support to Project Management**



29. This component comprises the following:

- ***Support to the PMU***
  - The project will use the existing PMU which is implementing the Post Conflict Reconstruction of Vocational School of Odienné (VTSO) and the VTSB, both projects co-financed by IDB and GOC. The PMU will be focused on the implementation of the soft component and the coordination of overall activities of the project. Also, the project will finance the operation cost of the PMU.
- ***Start-up workshop and familiarization visit:*** a Start-up workshop as well as a familiarization visit to IDB Headquarters will be organized.
- ***Mid-term review:*** a mid-term review workshop will be organized.
- ***Audit services:*** an audit firm will be selected to carry out the annual financial audit of the project.
- ***Studies and Supervision for civil works***
  - A Consultant for studies and supervision will be locally recruited to undertake the preparation of designs, drawings and specifications; participate in tender preparation and evaluation processes for the selection of the civil works contractors; carry out site supervision project implementation and assess works completed by the contractors and certifications of payment applications.
- ***Equipment Consultant (EQC)***
  - An Equipment Consultant will be hired to determine all equipment and furniture needed for the new vocational school and their technical specifications and ensure the supervision of the delivery and installation of the equipment. The said consultant will also prepare the related tender documents.
- ***Vehicles for the PMU:*** The project will finance under the counterpart funds the cost of purchasing one vehicle out of two.
- ***Steering Committee:***

A National Steering Committee will be established to supervise implementation of the project. The Committee is chaired by the CPMMEF and comprises of representatives of the MPD, Vice President and the MEMEASFP, MA, MIRAH, MEF, Ministry of Economy and Finance, Ministry of Budget, Ministry of Trade, Crafts and SME Promotion, Ministry of Youth Promotion, Sport and Leisure, Ministry of Environment, Urban Waste and Sustainable Development, Regional Council of Tonpki, Chamber of Agriculture, Chamber of Trade as well as the project coordinator, Secretary of the Committee.

30. It is to be noted that, the project will finance the expenses required for advertising the General Procurement Notice (GPN) and Special Procurement Notice (SPN) as per IDB guidelines.

#### **Project implementation arrangement**

### Executing Agency and Project Management Unit

31. The Executing Agency will be the Cabinet of the Prime Minister, Ministry of Economy and Finance. The project will use the existing PMU which is implementing the Post Conflict Reconstruction of Vocational School of Odienné (LPO) and the LPB, both projects co-financed by IDB and GOC.

### Project Duration

32. The project is planned to be implemented in four (04) years from the date of the first disbursement. For an early commencement of the project physical implementation, the following preliminary activities would start once the project is approved: (a) the establishment of the PMU, (b) the preparation of the Expression of Interest and the Request for Proposals (RFP) for the selection of (i) the 2 Consultants in charge of the preparation of tender documents for the civil works, equipment and provision of furniture, (ii) the Consultancy firms for the supervision of civil works, (iii) the audit as well as (c) the preparation of tender documents for provision of teaching/learning materials.

### Proposed Procurement Procedure

33. The procurement process of IDB proposed items for financing will be based on the IDB procurement policies and procedures as follows:

**Table 3: Summary of Procurement Arrangements**

Project Components	Goods and Works				Shortlist Services				
	ICB	ICB/MC	NCB	NS	LCS/SLF	QCBS/SIF/IDB MC	QCBS/SIF	SLC	Shortlist of 3 Individual Consultants
Civil works (2 lots)		√							
School pedagogical equipment (including for incubators)	√								
Furniture, non-pedagogical equipment and materials, and IT Equipment (*) including the acquisition of the school bus			√						
Studies and Supervision consultant for civil works						√			
Equipment consultant							√		
Recruitment of Additional PMU Staff								√	
Office supplies for PMU including the purchase of vehicles				√					
Financial Audit					√				
Manual of Procedures									

**Notes:** ICB (International Competitive Bidding), ICB/MC (International Competitive Bidding limited to IDB Member Countries), NCB (National Competitive Bidding), NS (National Shopping), LCS/SLF (Least Cost Selection among Shortlist of Local Firms), QCBS/SIF/IDB MC (Quality Cost Based Selection method among Shortlist of IDB Member Countries Firms) and QCBS/SIF (Quality Cost Based Selection method among Shortlist of International Firms), SLC (Shortlist of Local Candidates).

(\*) IT Equipment: Information and Technology Equipment.

## VI. FINANCING INFORMATION

34. It is proposed that IDB finance 87.5% of the total cost of the project through an Istisna'a financing amounting at Euros 12.79 million. The GOCI will finance the remaining cost of the project amounting to Euros 1.83 million (or 12.5%) of the project total cost. Further details about the financing plan are indicated in *Annex-3*.



**Table 4: Proposed Mode of financing breakdown by component**

*(Amounts in Euros)*

No.	Components/Activities	IDB Istisna'a		GoCI		Total IDB + GoCI (in Euros)
		Amount	%	Amount	%	
<b>1</b>	<b>Improving access to vocational education</b>	<b>8.82</b>	<b>87.5%</b>	<b>1.27</b>	<b>12.5%</b>	<b>10.09</b>
1.1	Construction of school infrastructure	4.01	76.0%	1.27	24.0%	5.28
1.2	School furniture and Equipment	4.81	100.0%	-	0.0%	4.81
<b>2</b>	<b>Enhancing quality of vocational education</b>	<b>1.03</b>	<b>94.4%</b>	<b>0.06</b>	<b>5.6%</b>	<b>1.09</b>
2.1	Printing and edition of teaching guides and references	0.05	100.0%	-	0.0%	0.05
2.2	Trainings	0.40	100.0%	-	0.0%	0.40
2.3	Teaching and learning materials (incl. materials for experimentation)	0.17	100.0%	-	0.0%	0.17
2.4	Reference books for the library	0.17	100.0%	-	0.0%	0.17
2.5	Study trip to a similar center (with farms business incubators)	0.04	100.0%	-	0.0%	0.04
2.6	Institutional development for the General Inspectorate of Vocational Training	0.19	75.8%	0.06	24.2%	0.25
<b>3</b>	<b>Support to Project Management</b>	<b>1.27</b>	<b>82.8%</b>	<b>0.26</b>	<b>17.2%</b>	<b>1.53</b>
	<b>Base cost</b>	<b>11.12</b>	<b>87.5%</b>	<b>1.59</b>	<b>12.5%</b>	<b>12.71</b>
	Financial contingencies (5%)	0.56	87.5%	0.08	12.5%	0.64
	Physical contingencies (10%)	1.11	87.5%	0.16	12.5%	1.27
	<b>Grand total</b>	<b>12.79</b>	<b>87.5%</b>	<b>1.83</b>	<b>12.5%</b>	<b>14.62</b>

## VII. INSTITUTIONAL INFORMATION

**Table 6: Project processing timeline**

No.	Item	Tentative dates
1	Project Concept Document cleared by the	19/02/2015
2	PCD to be Cleared by ReN	25/02/2015
3	Presentation of the PCD to OCM	03/03/2015
4	Appraisal mission	-
5	Presentation of the PAD & RRP to DWM	15/03/2015
4	Presentation of the PAD & RRP to ReN	18/03/2015
5	Presentation of the PAD & RRP to OCM	24/03/2015
6	Submission of PAD & RRP to Bank Secretariat	25/03/2015
7	Presentation to the 304 BED Meeting	25/04/2015

## VIII. PROJECT RISKS

35. The potential risks identified for the proposed project along with their mitigation measures are summarized in Table 7.

**Table 7- Expected Risks and Suggested Mitigation Measures**

No.	Potential Risk	Scale	Mitigation
1	The main risk associated with the project is that the socio-political situation remains fragile even though it has improved	High	However, given the importance of the country in the region, all the major donors and political leaders in the world, as well as the United Nations, the European Commission and the African Union, are fully committed to assist the country in this critical phase and to prevent it from collapsing into civil war again.
2	Authorities have cleared land rights of VTZH	Medium	The Authorities of Zouan-Hounien have insured to clear lands rights before implementation starts. A commodo/incommode procedure will be launched to determine possible owners of the site before issuing a Public Utility Notice.
3	Delay in the implementation of the project due to far locations.	Moderate	The PMU team has acquired ISDB's procedures and has already completed 5 projects and is implementing the rehabilitation project of VTSO and the VTSB
5	Synergy exists among different Ministries in charge of TVET, Agriculture, Livestock and Fisheries	Moderate	A National Steering Committee will be established for the supervision and monitoring of the project. This Committee will ensure synergy and task-sharing
6.	Non availability of Counterpart funds	Low	Appropriate and timely planning of project activities under counterpart funds by the PMU with full support of the EA (the prime Minister Cabinet). The EA will sensitize State Minister, Ministry of Planning and Development, IDB Governor during budget allocation periods.

#### **IX. ISSUE FOR MANAGEMENT ATTENTION**

36. During the preparation mission, all issues have been tackled and the project is ready for further processing. Therefore, it is proposed to convert the PCD into PAD, after its clearance by ReN and OC, in order to speed-up the processing of the project.



## **ANNEX-I: Official Request**

MINISTÈRE D'ÉTAT, MINISTÈRE DU PLAN  
ET DU DÉVELOPPEMENT

LE MINISTRE D'ÉTAT

0906  
N° \_\_\_\_\_/MEMPD/CAB-00/CCS/kgna

241415

REPUBLIQUE DE CÔTE D'IVOIRE  
Union – Discipline – Travail

Abidjan, le 22 AVR 2014

A

Son Excellence,  
Monsieur le Président de la Banque  
Islamique de Développement

Djeddah

Objet : Requête pour le financement de la construction et  
l'équipement d'un lycée de formation aux métiers  
de l'agriculture et du tourisme dans le Département  
de Zouan-Hounien

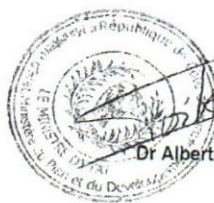
Excellence,

Dans le cadre de la coopération économique et financière avec la Côte d'Ivoire, la Banque Islamique de Développement (BID) a bien voulu accompagner la Côte d'Ivoire dans sa politique d'émergence économique à travers le financement du PND 2012- 2015.

A cet effet, l'Etat de la Côte d'Ivoire vous adresse la présente requête pour le financement de la construction et l'équipement d'un lycée destiné à former dans les métiers de l'agriculture, des ressources animales et halieutiques dans le département de Zouan-Hounien.

Ainsi, l'objectif principal de cet appui financier est le renforcement des capacités nationales en vue de consolider, diversifier et améliorer les infrastructures de formation technique et professionnelle ; notamment dans les secteurs pourvoyeurs d'emplois comme l'agriculture et les ressources animales et halieutiques.

En réitérant la reconnaissance du Gouvernement pour les initiatives de la Banque Islamique de Développement en faveur de la République de Côte d'Ivoire, je vous prie d'agréer, Monsieur le Président, l'expression de ma parfaite considération.



Dr Albert Toikeusse MABRI

Fax : (+225) 20 20 08 56

Ministère d'Etat, Ministère du Plan et du Développement  
16<sup>ème</sup> étage Immeuble Sciam / BP V 165  
Tél: (+225) 20 20 08 42/43



## ANNEX-II: The Results Based Logical Framework

Hierarchy of Objectives	Key Performance Indicators	Monitoring and Evaluation	Assumptions/ Risks												
<b>Sector Goal:</b> <ul style="list-style-type: none"><li>The project key objective is to contribute to the implementation of the TVET Sector Strategy of the National Development Programme the Government for 2012-2021 in providing access to quality Technical and Vocational Education and Training to inhabitants of regions.</li></ul>	<ul style="list-style-type: none"><li>Contribute towards increasing the number of skilled graduates joining the workforce by at least 5% by end of 2021;</li><li>Contribute to reducing the unemployment rate for youth (15-27 age group), which stands at about 53% in 2012, for BT graduates (Vocational Technicians) by the end of 2021;</li><li>Contribute to increasing the capacity of the educational system of the Technical Education and Vocational Education (TEVT) from 30,000 in 2007 to 165,000 in 2021.</li></ul>	Strategic Plan of the Technical and Vocational Education Reform 2012-2021.	<ul style="list-style-type: none"><li>Economic conditions favorable with a positive impact on the growth of TEVT; the growth rate of the real average annual GDP remains at least 7% between 2015 and 2021.</li></ul>												
<b>Project Development Objectives</b> <ul style="list-style-type: none"><li>Improve access to vocational education training in Agriculture, Livestock and Fisheries</li><li>Enhance the quality of vocational training in Agriculture, Livestock and Fisheries.</li></ul>	<ul style="list-style-type: none"><li>The Vocational Training School of Zouan-Hounien (VTZH) is fully operational by the school year 2019/2020</li><li>500 students (400 for graduate education and 100 for qualified in-service training) have access to quality training by September 2019 (out of which 50% are girls)</li><li>100 students farmers benefitted from short-term qualified in-service training at the VTZH by 2020</li><li>400 newly graduates are trained in a trade adapted to agricultural market needs, and their employability is improved with the inclusion of incubators in the project by 2020</li></ul>	<ul style="list-style-type: none"><li>School year-end report</li><li>End of training report</li></ul>	<ul style="list-style-type: none"><li>Motivation and mobilization of youth and parents of the Tonpki Region for short-term skills training and in accepting self-employment</li><li>Continental fishery is developed</li></ul>												
<b>Project Outputs</b> <ul style="list-style-type: none"><li>Construction of VTZH including farms business incubators</li><li>Initial training of teachers and In-service Training of Inspectors and Administrative Staff</li><li>Institutional development for the General Inspectorate of Vocational education</li></ul>	<ul style="list-style-type: none"><li>VTZH (comprising 16 classrooms, 8 specialized rooms and laboratories, and farms business incubators) is constructed and equipped by 2019</li><li>50 new recruited specialists (former students from INEPA) received pre-service training based on the new curricula (developed under the VTSEB project) at IPNETP to become teachers of VTZH by 2018,</li><li>35 Inspectors received in-service training by 2018</li><li>70 administrative staff are trained by 2018</li><li>teaching and learning materials as well as reference books procured by 2017</li><li>10 professionals benefitted from a study trip to Songhai Centre of Benin or another centre within IDB members countries by 2016,</li><li>The premises of the General Inspectorate is renovated and equipped by 2018</li></ul>	<ul style="list-style-type: none"><li>Infrastructure rehabilitated, equipped and visible on the site of VTZH</li><li>Acceptance and delivery notes</li><li>Curricula available</li><li>Completions Reports of works and supplies</li><li>Training Completion Reports and records of attendance</li></ul>	<ul style="list-style-type: none"><li>The EA implements the project in accordance with action plans and disbursement</li><li>Synergy exists among different Ministries in charge of TVET, Agriculture, Livestock and Fisheries</li></ul>												
<b>Project activities</b> <ul style="list-style-type: none"><li>Establish the Project Management Unit</li><li>Launch Tenders for works and equipment</li><li>Start the civil works</li><li>Deliver equipment</li><li>Develop training programs of VTZH</li><li>Implement training activities</li><li>Adapt, produce procedures manual and Audit</li></ul>	<p><b>Financial resources</b></p> <p>Project financing by BID loan + GOCI counterpart as follows:</p> <table><tr><td>Source</td><td>Million Euros</td><td>%</td></tr><tr><td>- BID :</td><td>12.79</td><td>87.50</td></tr><tr><td>- GOCI :</td><td>1.83</td><td>12.50</td></tr><tr><td>Total</td><td>14.62</td><td>100.00</td></tr></table>	Source	Million Euros	%	- BID :	12.79	87.50	- GOCI :	1.83	12.50	Total	14.62	100.00	<ul style="list-style-type: none"><li>Disbursements, Bid Evaluation Reports, Supervision report, Mid-term Review of the Portfolio performance</li></ul>	<ul style="list-style-type: none"><li>Inflation remains below 2% over the duration of the project</li><li>Compliance with IDB guidelines and disbursement procedures</li><li>The ability of firms to perform the work on time and according to the state of art.</li><li>Authorities have cleared land rights of VTZH</li></ul>
Source	Million Euros	%													
- BID :	12.79	87.50													
- GOCI :	1.83	12.50													
Total	14.62	100.00													

### ANNEX-III: Detailed Financing Plan

No.	Components/Activities	IDB Istisna'a		GoCI		Total IDB + GoCI (in Euros)
		Amount	%	Amount	%	
<b>1</b>	<b>Improving access to vocational education</b>	<b>8.82</b>	<b>87.5%</b>	<b>1.27</b>	<b>12.5%</b>	<b>10.09</b>
1.1	Construction of school infrastructure	4.01	76.0%	1.27	24.0%	5.28
1.2	School furniture and Equipment	4.81	100.0%	-	0.0%	4.81
<b>2</b>	<b>Enhancing quality of vocational education</b>	<b>1.03</b>	<b>94.4%</b>	<b>0.06</b>	<b>5.6%</b>	<b>1.09</b>
2.1	Printing and edition of teaching guides and references	0.05	100.0%	-	0.0%	0.05
2.2	Trainings	0.40	100.0%	-	0.0%	0.40
2.2.1	<i>Initial training of 50 Teachers at IPNETP for 2 years</i>	<i>0.21</i>	<i>100.0%</i>	<i>-</i>	<i>0.0%</i>	<i>0.21</i>
2.2.2	<i>In Service Training of 15 Senior Inspectors et 20 Inspectors (two for each speciality)</i>	<i>0.14</i>	<i>100.0%</i>		<i>0.0%</i>	<i>0.14</i>
2.2.4	<i>Training of Administrative Staff of VTZH</i>	<i>0.05</i>	<i>100.0%</i>	<i>-</i>	<i>0.0%</i>	<i>0.05</i>
2.3	Teaching and learning materials (incl. materials for experimentation)	0.17	100.0%	-	0.0%	0.17
2.4	Reference books for the library	0.17	100.0%	-	0.0%	0.17
2.5	Study trip to a similar center (with farms business incubators)	0.04	100.0%	-	0.0%	0.04
2.6	Institutional development for the General Inspectorate of Vocational Training	0.19	75.8%	0.06	24.2%	0.25
<b>3</b>	<b>Support to Project Management</b>	<b>1.27</b>	<b>82.8%</b>	<b>0.26</b>	<b>17.2%</b>	<b>1.53</b>
3.1	Project Management Unit	0.40	78.2%	0.11	21.8%	0.51
3.2	Start-up & Familiarization visit	0.03	100.0%	-	0.0%	0.03
3.3	Mid-term review	0.01	100.0%	-	0.0%	0.01
3.4	Steering Committee	-	0.0%	0.11	0.0%	0.11
3.5	Consultancy services for studies and supervision of works	0.46	100.0%	-	0.0%	0.46
3.6	Consultancy services for equipment	0.26	100.0%	-	0.0%	0.26
3.7	Manual of Procedures	0.01	100.0%	-	0.0%	0.01
3.8	Vehicles	0.05	50.0%	0.05	50.0%	0.09
3.9	Audit	0.06	100.0%	-	0.0%	0.06
<b>Base cost</b>		<b>11.12</b>	<b>87.5%</b>	<b>1.59</b>	<b>12.5%</b>	<b>12.71</b>
Financial contingencies (5%)		0.56	87.5%	0.08	12.5%	0.64
Physical contingencies (10%)		1.11	87.5%	0.16	12.5%	1.27
<b>Grand total</b>		<b>12.79</b>	<b>87.5%</b>	<b>1.83</b>	<b>12.5%</b>	<b>14.62</b>



# ANNEX-IV: Map of Côte d'Ivoire and Project Location



Project location: Department of Tonkpi









## PLAN DE FINANCEMENT ZOUAN-HOUNIEN

N°	Composantes/Activités	GOUVERNEMENT DE COTE D'IVOIRE(GOCI)			
		Montants	Montants en millions d'euro	Taux de l'euro	Montants en F CFA
<b>1</b>	<b>Amélioration de l'offre de la formation dans les métiers de l'agriculture, des ressources animales et halieutiques</b>	<b>1,27</b>	<b>1 270 000</b>	<b>655,957</b>	<b>833 065 390</b>
1,1	Construction des infrastructures (établissements+fermes)	1,27	1 270 000	655,957	833 065 390
1,2	Equipement et mobiliers (y compris les équipements pour les incubateurs)	0	0	655,957	0
<b>2</b>	<b>Amélioration de la qualité de l'enseignement technique, agricole, des ressources animales et halieutiques</b>	<b>0,06</b>	<b>60 000</b>	<b>655,957</b>	<b>39 357 420</b>
2,1	Impression des référentiels et guides des nouveaux programmes selon l'APC développé dans le cadre du projet de BOUNA	0	-	655,957	-
<b>2,2</b>	<b>Formations</b>	<b>0</b>	<b>-</b>	<b>655,957</b>	<b>-</b>
2,2,1	Formation initial de 50 enseignants à l'IPNETP pour 2 ans	0	-	655,957	-
2,2,2	formation de 15 inspecteurs seniors en service et 20 inspecteurs (2 dans chaque spécialité)	0	-	655,957	-
2,2,3	Formation du personnel administratif du nouveau lycée ZH	0	-	655,957	-
2,3	Formation sur l'utilisation des matériels didactiques et équipements informatiques	0	-	655,957	-
2,4	Ouvrages de références pour la bibliothèque	0	-	655,957	-
2,5	Voyage d'études dans un centre similaire (avec fermes incubateurs)	0	-	655,957	-
2,6	Appui institutionnel à l'Inspection Générale chargée de la formation professionnelle	0,06	60 000	655,957	39 357 420
<b>3</b>	<b>Gestion du projet</b>	<b>0,27</b>	<b>270 000</b>	<b>655,957</b>	<b>177 108 390</b>
3,1	Appui à l'Unité de Gestion du Projet (UGP)	0,11	110 000	655,957	72 155 270
3,2	Séminaire de lancement, visite de familiarisation	0	-	655,957	-
3,3	Revue à mi-parcours	0	-	655,957	-
3,4	Comité de pilotage	0,11	110 000	655,957	72 155 270
3,5	Services consultants des études et supervision des travaux	0	-	655,957	-
3,6	Services consultants des équipements	0	-	655,957	-
3,7	Manuel de Procédures	0	-	655,957	-
3,8	Véhicules pour l'UGP	0,05	50 000	655,957	32 797 850
3,9	Audit	0	-	655,957	-
<b>Coût de base</b>		<b>1,6</b>	<b>1 600 000</b>	<b>655,957</b>	<b>1 049 531 200</b>
Imprévus financiers(5%)		0,08	80 000	655,957	52 476 560
Imprévus physiques(10%)		0,16	160 000	655,957	104 953 120
<b>TOTAL GENERAL</b>		<b>1,84</b>	<b>1 840 000</b>	<b>655,957</b>	<b>1 206 960 880</b>



## PLAN DE FINANCEMENT ZOUAN-HOUNIEN

N°	Composantes/Activités	Ijara				Istisna'a			
		Montants	Montants en millions d'euro	Taux de l'euro	Montants en F CFA	Montants	Montants en millions d'euro	Taux de l'euro	Montants en F CFA
1	Amélioration de l'offre de la formation dans les métiers de l'agriculture, des ressources animales et halieutiques	0	0	655,957	0	8,82	8 820 000	655,957	5 785 540 740
1,1	Construction des infrastructures (établissements+fermes)	0	0	655,957	0	4,01	4 010 000	655,957	2 630 387 570
1,2	Equiptement et mobiliers (y compris les équipements pour les incubateurs)	0	0	655,957	0	4,81	4 810 000	655,957	3 155 153 170
2	Amélioration de la qualité de l'enseignement technique, agricole, des ressources animales et halieutiques	1,02	1 020 000	655,957	669 076 140	0	0	655,957	0
2,1	Impression des référentiels et guides des nouveaux programmes selon l'APC développé dans le cadre du projet de BOUNA	0,05	50 000	655,957	32 797 850	0	0	655,957	0
2,2	Formations	0,4	400 000	655,957	262 382 800	0	0	655,957	0
2,2,1	Formation initial de 50 enseignants à l'IPNETP pour 2 ans	0,21	210 000	655,957	137 750 970	0	0	655,957	0
2,2,2	formation de 15 inspecteurs seniors en service et 20 inspecteurs (2 dans chaque spécialité)	0,14	140 000	655,957	91 833 980	0	0	655,957	0
2,2,3	Formation du personnel administratif du nouveau lycée Z.H	0,05	50 000	655,957	32 797 850	0	0	655,957	0
2,3	Formation sur l'utilisation des matériels didactiques et équipements informatiques	0,17	170 000	655,957	111 512 690	0	0	655,957	0
2,4	Ouvrages de références pour la bibliothèque	0,17	170 000	655,957	111 512 690	0	0	655,957	0
2,5	Voyage d'études dans un centre similaire (avec fermes incubateurs)	0,04	40 000	655,957	26 238 280	0	0	655,957	0
2,6	Appui institutionnel à l'Inspection Générale chargée de la formation professionnelle	0,19	190 000	655,957	124 631 830	0	0	655,957	0
3	Gestion du projet	1,02	1 020 000	655,957	669 076 140	0,26	260 000	655,957	170 548 820
3,1	Appui à l'Unité de Gestion du Projet (UGP)	0,4	400 000	655,957	262 382 800	0	0	655,957	0
3,2	Séminaire de lancement, visite de familiarisation	0,03	30 000	655,957	19 678 710	0	0	655,957	0
3,3	Revue à mi-parcours	0,01	10 000	655,957	6 559 570	0	0	655,957	0
3,4	Comité de pilotage	0	-	655,957	-	0	0	655,957	0
3,5	Services consultants des études et supervision des travaux	0,46	460 000	655,957	301 740 220	0	0	655,957	0
3,6	Services consultants des équipements	0	-	655,957	-	0,26	260 000	655,957	170 548 820
3,7	Manuel de Procédures	0,01	10 000	655,957	6 559 570	0	0	655,957	0
3,8	Véhicules pour l'UGP	0,05	50 000	655,957	32 797 850	0	0	655,957	0
3,9	Audit	0,06	60 000	655,957	39 357 420	0	0	655,957	0
<b>Coût de base</b>		<b>2,04</b>	<b>2 040 000</b>	<b>655,957</b>	<b>1 338 152 280</b>	<b>9,08</b>	<b>9 080 000</b>	<b>655,957</b>	<b>5 956 089 560</b>
Imprévis financiers(5%)		0,1	100 000	655,957	65 595 700	0,46	460 000	655,957	301 740 220
Imprévis physiques(10%)		0,2	200 000	655,957	131 191 400	0,91	910 000	655,957	596 920 870
<b>TOTAL GENERAL</b>		<b>2,34</b>	<b>2 340 000</b>	<b>655,957</b>	<b>1 534 939 380</b>	<b>10,45</b>	<b>10 450 000</b>	<b>655,957</b>	<b>6 854 750 650</b>

\* TRADUCTION NON OFFICIELLE