



## ISLAMIC DEVELOPMENT BANK

### PROJECT APPRAISAL DOCUMENT (PAD)

Country: Republic of Côte d'Ivoire

Project Number: pCIV0079

# **Vocational Training School for Agriculture, Livestock and Fisheries of Bouna project Cote d'Ivoire**

Department: Human Development Department (HDE)

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## ACRONYMS AND ABBREVIATIONS

ADF	African Development Fund
AfDB	African Development Bank
ALF	Agriculture, Livestock and Fisheries
AST	Analyse de la Situation de Travail (Analysis of jobs situations)
Baccalauréat	High School Diploma
BT	Baccalauréat Technique ( Certificate of Vocational Technician)
BTS	Brevet de Technicien Supérieur (Certificate of Higher Technician)
BTSA	Brevet de Technicien Supérieur Agronomie (Certificate of Higher Technician)
CBA	Competency Based Approach.
CEGEP	Collège d'Enseignement Général et Professionnel (pre-university vocational and technical training engineering)
CFAF	CFA Franc
CHDPRS	Comprehensive Human Development & Poverty Reduction Strategy
CPMMEF	Cabinet of the Prime Minister, Ministry of Economy and Finance
EA	Executing Agency
ERA	Ecole Régionale d'Agriculture (Regional Agricultural School)
EU	European Union
GDP	Gross Domestic Product
GOCI	Government of Cote d'Ivoire
HDI	Human Development Index.
HIPC	Heavily Indebted Poor Countries .
ID	Islamic Dinar
IMF	International Monetary Fund
INFA	National Institute for Agricultural Professional Training (Institut National de Formation Professionnelle Agricole)
INP-HB	Institut National Polytechnique Houphouët Boigny (National Polytechnical Institute Houphouët Boigny )
IPNETP	Institut Pédagogique National d'Enseignement Technique et Professionnel (National Pedagogical Institute for Technical and Vocational Education)
LDMC	Least Developed Member Country
LPCY	Lycée Professionnel et Commercial de Yopougon (Vocational Business College of Yopougon )
LTY	Lycée Technique de Yopougon (Technical College of Yopougon)
MA	Ministry of Agriculture
MARAH	Ministry of Livestock and Fisheries (Ministère de la Production Animale et des Ressources Halieutiques)
M&A	Monitoring & Evaluation
MDG	Millennium Development Goal
MEF	Ministry of Water and Forestry (Ministère des Eaux et Forêts)
MEMEASFP	Ministère d'Etat, Ministère de l'Emploi, des Affaires Sociales et de la Formation Professionnelles (State Ministry, Ministry of Employment, Social Affairs and Vocational Education)
MENET	Ministère de l'Education Nationale et de l'Enseignement Technique (Ministry of National and Technical Education)
NDP	National Development Plan
PIASR	Project Implementation Assessment Support Report
PMU	Project Management Unit
PRS-ETFP	Plan Stratégique pour la Réforme du Secteur de l'Enseignement Technique et de la Formation Professionnelle (Strategic Plan for the Reform of the Technical Education and Vocational Training)
PRSP	Poverty Reduction Strategy Papers
PVRH	Projet de Valorisation des Ressources Humaines (Human Resources



	Valorisation Project)
REC-CNO	Reconstruction du Centre-Nord-Ouest (IDB Post-Conflict Reconstruction Program for the Centre -North- West Zone)
SERCEP	Service de Coordination de l'Exécution des Projets (Coordination and Implementation Projects Unit within the MEMEASFP)
SPDA	Special Program for the Development of Africa
STSB	Secondary Technical School of Bouaké
TEVT	Technical Education and Vocational Training
UNDP	United Nation Development Programme
UNIDO	United Nations Industrial Development Organization
USD	US Dollar
VAT	Value Added Tax
VTSO	Vocational Training School of Odienné (Lycée Professionnel d'Odienné)
VTSB	Vocational Training School of Bouna (Lycée Professionnel de Bouna)
WB	World Bank
XOF	CFA francs (Francs CFA)

### **CURRENCY EQUIVALENTS**

**(As of June 2014)**

Currency Unit:

Côte d'Ivoire= FCFA

Currency Equivalent

1 US\$ = XOF 480

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## **A. STRATEGIC CONTEXT AND RATIONALE**

### **I. INTRODUCTION**

1. The Government of Côte d'Ivoire (GOCI) submitted a request vide letter N°1744/MEMPD/CAB-MEMPD dated October 08, 2013 inviting the Islamic Development Bank (IDB) to participate to the financing of the Vocational Training School for Agriculture, Livestock and Fisheries of Bouna in Côte d'Ivoire.
2. The proposed project aims at supporting the Government's TVET sector strategy (2012-2022) to contribute to the implementation of the TVET Sector Strategy of the National Development Programme of the Government for 2012-2021 in providing access to quality Technical and Vocational Education and Training to the inhabitants of Regions. The proposed project is also aligned with IDB 1440H Vision and Comprehensive Human Development and Poverty Reduction Strategy (CHDPRS).
3. 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 has 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.
4. IDB supports the education sector in Côte d'Ivoire through the financing of two education projects which are still active: (i) Basic Education Development Project (Phase I) for a loan amounting to US\$ 9.732 million, and (ii) Post-Conflict Reconstruction of the Vocational Training School Project in Odienné for a loan amounting to US\$ 8.0 million.
5. The Project Appraisal Document (PAD) has been prepared based on an appraisal mission carried out by the Human Development Department (HDE) from 18 to 27 May 2014. The key lessons learnt from the past IDB interventions in Côte d'Ivoire were incorporated into the relevant parts of the PAD.

### **II. IDB Operations in the Country**

6. Côte d'Ivoire joined IDB on 7th July 2002. Altogether, IDB Group has approved a total of US\$ 629.58 million for the country. These include 29 Ordinary Operations amounting to US\$ 553.28 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's 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%).



7. As at 27 October 2014, the active portfolio comprises 23 operations amounting to about ID 317 million (US\$ 480 million) for 18 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 Odienne Vocational training Schools, the Rural Water Supply and Sanitation Program in the WAEMU region and the Water supply for Eastern region of Cote 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 24 August 2014 and concerned the Water supply for Eastern region of Cote d'Ivoire, for an amount of ID 24.71 million under Istisna'a mode of financing.

### **III. COUNTRY ECONOMIC BACKGROUND**

8. Côte d'Ivoire, a medium-size country with a population estimated at 21 million, is the second largest economy in West Africa after Nigeria and is critical to the overall development of the sub-region. Despite its economic potential, years of political and military crisis, punctuated by a brief armed conflict that divided the country in 2002, and poor governance have taken a heavy toll on the country, transforming the once-model African nation into a fragile state in a constant struggle for a better future. Côte d'Ivoire was ranked 168 out of 186 countries in 2012 against 149 out of 169 countries in 2010 on the UNDP's Human Development Index (HDI).
9. The political and security situation in Côte d'Ivoire has gradually normalized since the end of 2011. The calm conduct of legislative elections in December 2011, the election of the new President of the National Assembly in March 2012 and combined local elections (regional and municipal) in April 2013 have completed the process of restoring the functioning of republican institutions. The public administration and the judicial system are fully operational nationwide. Furthermore, the reform of the army is being pursued and national reconciliation has made progress, thanks especially to the activities of the Dialogue, Truth and Reconciliation Commission (CDVR) established in December 2011, and the provisional release of prisoners from the recent post-electoral crisis. With the establishment of the National Security Council (CNS) and the Authority on Disarmament, Demobilization and Reintegration (ADDR), reform of the security sector has accelerated to ensure its modernization and effectiveness.

#### **Recent Economic Development**

10. In Côte d'Ivoire, the socio-political situation has improved but remains fragile. Following the inaugural session of the Parliament in March 2012, all the keys institutions of the Republic are now operational. However, since the end of the post-election crisis in April 2011, progress toward national reconciliation has been limited. Given that income per capita has deteriorated over the last decade, the population expects tangible and quick improvements in living conditions. Côte d'Ivoire is more and more strengthening from its post crisis situation with the normalization of the socioeconomic situation and a paying-off



diplomatic offensive considering international economic fora which have been held in the country. The national and international economic environment has permitted to consolidate growth in 2013 and perspectives remain favorable to fortify the Ivorian economy in 2014 and during the period 2015-2017.

11. In spite of the socio-political fragility, 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<sup>1</sup>. It has a relatively diversified agricultural economy (contributing to approximately 24 percent of GDP), significant manufacturing (16 percent of GDP) and services sectors (53 percent of GDP) and oil, gas and energy (7 percent of GDP). Short to medium-term growth prospects are very good, provided there is a steady post-conflict recovery.
12. To date, the broad-based rebound in economic activity, following a marked decline in 2011, has been stronger than projected, leading to an upward revision of growth projections to 8.6 percent (8.1 percent initially programmed). Inflation was moderate and was expected to remain below 2.0 percent for 2012.
13. Côte d'Ivoire benefited from a substantial reduction in its external debt stock after reaching the enhanced Heavily Indebted Poor Countries (HIPC) completion point at end-June 2012. With full delivery of debt relief, Côte d'Ivoire would benefit from \$7.7 billion in total debt reduction in present value terms, consisting of \$3.1 billion in enhanced HIPC debt relief, \$3.3 billion in additional relief from the Paris Club official bilateral creditors, and a further \$1.3 billion in debt relief from multilateral creditors under the Multilateral Debt Relief Initiative.
14. Structural reform implementation was slow and appears to have stalled in critical areas: reducing the large financial imbalances in the electricity sector, establishing medium-term sustainability of the government wage bill and reforming the civil service, and judicial reforms needed to improve the poor business environment. These delays impose costs on the budget. Also, the implementation of cocoa and coffee sector reforms is important for the floating completion point under the HIPC Initiative.
15. The economy is showing resilience to the shocks it suffered from the post-electoral crisis. The real gross domestic product for 2011 has declined by 5.8%, somewhat less than the 6.3% contraction anticipated in June, as the result of the combined effects of budget support from France, the AfDB, the IMF assistance and a strong recovery in the manufacturing sector. Industrial production in August was estimated at 95% of pre-crisis levels. The recovery is also due to higher cocoa exports which were only temporarily delayed by the EU embargo on the Ivorian ports in Q1 2011, and an increased gold production. The government is strongly committed to tackle various reforms (coffee/cocoa sector, electricity sector, the judicial system, business climate, public sector governance) that should offer opportunities to strengthen the economy and its growth potential. The authorities are working toward updating the Poverty Reduction Strategy Paper (PRSP) (2009–13) following

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<sup>1</sup> After South Africa and Nigeria.



broad-based consultations. The government has also prepared a new National Development Plan (NDP) for the 2012–2015 period, taking into account the updated PRSP and the new challenges of the country.

16. In 2013, the strengthening of the economic growth is attributable to the dynamism of all sectors.
17. **The primary sector** reached a 6.7% growth rate compared with 2% in 2012. This is attributable to food agriculture (+5.3% in 2013 against +3% in 2012) and agriculture for export (+9% in 2013 against -0.2% in 2012). Food agriculture profited from the implementation of the Rice Development National Strategy. With regard to agriculture for export, upward momentum has been essentially due to the increase in cocoa production (1,671.1 thousand tons compared with 1,499.1 thousand tons in 2012).
18. **The secondary sector** evolved from 8.3%, led by the good performance of other manufacture industries (+12% against 3.4% in 2012), Building and Construction (+20.3%) and mineral extractive industries (+6.9%) despite the slowdown of the agrifood and tobacco industries (+1.6% compared with 20.4% in 2012). The Works and Construction branch benefited from progress in the construction of Moscati Hospital of Yamoussokro, the Henri Konan Bedie Bridge, the interchanges of Boulevard VGE and Riviera 2, the completion of the Singrobo-Yamoussokro Motorway and the rehabilitation of the Abidjan-Singrobo Motorway.
19. **The tertiary sector** increased its value-added by 9.6% thanks to the dynamism of the whole of its components related to the vigor in the primary and secondary sector. The Transport branch made a 6.9% increase attributable to the positive growth of maritime, road and airport traffics. Commercial activity showed an increase of 9% due to the rebound in demand driven by the good in the business climate and an increase in household income. Other services have reached a growth of 10.6% in relation with the dynamism of banks and finance activity and the growth of related services accompanied by the dynamism of the secondary sector.
20. The non-profit sector had an increase of 3.1% in relation with the increase of the number of civil servants and their productivity.
21. The inflation rate achieved a 2.6 increase below the community standard of 3% due to the increase of the price of butane gas and high education fees.
22. On the demand side, growth was bolstered by investment and final consumption. Regarding investments, they increased by 31.5% against 84.4% in 2012, driven by public and private investment. Thus the investment rate stood at 16.5% of the GDP in 2013 compared with 13.8% in 2012 and 8.2% in 2011.

### **Economic Projections for 2014-2017**

23. Based on the management analysis for the period 2011-2013, the government has taken some political economic measures to efficiently accompany economic activity in 2014 and on the 2015-2017 period. Particularly, they will be based on :
- (i) consolidating the sociopolitical situation;
  - (ii) the rebound of international economic favoring the stimulation of exports;
  - (iii) strengthening the financing framework of SMEs and SMIs;
  - (iv) consolidating business environment;
  - (v) structural reform proceed of the financial sector;
  - (vi) facilitating investments and business creation (adoption of the Mining and Investment Code;
  - (vii) income growth by increasing civil servants' salaries and the SMIG;
  - (viii) multiplying economic for a with a view to increasing foreign direct investments;
  - (ix) strengthening the arrears clearance mechanism to catch up with the remaining dues;
  - (x) consolidating cash settlement in required delays;
  - (xi) strengthening aid absorption capacity by reducing time frames of bidding process;
  - (xii) stabilizing agricultural incomes (coffee, cocoa, cashew nuts, rubber) at levels remunerative (at least at less than 60% of CIF price).

### **Other Development Partners**

24. As political and social conditions gradually return to normal, most of the major development partners of Côte d'Ivoire (i.e. the WB and the IMF, the EU and the AfDB, etc.), are re-engaging the Government to put the Ivorian economy back on a sound footing. In the sidelines of the 2011 IMF/WB Spring Meetings in Washington, a roundtable meeting was held on Côte d'Ivoire. All the Multilateral including the IDB, and bilateral donors present at that meeting expressed support for the new Government and committed to launch a common needs assessment exercise to get a realistic estimate of the resources required for a quick, sustainable economic recovery.
25. More recently, a donors' conference took place in Paris in early December 2012 to secure the financing of the NDP estimated at about CFAF 11,076 billion (about \$21 billion) over 4 years. Following this meeting, donors had pledged some \$8 billion to fill funding gaps in the country's national development strategy for 2013-2015. Those funds would target employment and basic social services, notably in health and education, and would also be devoted to maintain focus on good governance and fighting corruption.

### **Economic potentials of Bouna**

26. The Boukani Region is situated at the extreme North-East of Côte d'Ivoire. It comprises four departments: Doropo, Nassian, Téhini and Bouna which is the capital region. The Boukani region is limited at south and west by regions of Gontougo (Bondoukou), Hambol (Katiola), Tchologo (Ferkessedougou). Moreover, Bouna shares its East and North borders with two neighbouring countries: Ghana and Burkina Faso. Bouna Department is at 603 km from Abidjan.



27. The region's climate is sub-Saharan comprising four seasons out of which two rainy seasons stretch from March to June and from September to October. They are interrupted by two dry seasons which start from November to February and from July to August. Annual rainfalls oscillate between 1100 to 1200 mm with an average temperature of 27°C.
28. Bouna's population is evolving and according to the INS 'last census, the population grew from 5,397 in 1975 to 25,981 in 2010. This population high growth is mainly due to immigration as compared to the slow growth of local population. The population growth rate of Bouna has been around less than 5% per year, thus making it among towns which do not develop rapidly.

#### **Bouna's Economic Status**

29. Working population stands at 47% of the total population. Primary, secondary and tertiary sectors represent respectively, 71.14%, 4.93% and 25.74% of that working population. There are no industrial activities in the Department of Bouna, however, there exist some economic interest groups of small-scale processing of cashew nuts, shea nuts into butter and distilleries of local drinks. There are a great number of income-generating activities in crafts, small trades and commerce. Therefore, agriculture, livestock, crafts and small commerce are the main economic activities in Bouna.

### **IV. SECTOR BACKGROUND**

#### **Organizational Setting of the education sector**

30. The first level of the educational system in Côte d'Ivoire is preschool which consists of 3 years and caters for children from ages 3 to 6. This is followed by 6 years of primary for children ages 7 to 12, at the end of which a certificate of completion of primary school (CFEDP) is awarded. Access to secondary education is based on an entrance examination for selecting a limited number of students due to the limited space and limited number of public secondary schools. The secondary level is sub-divided into Lower Secondary which comprises 4 years for children ages 13 to 16, and Upper Secondary which is 3 years for ages 17 to 19.
31. There are four types of certificates awarded at the end of Lower Secondary: the Lower Secondary School Certificate (*BEPC*) and the Fundamental Basic Education Certificate (*DFEB*) for General Lower Secondary and the Vocational Aptitude Certificate (*BAP*) and Vocational Studies Certificate (*CEP*) for technical/vocational. Similarly 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.
32. Tertiary or Higher education marks the summit of the educational pyramid and its access is conditioned by having *Baccalauréat*. It is organized in three sub-cycles with short and long streams ranging from 2 to 5 years with a University Diploma in General Studies (*DEUG*), University Diploma in Literary Studies (*DUEL*), University Diploma in Sciences Studies



(*DUES*) awarded for completion of 2 years in the general stream (Certificate of Higher Technician (*BTS*) for technical/vocational), a Licence for a third year and a *Maîtrise* or *Ingénieur* for completing four years of general or technical. After the *Maîtrise*, two or more years will lead to a Doctorate. With effect from 2012/2013 academic year, the Country has embarked with the Licence, Master, Doctorate (LMD) system in which 2 years after the Licence you graduate with Master Professional or Master Research, and Doctorate 3 years or more after the Master.

33. Non-formal education consists mainly of literacy programs targeting adults. Informal education mainly refers to Quranic schools and is offered to all age groups.
34. 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 part due to the prolonged crisis.

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

35. In the Technical Education and Vocational Training (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.

#### **Overview on the Agricultural Sector and labor market**

36. The agricultural sector represents the economic driver of the economy of Côte d'Ivoire. Its prominence in cocoa, as the exporter, is well-known. Côte d'Ivoire is the world's largest largest exporter of cocoa and raw cashew nuts while it the largest exporter of rubber, oil palm, bananas, pineapples and copra in Africa. The country is self-sufficient in a variety of staple foods: maize, sorghum, millet, yam, cassava and plantain banana, with small exports



to the sub-region. The agriculture sector contributes for around 24% of GDP and provides employment and income to two-thirds of all households.

37. The country had 986,000 unemployed in 2012 representing 9.4% of the work force. The structure of unemployment reflects the relative vulnerability of youth as 12.2% of unemployment is among 15-34 year olds with gender disparity (15.0% unemployment for young women compared to 9.7% for young men). In addition, 69.9% of unemployed workers are first-time job seekers. In terms of education, those with lower than, or equal to primary level education represent 54% of the unemployed population but 76% of the work force. Improved access to employment is one of the challenges that must be addressed. However, given the rapid expansion of the education system, it is important to take appropriate measures for improving the profile and efficiency of labor in future.

### **Agriculture, Livestock and Fisheries in Bouna**

38. As per a study of BNETD performed in 2012, Bouna benefits from large agrarian and pastoral opportunities. Cash crops are essentially cashew nuts and yams for export. Moreover, yam and millet come first in food crops; they are followed with corn, sorghum, rice and cassava. Yam and corn are staple food of the Kulangos and Lobis who are the local inhabitants of the region. Vegetable gardening represents a better place and is generally practiced by women who produce tomatoes, okra and pistachio.
39. Together with Agriculture, there is livestock of cattle, sheep, goat and poultry. With a view of developing livestock and good cohabitation between breeders and farmers, water points were designed in the past. Today, they serve for the extension of vegetable gardening. Furthermore, several small low-lands can be found in Bouna's Department and can serve as means for intensifying rice, vegetable gardening and fisheries production. Bouna is also an appropriate zone for developing fish farming activities in large ponds which can be constructed using appropriate vocational training.
40. Cashew nut growing whose price is progressing positively, is destined to the international market, while yams, tomato, poultry and other food crops are transported to the large urban areas, where food crop markets are in high growth demand from households.

### **Labor opportunities in Bouna**

41. Self-employment is the main source of work in Bouna and is characterized by informal economy and needs family type workforce. This sector represents more than 70% of working population and more than 30% of the GDP. Authorities and professional organizations have proposed to create a central purchasing body with a view to promoting development and intensifying agricultural and livestock activities. The central purchasing body could generate at least 300 jobs according to promoters and ensure a regular supply of the market whole year long.



42. With a view to better valorizing cashew nut and other food crops, processing units are being created or are already working but in traditional way but hampered by the lack of staff, lack of technical and financial assistance but surely because of a lack of appropriate training. Developing or creating income generating activities after receiving training can, in a short run, foster self-employment as well as formal jobs. These are:
- creating professional organizations such as economic interest group or co-operative to collect agricultural products;
  - Creating central purchasing body or a bulk market for agricultural products;
  - Creating or strengthening micro, SMEs for processing cashew nuts, shea, cassava, corn and millet;
  - Creating semi-modern livestock farms of traditional poultry;
  - Developing vegetable gardening (tomato, pistachio, okra, hot chili) by creating water points;
  - Developing bovine fattening and the construction of a modern slaughter house as in Ferkessedougou Department;
  - Developing refrigeration and cold storage trade for conditioning agricultural and livestock products.

#### **Issues /Challenges**

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

#### **Access**

44. 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.
45. 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 North-east of Côte d'Ivoire and particularly at Bouna coined by some Executives, the **"Desert in TEVT in Côte d'Ivoire"**. Nationally, no new school has been built during the three current 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 gathered 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.
46. With respect to the will to improve access to technical and vocational education, the government, with the financial assistance of the United Nations Industrial Development Organization (UNIDO), renovated the equipment for the Ferké Vocational Training Centre



converted into a technical college. The Ministry also renovated the Man technical college, and repaired the fencing for the Yopougon technical and Business College, the Advanced Industrial Techniques Centre (CPTI) and the Advanced Printing Trades Center in Yopougon (CPMI). Renovation work was also carried out on the Grand Lahou and Cocody technical colleges as well as on the Ivorian Jewelry and Associated Trades School (EIBMA).

47. However, despite the need, very few buildings were constructed nationwide, aside from the opening of classes to study for a secretary's certificate in Mankono and the construction and fitting out of a fisheries school in Bouaflé. This school was looted during the post-election crisis.
48. There is a serious disconnect between the labor market demand and supply and between the education and training system and the labor market. The TVET institutions are to a large extent disconnected from the demands of employers and the professional branches offered, curriculum, training methods and equipment are outdated. This disconnect is highly accentuated for agriculture sector with only 0.4% of university students pursuing degrees in agriculture related subjects while there is high labor market demand given the importance of agricultural exports and other products in the economy and the potential for agro-processing.

#### **Quality**

49. 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.
50. In a move to achieve the aim to improve the quality of technical and vocational training, the Ministry built the capacities of 100 school inspectors and provided building trade apprenticeships to 40 of 60 young people at the Implementation and Production Workshop in Adzopé. In addition, with UNIDO's support, trainers were trained on the basis of the Norwegian Donation to the tune of 590,400,000 CFA Francs (CFA F) totally disbursed.
51. 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 but decreased to 64.97% in 2013, which remains low despite the efforts done by the government, and means that out of 100 62 students have passed their exam in the three current years. 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% for female and 36.1% for girls).
52. In addition, the majority of secondary as well as tertiary graduates are unemployed or underemployed, because their type or level of skills does not correspond to the labour market needs. About 38 percent of recent university graduates of the 25-34 age group are unemployed; and 30 percent are employed below their level of academic qualification. At university level, this is to a large extent a reflection of the insufficient management of student flows by subject. Therefore, a higher level of education does not necessarily improve



employment prospects, partly due to the contracting economy, but also low education quality and skills mismatches. In 2012, the unemployment rate for youth with secondary education was estimated at 27 percent; 25 percent for Master graduates; 53 percent for BEP, Brevet d'études professionnelles (3 years of vocational lower secondary education) graduates; and 45 percent for the BTS graduates. The lack of practical work experience of many of these degree holders poses a considerable constraint to recruitment according to discussions with the private sector.

53. This context does not allow the system of TEVT 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. For the vocational education sector, the commitments made can be summed up in three points: (i) improve the governance of the technical and vocational training sector; (ii) improve accessibility to TEVT; and (iii) improve the quality of technical and vocational training.
54. To tackle the above issues, the government of Côte d'Ivoire is proposing the major solutions:
  - Satisfy the social pressure of demand for TEVT;
  - Provide training programs that are tailored to the qualifications needed by the labor market;
  - Establish a framework for strengthening the partnership school – private sector for a quality education and a sustained socio-professional insertion;
  - Ensure an integration and a successful reintegration of job seekers and people in a precarious situation caused by the crisis;
  - Ensure the establishment of a mechanism for skills and competences certification, in consultation with professionals of the private sector and with a view of mainstreaming in service training programs to a training process over the long term;
  - Ensure effective governance and better internal efficiency of the system of TEVT training through the reorganization and reconstruction of the operationalization of training institutions, and the introduction of a new mode of management emphasizing the autonomy and the accountability of the training institutions.

### **Financing of education and Management**

55. For the period 2009-2011, the government expenditure in the education sector represents about 5% of the total GDP and the share of the 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. Table 1 below show the evolution of the budget from 2010 to 2014. Figures in 2013 show a

small decrease in the budget devoted to vocational training because Technical Education was separated and joined to Basic Education (Ministry of National Education and Technical Training, MENET) by the change of Government. The total budget for 2014 for Vocational Training stands out at CFA 45.14 billion.

56. 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.
57. For vocational training and technical education sector, the two ministries MEMEASFP (under which the secondary vocational training schools are managed) and MENET attempts to achieve the following objectives: (i) Provide technical and professional qualifications to the young Ivoirians in order for them to be able to secure a job, (ii) Provide professional qualifications for the unemployed in order to reduce unemployment, and (iii) Provide competencies and qualifications in order to increase the productivity of the under-qualified population.
58. In its pursuit to accomplish its mission, the MEMEASFP and MENET manage the following education institutions:
  - Three (3) secondary technical education schools
  - Ten (10) secondary vocational training schools
  - Six (6) craft vocational retraining centers
  - Twenty-one (21) vocational training centers
  - Four (4) Business, communication and management centers
  - One (1) Electronic and Applied Computer center
  - Fourteen (14) Technical Education schools
  - Thirteen (13) mobile vocational training units
  - Three (3) production and application workshops
  - Three hundred thirteen (313) private training institutions in the vocational training and technical education accredited by the Country.
59. Furthermore, the MEMEASFP actively encourages the workers already employed by the private sector to enter in the In-service Training Programs within the In-Service Vocational Training Groups Institutions (GEFCO "*Groupeements d'Etablissements pour la Formation continue*").

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

60. 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 conceive, implement and co-ordinate activities of 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.

61. INFPA covers 10 centres and agricultural and the like schools :
  - 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).
62. 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 (if authorized by the Evaluation Commission) 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.
63. 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.
64. 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**

65. The sub-sector is supported by development partners such as the AfDB, AFD, EU, UNIDO, and 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. The World Bank (WB) project called "Youth Jobs Creation and Competence Development" is being implemented through labour



intensive work (THIMO), learning development, internships in private firms, vocational training and support for employability and business development. The AfDB is implementing a similar programme called “Youth Employability and Insertion Programme” amounting to UA 18.833 million, comprising an ADF loan of UA 13.906 million and an ADF grant of UA 4.97 million.

66. UNUDO is currently implementing a programme financed by EU called “Vocational Training and Youth Insertion Support Programme” of XOF 16 billion for institutional strengthening, rehabilitation, equipment, in-service teacher training, youth training and their insertion of the following vocational schools: Vocational Schools of Jacqueville, San Pedro, Vocational Centers of Guiglo, Man, Touba, Odienné, Korhogo, Bondoukou, Agricultural schools (ERA) of Bingerville and Abengourou. More to say, UNIDO has completed two programmes, notably the “Vocational Training and Youth Insertion Relaunch Support Programme (June 2009-December 2011) of the Vocational School of Ferke of XOF 460 million, financed by Norwegian Government and the “Youth Training Programme for Post-Conflict Reconstruction and Peace Consolidation” (September 2011-March 2014) of XOF 1.8 billion financed by Japan. Activities were rehabilitation, equipment, in-service teacher training, youth training and their insertion.

#### **Government’s Strategy in the TVET sub-sector**

67. The main goal of the government of Côte d’Ivoire in the strategy for the sector is to develop a vocational education system accessible to all and adapted to the needs of the Ivorian economy by 2021. More precisely, in order for the GOCI to develop well skilled, flexible and competitive workforce to fill the gap of increased employment and market jobs, the Government aims at enhancing the access to and quality of vocational training education system through, upgrading, equipping and, enhancing the curriculum and skills of teaching and management staff of the Vocational Education Institutions.
68. In this context, the government has initiated the PRS-ETFP for 10 years covering the period 2012-2021. It is to be noted that the PRS-ETFP 2012-2021 is under final review before its adoption. 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.
69. In addition to that, the will to improve the governance of the sector took shape with numerous activities such as the development of the PRS-ETFP, production of the written instruments for the ETFP reform, adoption of the texts establishing the reform bodies (joint government/private sector committee, reform steering committee, and school-business partnership development unit), development of the sector’s Medium Term Development Framework for the 2009-2013 sector, and development of the sector’s 2011-2014 PRSP.
70. In addition, there is the development of the ETFP’s technical and vocational training course catchment areas in its three phases: validation of the pilot technical and vocational training



catchment areas including methodology and the criteria governing the location of the structures and establishments; drawing up the draft decree on the creation, remit and running of the ETFP Catchment Areas Commission; and setting up the ETFP Catchment Areas database. Moreover, CODIFOR conducted a study, with the support of the French Cooperation Agency, on structuring the professional sectors and an occupational skills register. Six other studies are programmed.

71. Three key indicators related to the sector strategy are given as follows:
  - ✓ The rate of coverage is 237 students per 100,000 inhabitants. The sector's ambition is to raise this rate to 309 students per 100,000 inhabitants.
  - ✓ In terms of quality, 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 for this period.
  - ✓ In terms of return, the average pass rate in the 2011 exams was 52 percent. The sector is now targeting a pass rate of approximately 80 percent.

## **V. RATIONALE FOR IDB INVOLVEMENT**

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

72. 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 National Development Plan (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**

73. The proposed project fits well with IDB Vision 1440H 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 as well as the Special Program for the Development of Africa (SPDA).

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

74. The Bank has already financed one project 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.

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

75. The project benefits include: (i) increased access to Vocational Training targeting youth at national level and in Bouna in particular (ii) improved quality of teaching of vocational

education in Agriculture, Livestock and Fisheries (iii) contributing to the implementation of the NDP 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 Boukani Region which currently does not have any technical or vocational training school, (vi) approximately 500 students benefiting from the project and the population in general 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**

76. The 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 and timely completion of projects as well as avoiding 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 lessons learned from the ongoing reconstruction program and other projects.

## **B. THE PROJECT**

### **I. PROJECT OBJECTIVES AND KEY INDICATORS**

#### **Project Objectives**

77. 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) conducting 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.

#### **Key indicators**

78. The achievement of this project in delivering the results will be measured by the following key indicators:
  - a) **Impact.** Three main impact indicators are identified (i) Contribute towards increasing the number of skilled graduates joining the workforce by at least 5% by end of 2021; (ii) 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 and (iii) Contribute to increasing the capacity of the educational system of the Technical and Vocational Education Training (TVET) from 30,000 in 2007 to 165,000 in 2021.



b) **Outcomes.** Three main outcomes are expected: (i) The VTSB is fully operational by the school year 2019/2020 with a capacity of 500 students, (ii) 400 graduates have access to a quality Vocational Secondary Education at Bouna by September 2019, and (iii) 100 students benefitted from short-term in-service training at the VTSB

c) **Outputs.** The project's outputs will be as follows: (i) VTSB is constructed and equipped and operational by the academic year 2019/2020, (ii) 40 teachers of INFPA received in-service training in Competency-Based Approach and Objective-based Pedagogy and 50 new recruited specialists received pre-service training at IPNETP to become Agriculture, Livestock and Fisheries teachers and trained in the use of the new curricula, 30 teachers of IPNETP trained in Engineering of Training by 2018 (iii) By 2018, the VTSB's administrative staff benefitted from training in Education Management and in Academic Performance Evaluation Techniques, (iv) the curricula of the three fields of Agriculture, Livestock and Fisheries are designed, developed and distributed in VTSB and in all schools related to INFPA by 2016; (v) 10 individuals comprising 6 of the new VSTB or 2 from each field, 2 from INFPA, 2 from IPNETP benefitted from a study trip by 2016 to a similar Centre (which must accommodate Agricultural Business Incubators and must be a Centre for Excellence, like the Songhaï Centre of Benin or another Centre within IDB Member Countries to impregnate themselves on innovation in terms of agricultural training and creation of business incubators.

### **Project Location**

79. The proposed project site is located in the Department of Bouna in the Northeast part of Côte d'Ivoire, which is located at 603 kms from Abidjan, the Capital. Firstly, the choice of Bouna 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. Secondly, the only Mobile Training Unit (CMU) for vocational education has disappeared with the sociopolitical crisis of 2002, which has increased the imbalance of the vocational training map, unfavorable to the Northeast. Then, the Department of Bouna has no structure of technical and vocational training. A land of 200 hectares will be put at the disposal of the new Vocational Training School of Bouna.
80. The new Vocational Training School of Bouna will provide training programs in various crafts covering the following 3 fields and will deliver diplomas in three main streams (CQP, CAP and BT). For in-service training, qualification certificates will be delivered. The three fields will refer to:
- (1) Crop production sector includes:
- The Vegetable 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;

(3) The fishery production industry includes:

- The Fishery: culture of freshwater fish produced in ponds such as Tilapia.

## **II. PROJECT SCOPE / COMPONENTS**

81. The project will have the following three main components: (a) improving access to vocational education; (b) enhancing the quality of vocational education; and (c) Support to project management.

### **Project Components**

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

82. This component has the following sub-components:

- **Construction of the Vocational Training School infrastructure**

This component consists of the construction of one vocational school over a built up area averaging 11,926 m<sup>2</sup> with a total capacity of 500 students (400 for graduate education and 100 for qualified in-service training). It comprises the following:

- 2 administrative blocks, the first one comprising the offices of the Director, the Intendant, the Accountant, the Education Staff and a Meeting room. The second one will hold offices of the Deputy Directors in charge of pedagogy, Workshop Head and Teachers' Room;
- Teaching Blocks: 2 Blocks of 8 classrooms accommodating 30 students each. 14 classrooms will serve for theoretical courses and 2 classrooms for Drawing Courses of Forest Managers;
- Specialized Rooms Block and laboratories: This building of 8 rooms will essentially contain specialized rooms and laboratories accommodating 15 students each of which 2 for Chemistry field, 2 for Physics and 4 for Biology (marine, vegetable and animal);
- Library and Media Resource Centre: It is composed of a hall displaying school books, a working space, a Cyberspace, a projection room, offices and a lending book space;
- Dormitories, Dining hall and kitchen, foyer and Nursery;
- 7 houses are to be built by the project for the Director, the Intendant, the Nurse, the Deputy Director, Head of Workshops, and 2 for the Education staff;
- A five-room Lodging House for cadres, teachers and Administrators on mission at VTSB;
- Sports fields (football, handball, volleyball), a long jump track and a high jump;
- Lodgings for watchers
- Storage rooms, a borehole, a water tower and a veterinary clinic;



- Workshop for training in agricultural and livestock techniques: stable, hen house, rabbit hutch, fish ponds;
- **Farms business incubators**  
The school will have Agribusiness incubators or Farms business incubators which will help new graduates and experienced farm workers to establish their own business while minimizing prohibitive start-up costs (*which is the innovation aspect of the proposed project*).
- **Equipment for laboratories, technical workshops and incubators**
  - Equipment for laboratories,
  - Equipment for practical workshops
  - Equipment for incubators
  - Machines and ploughing machinery;
  - Mechanical, Repairs and Maintenance (agri-food processing, material for biochemistry);
  - Tools and miscellaneous items;
  - Equipment for the kitchen and dining hall;
  - Equipment for the computer centre;
  - Equipment for sports fields;

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 the 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.
- **School furniture and office furniture**
  - The rooms and the administrative block will be equipped with school furniture (metal skinned structure, four legged chairs with seat and stratified multiple backrest, desk and teacher's chair and board);
  - Office furniture comprises the following: armchairs, desk and reception chairs and cupboard;
- **House and dormitories furniture**
  - Furniture for the rooms of cadres, trainers and school staff comprises a bed and mattress, a table and a chair;
  - Furniture for the dormitories is composed of 500 beds with mattresses and cupboards.

## **b. Component 2: Enhancing the quality of agricultural, livestock and fisheries education**

83. The objective of this component is to ensure quality teaching and learning takes place in the new Vocational Training School. It comprises the following sub-components:
- **CBA Curricula development:** (i) Sectoral study to determine fields to be taught and necessary the materials to reach that goal; (ii) Job Situation Analysis (JSA) workshop and validation of JSA workshop; (iii) Conception and Production of repository of crafts

workshops; (iv) Production and validation of repository of competencies workshops; (v) Conception and Production of repository of training workshops; (vi) Conception and Production of repository of student assessment and certification; (vii) Writing of pedagogic guides workshop; (viii) Writing of pedagogic guides and operational manuals on use and maintenance of equipment and other materials; (iv) Validation Workshops for testing, and adoption of the newly designed curricula (*AST report, repositories and guides*); and digitalization, printing and edition of repositories and guides. The project will benefit of technical support from The University of Quebec Trois-Rivières during the implementation of the above activities.

- **In-service and pre-service training:** (i) 40 teachers from INFPA (MA) will be trained at IPNETP in CBA and Objective Based Pedagogy (OBP) during 8 seminars, one each month; (ii) Pre-service training for 50 former students from INFPA of the MA at IPNETP to become Professors of College and Professors of High school; (iii) in-service training of 30 teachers of IPNETP in Engineering of training and curriculum implementation by The University of Quebec Trois-Rivières (3 weeks); (iv) two to three weeks training session for the staff of the VTSB in education management and academic performance evaluation techniques.
- **Acquisition of teaching and learning materials:** (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.
- **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 Songhai Centre of Benin or an IDB Member Country. A total of 10 trainers (comprising 6 teachers of the Vocational School of Bouna, 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.
- **Sector Study**
  - A study will be carried out by INFPA for the preparation of the Jobs and Skills Repositories in the agriculture field.

### c. Project Management

84. This component comprises the following:

- **Support to the PMU**
  - The PMU will be composed from the existing PMU staff of Rec-CNO under the Prime Minister Cabinet and both the Ministry of Vocational Training and the Ministry of



Agriculture with the addition of an accountant and a civil engineer. The PMU staff includes a project coordinator, a civil engineer, a procurement and administrative specialist, an accountant, an Engineering of Training specialist and an Agriculture Specialist as well as two support staffs (a secretary and a driver). One of the advantages of using the REC/CNO is its familiarization with IDB's procedures. Moreover, it has already implemented 5 projects and is indeed able to finalize the procurement process within the required deadline. It's operational and ready to take up a new challenge.

- **Studies and Supervision Consultant 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 this equipment. The said consultant will also prepare the related tender documents.

- **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 of the project involving all major stakeholders, including the Bank's staff will be held to discuss the project implementation and take corrective measures that may be deemed necessary to ensure a successful completion of the project.

- **Manual of Procedures**

- A consultant will be recruited to setup a manual of procedures on the administrative and financial tasks from the adaptation of the existing manual of procedures under the Rec-CNO. The adaptation explains the low cost related to this activity. Specifically, the manual will describe in detail how to perform specific tasks including the required operations for managing and delivering goods and services.

- **Financial Audit**

- The project will finance the recruitment of an independent accredited auditor. The auditor will scrutinize the financial records of the project and will prepare periodic reports to the client and IDB. Regular auditing will be addressed to the Bank following IDB requirements for audit reports.

- **Vehicles for the PMU**

- The project will finance the cost of purchasing 2 vehicles.

- **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 Boukani, Chamber of Agriculture, Chamber of Trade as well as the project coordinator, Secretary of the Committee.

### **III. PAST LESSONS LEARNED**

85. 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 and timely completion of projects as well as avoiding 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 lessons from the ongoing reconstruction program and other projects.

### **IV. PROJECT COSTS**

86. The total cost of the project is estimated at US\$ 17.97 million out of which US\$ 12.08 million is local cost and US\$ 5.88 million is foreign cost.



**Table 2 - Project Cost (in US\$ million)**

No.	Components	Local Cost	Foreign Cost	Total Cost
<b>I</b>	<b>Improving access to vocational education</b>	<b>8.00</b>	<b>4.83</b>	<b>12.83</b>
1	Civil Works	6.79	-	6.79
2	Equipment and furniture	1.21	4.83	6.04
<b>II</b>	<b>Enhancing the quality of vocational education</b>	<b>1.31</b>	<b>0.25</b>	<b>1.56</b>
1	Curricula development	0.36	0.24	0.60
2	Training of trainers	0.39	-	0.39
3	Training of administrative staff	0.06	-	0.06
4	Acquisition of teaching and learning material	0.20	-	0.20
5	Reference books for the library	0.20	-	0.20
6	Study trip	0.04	-	0.04
7	Sector study	0.06	-	0.06
<b>III</b>	<b>Support to Project Management</b>	<b>1.67</b>	<b>0.28</b>	<b>1.95</b>
1	Support to Project Management Unit	0.76	-	0.76
2	Start-up workshop and familiarization visit	0.02	-	0.02
3	Mid-term review	0.01	-	0.01
4	Steering Committee	0.13	-	0.13
5	Studies and Supervision Consultant for civil works	0.48	-	0.48
6	Equipment Consultant		0.30	0.30
7	Manual of Procedures	0.01	-	0.01
8	Vehicles for the PMU	0.17	-	0.17
9	Audit	0.07	-	0.07
	<b>TOTAL ESTIMATE BASE COST</b>	<b>10.98</b>	<b>5.35</b>	<b>16.33</b>
	<b>CONTINGENCIES</b>	<b>1.10</b>	<b>0.54</b>	<b>1.64</b>
	<b>GRAND TOTAL</b>	<b>12.08</b>	<b>5.89</b>	<b>17.97</b>
	<b>Percentage</b>	<b>67.3</b>	<b>32.7</b>	<b>100%</b>

## V. FINANCING ARRANGEMENTS / LENDING INSTRUMENTS.

87. It is proposed that IDB finance 83.5% of the total cost of the project (US\$ 19.97 million) for an amount of US\$ 15 million through a combination of Istisna'a financing amounting to US\$ 5.00 million and Loan financing of US\$ 10.00 million. The GOCI will finance the remaining cost of the project amounting to US\$ 2.97 million (or 16.5%) of the project total cost. Further details about the financing plan are indicated in *Annex-4*

**Table 3: Estimated project cost and tentative financing plan**

US\$ in Million

No.	Components/ Activities	IDB Loan	IDB Istiana'a	Total IDB		GoCI		Total IDB + GoCI
				Amount	%	Amount	%	
<b>1</b>	<b>Improving access to vocational education</b>	<b>6.04</b>	<b>4.55</b>	<b>10.58</b>	<b>82.5%</b>	<b>2.24</b>	<b>17.5%</b>	<b>12.82</b>
1.1	Construction of school infrastructure	-	<b>4.55</b>	4.55	67.0%	<b>2.24</b>	33.0%	6.79
1.2	School furniture and Equipment (including for incubators)	6.04	-	6.04	100.0%	-	0.0%	6.04
<b>2</b>	<b>Enhancing quality of vocational education</b>	<b>1.56</b>	<b>-</b>	<b>1.56</b>	<b>100.0%</b>	<b>-</b>	<b>0.0%</b>	<b>1.56</b>
2.1	Curricula development	0.60	-	0.60	100.0%	-	0.0%	0.60
2.2	Training	0.39	-	0.39	100.0%	-	0.0%	0.39
2.2.1	Pre-service training of 50 teachers at IPNETP	0.25	-	0.25	100.0%	-	0.0%	0.25
2.2.2	In service training in CBA and Objective Based Pedagogy (OBP) of 40 teachers from INFPA at IPNETP	0.07	-	0.07	100.0%	-	0.0%	0.07
2.2.3	In service training of 30 teachers of IPNETP in Engineering of training and curriculum implementation	0.08	-	0.08	100.0%	-	0.0%	0.08
2.3	Training of administrative personnel of the LPB	0.06	-	0.06	100.0%	-	0.0%	0.06
2.4	Acquisition of teaching and learning materials	0.20	-	0.20	100.0%	-	0.0%	0.20
2.5	Reference books for the library	0.20	-	0.20	100.0%	-	0.0%	0.20
2.6	Study trip to a similar center (with incubators)	0.04	-	0.04	100.0%	-	0.0%	0.04
2.7	Sector study on the preparation of the Jobs and Skills Repositories in the agriculture field	0.06	-	0.06	100.0%	-	0.0%	0.06
<b>3</b>	<b>Support to project management</b>	<b>1.49</b>	<b>-</b>	<b>1.49</b>	<b>76.3%</b>	<b>0.46</b>	<b>23.7%</b>	<b>1.95</b>
3.1	Project Management Unit	0.63	-	0.63	82.9%	0.13	17.1%	0.76
3.2	Launching Seminar and familiarization visit	0.02	-	0.02	100.0%	-	0.0%	0.02
3.3	Mid-term review	0.01	-	0.01	100.0%	-	0.0%	0.01
3.4	Steering Committee	-	-	-	0.0%	0.13	0.0%	0.13
3.5	Consultancy services for studies and supervision of works	0.46	-	0.46	95.0%	0.02	5.0%	0.48
3.6	Equipment Consultancy services	0.28	-	0.28	95.0%	0.02	5.0%	0.30
3.7	Manual of procedures	0.01	-	0.01	100.0%	-	0.0%	0.01
3.8	Vehicles	-	-	-	0.0%	0.17	100.0%	0.17
3.9	Audit	0.07	-	0.07	100.0%	-	0.0%	0.07
	<b>Base cost</b>	<b>9.09</b>	<b>4.55</b>	<b>13.64</b>	<b>83.5%</b>	<b>2.70</b>	<b>16.5%</b>	<b>16.34</b>
	Contingencies (10%)	0.91	0.45	1.36	83.5%	0.27	16.5%	1.63
	<b>Grand total</b>	<b>10.00</b>	<b>5.00</b>	<b>15.00</b>	<b>83.5%</b>	<b>2.97</b>	<b>16.5%</b>	<b>17.97</b>

## C. IMPLEMENTATION ARRANGEMENTS

### I. EXECUTING AGENCY

88. The Executing Agency (EA) will be the Cabinet of the Prime Minister, Ministry of Economy and Finance (CPMMEF). The CPMMEF is managing the post crisis reconstruction program financed by multilateral development partners (IDB, AfDB, French Development Agency for an total amount of about USD 157 millions. The project will use an existing PMU established from the Rec-CNO. The EA has the capacity to implement the proposed project. Currently, the EA is managing a numerous of reconstruction, development and reinsertion of youths programs financed by multi-donors among which the Rec-CNO.
89. A National Steering Committee will be established to supervise the project implementation. 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 Boukani, Chamber of Agriculture, Chamber of Trade as well as the project coordinator, Secretary of the Committee.



## II. PROJECT IMPLEMENTATION PROGRAM (READINESS)

89. The readiness criteria for the proposed project are described as follows:

**Table 3 - Readiness Criteria for the Project**

No.	Readiness Criteria	Status
3	Awareness of Government	The Cabinet of the Prime Minister is supporting this project fully and acts as facilitator towards the Ministry of Planning and Development to declare this project effective in a timely manner
4	PMU Staff (Rec-CNO)	The PMU is already established and its staff is familiar with IDB guidelines and procedures.
5	Manual of operational procedures	The development of this tool will be based on the existing one already developed by the Rec-CNO. This ready tool will be used and adjusted to develop the same for the VTSB project.

### Implementation Schedule

90. The implementation period of the project is expected to take four (4) years starting from the date of effectiveness. Detailed procurement, implementation plans and disbursement targets were developed and agreed with the GOCI. The detailed implementation schedule is indicated in **Annex 6**.

## III. PROCUREMENT ARRANGEMENT

91. The Procurement of IDB financed components will be performed in accordance with the IDB procurement guidelines as follows:

**Table 4 - Procurement methods**

92. All the procurement process will be based on the latest IDB procurement guidelines.

93. Project Components	Goods and Works			Shortlist Services				Direct Contracting (**)
	ICB	NCB	NS	LCS/SLF	QCBS/SLF	QCBS/SIF	SLC	
Civil works		√						
School pedagogical equipment (including for incubators)	√							
Furniture, non-pedagogical equipment and materials, and IT Equipment (*) including the acquisition of the school bus		√						
Curricula development and training of 30 Trainers of teachers								√
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), NCB (National Competitive Bidding), NS (National Shopping), LCS/SLF (Least Cost Selection among Shortlist of Local Firms), QCBS/SLF (Quality Cost Based Selection method among Shortlist of Local Firms) and QCBS/SIF (Quality Cost Based Selection method among Shortlist of International Firms),

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

(\*\*) Direct contracting with the CEGEP Trois Rivières in Canada, a General and Vocational College. CEGEP is a well-known Institution specialized in pre-university vocational and technical training engineering. It is worth mentioning that the MEMEASFP has signed a Partnership Convention with CEGEP Trois Rivières since September 2007.

#### IV. FINANCIAL MANAGEMENT

94. According to rules agreed by GOCI and IDB, in general method/mechanism of financial management is applying **Direct Payment Method** as follows:
95. Project partner submit payment request to Project Coordinator with invoices attached, complete with work contract supported by relevant documents, namely *Minutes of Goods Hand Over or Minutes of Progress Report, Minutes of Inspection, Tax Invoice, Payment Invoice*, etc.
96. The PMU and Consultant will examine the disbursement request and its supporting documents. If everything is in order, the documents will be submitted to the Treasury Department at the Ministry of Finance. These include Minutes of Payment signed by Project Manager and Treasurer, Summary Sheet of Contract and the receipt. Then the Treasury Department will submit a withdrawal application with the necessary supporting documents to IDB.
97. IDB will process that payment request documents, then make payment through the project associate bank account.
98. Disbursements will be in accordance with IDB disbursement procedures, the disbursement schedule is shown in next table:

**Table 5 – Summary of tentative project disbursement plan – IDB financing**

Year	Percentage (%)	Amount (US\$, Million)
2015	3%	0.50
2016	15%	2.25
2017	25%	3.70
2018	43%	6.47
2019	14%	2.07
<b>Total</b>	<b>100</b>	<b>15.00</b>

#### V. IDB PROJECT MONITORING AND IMPLEMENTATION SUPPORT PLAN

99. The existing PMU is already familiar with IDB procurement and disbursement procedures. The proposed project will take advantage of this benefit. The PMU and the recruited consultant will prepare monthly, quarterly and annual reports detailing the progress and issues that are relevant to the project implementation. These reports will indicate whether the Bank's project implementation guidelines were adhered by the EA and the PMU and will also highlight key issues that may hinder the successful implementation of the project.
100. The Country Portfolio Performance Review, the Education Sector review, Project Implementation Assessment Support Report (PIASR) and Midterm reviews will enable the Bank and the GOCI to carry out effective follow up and smooth implementation of the project. These will review the status of the project and flow of disbursements and will also



identify generic issues affecting the portfolio performance and agree on actions for the smooth implementation of the concerned projects.

101. The IDB Regional Office in Dakar will also carry out regular follow up and supervisions to help the PMU overcome any implementation issues and challenge during the project implementation.

## VI. CRITICAL RISKS AND POSSIBLE CONTROVERSIAL ASPECTS

**Table 6 - Project risks and mitigation**

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 VTSB	Medium	The Authorities of Bouna 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 REC/CNO team has acquired ISDB's procedures and has already completed 5 projects and is implementing the rehabilitation project of VTSO
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.

## D. PROJECT JUSTIFICATION

102. Côte d'Ivoire is recovering from a decade of Civil War which has damaged the basic social infrastructure. There no vocational training school in the Boukani Region, except the Mobile Unit of Nassian which might be relocated elsewhere even out of the region's boundaries. Bouna. The project will construct the school based on the modern vocational education standards, and develop its curricula and train teachers.

103. Following the devastating effect of the civil war on the education sector and its inability to provide much needed skills training to the youths for gainful employability in the labor market, there is an urgent need to restore technical and vocation training to equip the youths with requisite skills and competencies. The establishment of the VTSB is premised on this national desire as a mean of effectively re-integrating the youth in society.
104. The VTSB will have a significant role in the economy of the region in terms of producing the needed skills in industry and agriculture. Agriculture is the main activity of the active population of the region. Cash crops and food crops produced in Bouna contribute to the GDP of the country. New modern agricultural practices brought by the VTSB will lead to their adoption by youth who will change peasant' status from traditional to modern. As a result, the economy of the region will experience a significant growth.

#### **I. TECHNICAL FEASIBILITY/ ALTERNATIVES**

105. All needed know-how to execute the project is available in Côte d'Ivoire. Moreover, most of the construction materials as well as the workforce are available in the north region.
106. The proposed project will considerably contribute to the vocational education subsector strategy of the government. The quality, access, relevance and financial management of the VTSB will be substantially improved by the project. Better graduates who have the matching skills will be produced by the project to significantly contribute to the growth of socio-economic development in Côte d'Ivoire.

#### **II. ENVIRONMENT / SAFEGUARD**

107. The project will not have significant environmental risk during the construction period as most of planned activities consist in constructing infrastructures.
108. The main negative impacts identified are related to creation of field, plantations, water dam, and the stable. They will be integrated in the local environment.

#### **III. SUSTAINABILITY**

109. The sustainability of the proposed project will be driven by the degree of GOCI commitment for the vocational education sector.
110. In order to develop well skilled, flexible and competitive workforce to fill the gap of increased employment and market jobs, the GOCI aims at enhancing the access to and quality of vocational training education system through, upgrading, equipping and, enhancing the curriculum and skills of teaching and management staff of the Vocational Education Institutions.
111. The commitment of the GOCI is reflected in the State Budget Book through: (i) the increasing budget allocated to the Education sector (USD 1.26 billion in 2012 against a



projected figure USD 1.51 billion for 2013) and (ii) the increasing share of the total annual budget for the sub-sector “Secondary education and vocational training” (12.77% in 2012 and 15.57% in 2013) out of the total annual budget for Education sector.

#### **E. TERMS AND CONDITIONS**

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## **TERMS AND CONDITIONS FOR LOAN FINANCING**

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### **1. FINANCING FACILITY:**

- 1.1 Islamic Development Bank (**IDB**) will make available, in favor of the Republic of Cote d'Ivoire (the **Borrower**) a loan financing (the **Loan**) in an amount not exceeding ID6,490,000.00 (Six Million Four Hundred and Ninety Thousand Islamic Dinar) approximately equivalent to USD10,000,000.00 (Ten Million United States Dollar) (the **Loan Amount**) for participation in financing of Vocational Training School Project of Bouna project (the **Project**).
- 1.2 The Loan will be for a period of 25 (Twenty Five) years including a Grace Period of 7 (Seven) years. The Borrower shall also pay lump sum Service Fee not exceeding 1.5% (One point Five per cent) per annum of the Loan Amount to cover the administrative expenses of the Loan. The amount of the Service Fee will be calculated and levied in accordance with the Guidelines for Calculation and Levy of Service Fee on Loans.

### **2. LEGAL DOCUMENTATION:**

- 2.1 The Loan Agreement (the **Agreement**) between the Borrower and IDB has to be signed within 6 (six) months from the date of approval of the Project by IDB. If the Agreement is not signed within the said period, the Project will be liable for cancellation.
- 2.2 Upon signing of the Agreement, the conditions of effectiveness have to be fulfilled within 6 (six) months by furnishing all necessary documents/information as per the requirements of the Agreement. If the Agreement is not declared effective after the said period, IDB reserves the right to terminate the Agreement and all obligations of the parties thereunder.
- 2.3 For the effectiveness of the Agreement, the Borrower has to submit the following:
  - (i) satisfactory evidence that the Agreement has been validly executed by a person, authorized to sign on behalf of the Borrower and that the Agreement has been ratified by the Borrower;
  - (ii) Legal Opinion from a Legal Authority of the Borrower stating that the terms and conditions of the Agreement constitute enforceable binding obligations upon the Borrower;
  - (iii) Letter from the Ministry of Finance or any other duly authorized organ of the Borrower to the Central Bank or the entity that performs the functions of a Central Bank instructing/authorizing such entity to pay the Loan and Service Fee installments on due dates;
  - (iv) Acknowledgement of the Central Bank or the entity that performs the functions of the Central Bank and its adherence to the instructions of the Ministry of Finance.

### **3. AVAILABILITY:**



- 3.1 Within a period of 6 (six) months from the date of effectiveness of the Agreement (or any other period approved by the approving authority of IDB), the Borrower has to submit a request for the first disbursement. If no disbursement request has been submitted within the said period, IDB reserves the right to terminate the Agreement and all obligations of the parties thereunder.
- 3.2 The tentative date of approval of the Project by IDB is 29/11/2014. Calculating from the date of the expected first disbursement of the Project, the tentative last date of disbursement would be 31/07/2019. If any part of the Loan Amount is not utilized by the last date of disbursement, IDB reserves the right to cancel the part which has not been utilized by that date.

#### **4. PROCUREMENT:**

- 4.1 The procurement of goods and services for the Project will be as follows:

- (i) Equipment and Pedagogical Materials: The procurement of equipment and pedagogical materials (for laboratories and workshops) and kitchen equipment will be through International Competitive Bidding (ICB) ;
- (ii) Furniture, Non-Pedagogical Equipment and Material and IT Equipment: The procurement of furniture, non-pedagogical equipment and material and IT Equipment will be through National Competitive Bidding (NCB) ;
- (iii) Consultant for Studies and Supervision and Training Center for Administrative Staff: The selection of the consultant for the studies and supervision and the training center for the administrative staff will be through the Quality Cost Based Selection (QCBS) among a short list of local firms ;
- (iv) Equipment Consultant: The selection of equipment consultant will be through the Quality Cost Based Selection (QCBS) among a short list of international firms ;
- (v) Development of Curricula and Training of Trainers of Teachers: The support to the development of Curricula and training of trainers of teachers will be through direct contracting with CEGEP Trois Rivières ;
- (vi) Office Supplies and Consumables for the PMU: The acquisition of office supplies and consumables for the PMU will be through National Shopping ;
- (vii) Consultants for Project Financial Audit and Manual of Procedures: The selection of consultants for Project financial audit and manual of procedures will be through the least cost method (LCS) among a short list of local firms ;
- (viii) PMU Staff: The recruitment of additional PMU staff will be through Shortlist of Local Candidates.

- 4.2 The Borrower and the Executing Agency, will ensure that anti-corruption and anti-fraud provisions acceptable to IDB are included in all bidding documents and contracts, including provisions specifying the right of IDB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.

- 4.3 IDB may suspend and/or cancel the Loan Amount if at any time, with respect to the negotiation, execution or implementation of the Project, including with respect to the procurement or execution of any contract to be financed in full or in part from the proceeds of the financing, IDB determines that any person or entity has engaged in a Corrupt Practice, a Coercive Practice, a Collusive Practice or a Fraudulent Practice or an Obstructive Practice without the Borrower having taken timely and appropriate action satisfactory to IDB to remedy the situation or to address such practices when they occur.

**5. IMPLEMENTATION:**

- 5.1 The Executing Agency for the implementation of the Project will be the Cabinet of the Prime Minister, Ministry of Economy and Finance (CPMMEF).
- 5.2 Subject to IDB Disbursement Procedures, disbursement of funds under the Project will be made according to the payment terms and conditions indicated in the Agreement.
- 5.3 A special account in local currency will be opened with a local commercial bank for easy and timely disbursement. The maximum amount to be deposited in the Special Account will not be more than USD 500,000.00 (United States Dollars Five Hundred Thousand) at a time. The replenishment of the Special Account and other matters will be in accordance with the Guidelines for Opening a Special Account. This special account will receive amounts corresponding to an average of six months activities and related expenses. Those expenses will cover: (i) salaries and allowances of PMU staff; (ii) office supplies and consumable for PMU, (iii) telecommunication/ internet fees (iv) trainings, (v) all activities related to curricula development and (vi) other operating costs. However, amounts relating to (i) civil works, (ii) acquisition of pedagogical equipment, (iii) acquisition of furniture and ICT equipment, (iv) supervision of works, (v) consultancy services for (a) Financial audit, (b) Manual of procedures, and (c) Supervision of works, will be directly paid by IDB to contractors, suppliers, firms or consultants who have won related contracts.

**6. PAYMENT:**

- 6.1 The Loan Amount will be repaid in 36 (Thirty Six) half yearly installments, the first of which will become payable after the end of the Grace Period.
- 6.2 The Borrower shall pay the Bank a Service Fee of an amount estimated initially at ID316,712 (Three Hundred Sixteen Thousand Seven Hundred Twelve Islamic Dinar).
- 6.3 If the Borrower fails to pay any amount payable when it is due in accordance with the terms of the Agreement then in addition to paying such amount, the Borrower will pay to IDB a late payment charge in respect of the overdue amount. After deducting all costs and



expenses incurred by IDB, the amount received as late payment charge will be deposited in the IDB Waqf Fund account.

7. **PROJECT FUNDING:**

- 7.1 The Borrower will be responsible to provide all funds that may be required for the completion of the Project. All cost overruns will be borne by the Borrower.

8. **TAX:**

- 8.1 The Borrower will bear all taxes, charges, fees and dues related to the Project.

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**TERMS AND CONDITIONS FOR ISTISNA'A FINANCING**

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1. **FINANCING FACILITY:**

- 1.1 Islamic Development Bank (the **Bank**) will make available an amount not exceeding USD5,000,000.00 (Five Million United States Dollar) (approximately equivalent to ID3,250,000 (Three Million Two Hundred Fifty Thousand) for the construction of the assets (the **Asset**) under Vocational Training School Project of Bouna project (the **Project**) and sale of the same to the Republic of Cote d'Ivoire (the **Recipient**).
- 1.2 The Bank will construct the Asset for and sell the same to the Recipient, in its capacity as the Purchaser

**Pricing:**

- 1.3.1 The Sale Price will be paid to the Bank in 11 (Eleven) years starting after a Gestation Period not exceeding 4 (Four) years.
- 1.3.2 The Sale Price will be calculated at the end of the Gestation Period based on the Capital Cost plus a mark-up of the **USD LIBOR** Swap Rate prevailing at the time corresponding to the capital amortization period plus 135 bps (One Hundred and Thirty Five basis points) per annum.

The Capital Cost shall be determined based on the total disbursements at the end of the Gestation Period, or the time of sale, plus a floating mark-up rate of 6-months USD LIBOR plus 135 bps.

**2. LEGAL DOCUMENTATION:**

- 2.1 The Istisna'a and Agency Agreements (the **Legal Documentation**) have to be signed within 6 (six) months from the date of approval of the Project by the Bank. If the Legal Documentation is not signed within the said period, the Project will be liable for cancellation.
- 2.2 Upon signing the Legal Documentation, the conditions of effectiveness have to be fulfilled within 6 (six) months by furnishing all necessary documents/information as per the requirements of the Legal Documentation. If the Legal Documentation is not declared effective within the said period, the Bank reserves the right to terminate the Legal Documentation and all its obligations.

**Effectiveness Conditions:**

The effectiveness of this Agreement and the obligations of the Bank hereunder are conditional upon the Recipient providing the following documents to the satisfaction of the Bank:

- (i) Evidence satisfactory to the Bank to the effect that the execution and delivery of this Agreement on behalf of the Recipient has been duly authorized or ratified by the Republic of Côte d'Ivoire;
- (ii) Legal opinion acceptable to the Bank emanating from the Legal Authority of the Recipient stating that the terms and conditions of the Agreement constitute



enforceable binding obligations upon the Republic of Côte d'Ivoire;

- (iii) A letter issued by the Ministry of Finance or any other duly authorized organ of the Recipient to the Central Bank of the Republic of Côte d'Ivoire instructing/authorizing the Central Bank that payment of the Sale Price installments by the Recipient under this Agreement shall be effected by the Central Bank on the dates on which they fall due; &

The Central Bank acknowledging that it has received the said letter of instruction/authorization and that it will adhere to the instructions contained therein;

OR

The Recipient, through its Ministry of Finance or any other duly authorized organ, shall provide the Bank with a letter confirming that the concerned department or unit charged with servicing external debt has been instructed to make payment of the Sale Price installments on due dates; and

- (iv) All conditions precedent to the Recipient's right to obtain funds under any other financing shall have been fulfilled.

- 2.3 The land for the Project has to be free from all kinds of encumbrances and the Recipient has lawful and valid title of the land and fixtures on it.

### **3. AVAILABILITY:**

- 3.1 Within a period of 6 (six) months from the date of effectiveness of the Legal Documentation (or any other period approved by the approving authority of the Bank), the Recipient, in its capacity as the Bank agent under the Agency Agreement, has to submit a request for first disbursement. If no disbursement request is submitted within the said period, the Bank may terminate the Legal Documentation and all obligations of the parties thereunder.
- 3.2 The tentative date of approval of the Project by the Bank is 29/11/2014. Calculating from the date of first disbursement of the Project, the tentative last date of disbursement would be 31/07/2019.

### **4. PROCUREMENT:**

- 4.1 The procurement of works for the Project under the Istisna'a will be as follows:
  - (i) Contractors for all Civil Works: The selection of contractors for all civil works (pedagogical blocks, library, dormitories and accommodation for school staff, infirmary, roads and internal networks, etc...) except the external water supply, sports and pedagogical farms and incubators facilities will be through National Competitive Bidding (NCB). It is to be noted that the external water supply, sports and pedagogical farms and incubators facilities are under the financing of the Recipient.

- 4.2 The Recipient, in its capacity as the Bank's agent will, on behalf of the Bank, negotiate and agree with the Supplier/Contractor for the price, specifications and delivery of the Asset.
- 4.3 The Recipient, will ensure that anti-corruption and anti-fraud provisions acceptable to the Bank are included in all bidding documents and contracts, including provisions specifying the right of the Bank to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.
- 4.4 The Bank may suspend and/or cancel the approved amount if at any time, with respect to the negotiation, execution or implementation of the Project, including with respect to the procurement or execution of any contract to be financed in full or in part from the proceeds of the financing, the Bank determines that any person or entity has engaged in a Corrupt Practice, a Coercive Practice, a Collusive Practice, Fraudulent Practice or an Obstructive Practice, without the Recipient (or the Guarantor, if applicable) having taken timely and appropriate action satisfactory to the Bank to remedy the situation or to address such practices when they occur.
- 4.5 Unless otherwise indicated, the Recipient, in its capacity as the Bank's agent will abide by the Bank Procurement Guidelines and Procedure in the procurement/constructions of the Asset.

**5. IMPLEMENTATION:**

- 5.1 The Executing Agency for the Project will be the Cabinet of the Prime Minister, Ministry of Economy and Finance (CPMMEF).
- 5.2 The land for the Project has to be free from all kinds of encumbrances and the Recipient has lawful and valid title of the land and fixtures on it.
- 5.3 The Recipient, in its capacity as the Bank's agent, will assure that the contract to be concluded between the Contractor and the Recipient, as the Bank's agent, will provide for the Contractor's all risks insurance with a reputable insurance company acceptable to the Bank, and the Bank is named as a loss payee under the insurance policies so made.
- 5.4 Pursuant to the Agency Agreement, the Contracts will clearly indicate that the Recipient is acting as the Bank's agent in the said Contracts.
- 5.5 The approved amount will be disbursed by the Bank in accordance with the terms of payments indicated in the Contracts under the Agency Agreement and in conformity with the Bank Disbursement Procedures.
- 5.6 The construction of the Asset will be completed within 4 (Four) years from the date of first disbursement (the Gestation Period). The Recipient will take delivery of the Asset on behalf of the Bank.



5.7 After the construction of the Asset, the Asset will be sold and transferred by the Bank, as the vendor, to the Recipient, as the Purchaser.

5.8 The Recipient will undertake to provide the Bank with all progress reports and any other reports and information to be requested by the Bank.

**6. PAYMENT:**

6.1 Payments will be made to the Bank in 22 (Twenty Two) half-yearly equal and consecutive installments in freely convertible currency acceptable to the Bank, the first of which will become payable 6 (six) months after the end of the Gestation Period.

6.2 In the event of termination of the Legal Documentation, prior to the delivery of the Asset, or breach of the terms of the Agency Agreement resulting in failure to achieve the delivery of the Asset after the Bank has made disbursements, the Recipient shall pay the Bank the Capital Cost determined on the date of termination of the Legal Documentation or the date of notification by the Bank following failure to achieve delivery of the Asset.

6.3 All payments made by the Recipient will be made free and clear of and without deduction for or on account of any Tax, set-off, counter-claim or other matter. If the Recipient is required by law to make any deduction or withholding from any sum payable by it hereunder, the sum payable by it in respect of which such deduction or withholding is required to be made will be increased to the extent necessary to ensure that, after the making of such deduction or withholding, the Bank receives and retains (free from any liability in respect of any such deduction or withholding) a net sum equal to the sum which it would have received and so retained had no such deduction or withholding been made.

6.4 If the Recipient fails to pay any amount payable when it is due in accordance with the terms of the Legal Documentation then in addition to paying such amount, the Recipient will pay to the Bank a late payment charge in respect of the overdue amount. After deducting all costs and expenses incurred by the Bank the amount received as late payment charge will be deposited in the Bank Waqf Fund account.

**7. PROJECT FUNDING:**

7.1 The Recipient will be responsible for arranging all costs not covered by the Bank financing for the implementation of the Project.

**8. TAX:**

8.1 The Recipient will bear all taxes, charges and duties related to the Project.

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## LIST OF PROJECTS FINANCED BY IDB IN COTE D'IVOIRE



## Part I - Summary of Approvals

Amounts in Millions

MODE	ACTIVE			COMPLETED			TOTAL		
	No	ID	US\$	No	ID	US\$	No	ID	%
Grant TA	2	0.32	0.47	0	0.00	0.00	2	0.32	0.47
Loan	7	43.33	64.20	3	19.11	25.32	10	62.44	89.52
Loan ISFD	2	9.90	15.00	0	0.00	0.00	2	9.90	15.00
Loan T.A.	1	0.63	1.00	0	0.00	0.00	1	0.63	1.00
Inst. Sale	1	6.46	9.76	0	0.00	0.00	1	6.46	9.76
Istisnaa	8	236.28	358.86	3	32.85	47.88	11	269.13	406.74
Istisnaa Jcd.	2	19.69	30.79	0	0.00	0.00	2	19.69	30.79
Decl.									
<b>TOTAL</b>	<b>23</b>	<b>316.61</b>	<b>480.09</b>	<b>6</b>	<b>51.96</b>	<b>73.20</b>	<b>29</b>	<b>368.57</b>	<b>553.28</b>

Amounts in Millions

SECTOR	ACTIVE			COMPLETED			TOTAL		
	No	ID	US\$	No	ID	US\$	No	ID	%
AGRICULTURE	3	37.03	57.29	3	12.40	17.24	8	49.43	74.53
EDUCATION	3	12.33	17.83	0	0.00	0.00	3	12.33	17.83
FINANCE	2	7.95	12.00	0	0.00	0.00	2	7.95	12.00
HEALTH	2	11.07	16.83	0	0.00	0.00	2	11.07	16.83
TRANSPORTATI	5	193.41	292.95	2	33.25	47.76	7	226.66	340.71
WATER	6	54.83	83.18	1	6.31	8.20	7	61.14	91.38
SANITATION &									
<b>TOTAL</b>	<b>23</b>	<b>316.61</b>	<b>480.09</b>	<b>6</b>	<b>51.96</b>	<b>73.20</b>	<b>29</b>	<b>368.57</b>	<b>553.28</b>

## Part II - Active Portfolio

No.	Project ID	Project Title	Date Approved	Date Signed	Date of Effectiveness	Mode	Approved Amount(ID)	Disbursed Amount(ID)	Date of First Disbursement	Date of Last Disbursement
IVC0008	Singrobo-Yamoussoukro Highway (Phase I) Project		16-06-03				25.32	24.79	07-Jun-08	10-Sep-14
2IVC0009	Singrobo-Yamoussoukro Highway (Phase I) Project		16-Jun-03	21-Jun-03	12-Aug-03	Istisnaa	10.25	24.79	07-Jun-08	10-Sep-14
IVC0010	Basic Education Development (Phase I) Project		13-Dec-09	24-Jun-10	29-Sep-10	Istisnaa	15.07	0.00	07-Jan-08	10-Sep-14
IVC0014	Reinforcement of Abidjan Water Supply Project		02-02-04	15-09-04	30-03-05	Loan	7.00	3.52	20-09-05	25-08-14
IVC0015	Construction of Singrobo-Yamoussoukro Highway (Phase III)		08-09-07	03-05-08	17-11-08	Istisnaa	10.01	8.36	18-03-10	30-09-14
IVC0016	Upgrading and Expansion of Abidjan Int'l Airport Freight Terminal		04-11-07	03-05-08	17-11-08	Istisnaa	40.18	38.26	29-12-08	19-09-14
IVC0017	Support to Post-Conflict Reconstruction Program for Center-North		07-04-08	10-11-08	11-11-09	Istisnaa	22.88	5.15	06-01-11	29-08-14
2IVC0017	Support to Post-Conflict Reconstruction Program for Center-North		21-12-08	03-Jun-09	03-Jun-09	Grant T.A.	20.11	55.40	18-Jan-11	12-Jul-13
2IVC0018	Support for Enhancement of Cardiology Services in Bouake Project		21-Dec-08	03-Jun-09	09-Dec-09	Loan	6.76	18.40	12-Jan-11	30-Sep-14
2IVC0018(Supplementary)	Support for Enhancement of Cardiology Services in Bouake Project		21-Dec-08	03-Jun-09	09-Dec-09	Loan	6.76	0.00	12-Jan-11	30-Sep-14
2IVC0018(Supplementary)	Support for Enhancement of Cardiology Services in Bouake Project		22-Dec-08	03-Jun-09	09-Dec-09	Loan	6.35	0.00	12-Jan-11	30-Sep-14
IVC0019	Hydro-Agric. Development (Phase II) Project in Upper Sassandra		08-05-10	24-06-10	29-09-10	Istisnaa	10.49	3.91	12-12-12	12-09-14
IVC0021	Support for Enhancement of Cardiology Services in Bouake Project		11-11-12	22-11-12	18-07-13	Loan	4.61	0.07	24-04-14	24-04-14
IVC0025	Post-Conflict Reconstruction and Community Development Project		09-09-12	22-11-12	01-09-13	Loan	6.60	0.33	27-03-14	27-03-14
IVC0026	Capacity Building for the Ministry of Planning and Development		11-11-12	22-11-12	24-11-13	Loan T.A.	0.65	0.02	24-07-14	24-07-14
IVC0031	Organization of the 56th meeting of CONFEMEN		20-05-14	04-09-14	04-09-14	Grant T.A.	0.07	0.07	11-09-14	11-09-14
<b>Sub-Total</b>							<b>147.90</b>	<b>103.07</b>		



No.	Project ID	Project Title	Date Approved	Date Signed	Date of Effectiveness	Mode	Approved Amount(ID)
IVC0021		Support for Enhancement of Cardiology Services in Bouake Project	11-11-12	22-11-12		Inst. Sale	6.46
IVC0023		Post-Conflict Reconstruction and Community Development Project	09-09-12				11.80
	2IVC0025			22-Nov-12	25-May-13	Istisnaa Jed. Decl	9.20
	7IVC0024			22-Nov-12	01-Sep-13	Loan ISFD	2.60
IVC0027		Construction of North-West Region Roads Project	31-03-13	23-09-13	19-07-14	Istisnaa	105.03
IVC0028		Post-Conflict Reconstruction of the Vocational Training School Project in Odienné	19-05-13	23-09-13	10-07-14	Loan	5.26
IVC0029		Micro-Finance Support Program (MFSP_C1)	21-12-13	26-06-14		Loan ISFD	7.30
IVC0030		Rural Water Supply and Sanitation Program in the WAEMU region	15-04-14	26-06-14		Istisnaa	8.15
IVC0032		Water Supply Project for the Eastern Region	24-08-14	11-10-14		Istisnaa	24.71
Sub-Total							168.71

## 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>	<p>Strategic Plan of the Technical and Vocational Education Reform 2012-2021.</p>	<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 8.2% between 2014 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 Bouana (VTSB) 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 VTSB 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 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 Boukani 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 VTSB including farms business incubators</li> <li>Curricula development</li> <li>Pre-training and In-service Training of Trainers of teachers and Teachers based on CBA</li> </ul>	<ul style="list-style-type: none"> <li>VTSB (comprising 16 classrooms, 8 specialized rooms and laboratories, and farms business incubators) is constructed and equipped by 2019</li> <li>40 teachers of INFPA received in-service training in Competency-Based Approach by 2018</li> <li>50 new recruited specialists (former students from INFPA) received pre-service training based on the new curricula at IPNETP to become teachers by 2018.</li> <li>30 trainers of teachers of IPNETP trained in Engineering of Training by 2018</li> <li>70 administrative staff are trained by 2018</li> <li>Curricula developed by 2016</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> </ul>	<ul style="list-style-type: none"> <li>Infrastructure rehabilitated, equipped and visible on the site of VTSB</li> <li>Acceptance and delivery notes</li> <li>Curricula available</li> <li>Completion 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 VTSB</li><li>• Implement training and retraining</li><li>• Adapt, produce procedures manual and Audit</li></ul>	<b>Financial resources</b>  Project financing by BID loan + GOCI counterpart as follows: <table><tr><td>Source</td><td>Million US\$</td><td>%</td></tr><tr><td>- BID :</td><td>15.00</td><td>83.50</td></tr><tr><td>- GOCI :</td><td>2.97</td><td>16.50</td></tr><tr><td>Total</td><td>17.97</td><td>100.00</td></tr></table>	Source	Million US\$	%	- BID :	15.00	83.50	- GOCI :	2.97	16.50	Total	17.97	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 VTSB</li></ul>
Source	Million US\$	%													
- BID :	15.00	83.50													
- GOCI :	2.97	16.50													
Total	17.97	100.00													

## Detailed Project Description

1. The project will have the following three main components: (a) improving access to vocational education; (b) enhancing the quality of vocational education; and (c) Support to project management.

### Project Components

#### d. Component 1: Improving access to vocational education

66. This component has the following sub-components:

- **Construction of the Vocational Training School infrastructure**

This component consists of the construction of one vocational school over a built area averaging 11 926 m<sup>2</sup> with a total capacity of 500 students (400 for graduate education and 100 for qualified in-service training). It comprises the following:

- 2 administrative blocks, the first one comprising the offices of the Director, the Intendant, the Accountant, the Education Staff and a Meeting room. The second one will hold offices of the Deputy Directors in charge of pedagogy, Workshop Head and Teachers' Room;
- Teaching Blocks: 2 Blocks of 8 classrooms accommodating 30 students each. 14 classrooms will serve for theoretical courses and 2 classrooms for Drawing Courses of Forest Managers;
- Specialized Rooms Block and laboratories: This building of 8 rooms will essentially contain specialized rooms and laboratories accommodating 15 students each of which 2 for Chemistry field, 2 for Physics and 4 for Biology (marine, vegetable and animal);
- Library and Media Resource Centre: It is composed of a hall displaying school books, a working space, a Cyberspace, a projection room, offices and a lending book space;
- Dormitories, Dining hall and kitchen, foyer and Nursery;
- 7 houses are to be built by the project for the Director, the Intendant, the Nurse, the Deputy Director, Head of Workshops, and 2 for the Education staff;
- A five-room Lodging House for cadres, teachers and Administrators on mission at VTSB;
- Sports fields (football, handball, volleyball), a long jump track and a high jump;
- Lodgings for watchers
- Storage rooms, a borehole, a water tower and a veterinary clinic;
- Workshop for training in agricultural and livestock techniques: stable, hen house, rabbit hutch, fish ponds.

- **Farms business incubators**

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

- **Equipment for laboratories, technical workshops and incubators**

- Equipment for laboratories,
- Equipment for practical workshops



- Equipment for incubators
- Machines and ploughing machinery;
- Mechanical, Repairs and Maintenance (agri-food processing, material for biochemistry);
- Tools and miscellaneous items;
- Equipment for the kitchen and dining hall;
- Equipment for the computer centre;
- Equipment for sports fields;

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 the 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.

- **School furniture and office furniture**

- The rooms and the administrative block will be equipped with school furniture (metal skinned structure, four legged chairs with seat and stratified multiple backrest, desk and teacher's chair and board);
- Office furniture comprises the following: armchairs, desk and reception chairs and cupboard;

- **House and dormitories furniture**

- Furniture for the rooms of cadres, trainers and school staff comprises a bed and mattress, a table and a chair;
- Furniture for the dormitories are composed of 500 beds with mattresses and cupboards.

- **Farms business incubators**

The school will have Agribusiness incubators or Farms business incubators which will help new graduates how 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*).

Business incubators are organizations geared toward speeding up the growth and success of startup and early stage companies. They're often a good path to capital from angel investors, state governments, economic-development coalitions and other investors. Incubators vary in their strategies. Some are located in an actual physical space meant to foster networking among entrepreneurs and their coaches. Others operate on a virtual basis. Incubators sometimes call themselves accelerators instead, often when they're geared toward jumpstarting businesses that are more developed. Many have potential capital to invest, or links to potential funding sources. There's access to services such as accountants and lawyers -- not to mention invaluable coaching and networking connections through the staff and other entrepreneurs at the incubator.

Speakers from agribusiness incubators in the US said that business incubation is one way to deliver on key areas of action in the World Bank Group's Agriculture Action Plan (FY2010-2012). Done right, agribusiness incubators can help local communities to raise agricultural productivity, link farmers to markets, reduce crop risks and vulnerabilities, and enhance environmental sustainability.



David Monkman, President and CEO of the National Business Incubation Association of the United States offered his perspective on how business incubation can spur good, sustainable jobs and growth anywhere in the world. Although the US is a rich country overall, business incubation is used to grow jobs in areas or sectors that need development. Some facts about the American experience:

- For every \$1 of public investment in an incubator, local tax revenues of \$30 were created
- 84% of graduated companies stayed in the community they started in
- 87% of incubator graduates stay in business

In the US, 'cluster incubators' that focus on a sector such as agribusiness, construction, or energy are growing. David Monkman gave his perspective on lessons for developing countries:

- New incubators must be tailored to the needs of local communities
- More government funding is needed to support incubators – and this investment pays off well
- Getting large, local corporations on board drives success

Agribusiness incubators can take the form of comprehensive occupational schools, offering rural producers and workers sufficient knowledge, experience, infrastructure, and means to become agribusiness entrepreneurs. This endogenous movement can have far-reaching effects, promoting the overall modernization of primary production, industrialization, and marketing and development of rural areas.

More specifically, however, an agribusiness incubator creates a mechanism to assist in the identification, adaptation, and commercialization of products from public and private agricultural research institutions and universities. From a development perspective, the goal of agribusiness incubation programs is to develop and commercialize new products, technologies, and services to improve productivity in farmers' fields and increase the practical impact of research conducted in academic and research institutions. Incubators provide a means of leveraging the significant resources invested in R&D and infrastructure, generating employment and income in rural areas, and ultimately creating wealth to support the livelihoods of the poor.

Business incubators are gaining a foothold in India. A recent survey found that their numbers had grown from 10 in 2000 to 30 business incubators and science and technology parks involved in the commercialization of software and other engineering technologies in 2009 (NSTEDB and ISBA 2009). Of the 495 ventures that graduated from the business incubators in India, 387 remained in business. More than 10,000 jobs were created through these ventures. These incubators have stakeholders in government agencies, financial institutions, and venture capital operations. Only three were involved in agribusiness in 2008, although various government departments, which recently created entrepreneurship promotion programs, have expressed an interest in establishing agribusiness incubators.

#### **e. Component 2: Enhancing the quality of vocational education**

2. This component will have the following sub-components:



- **Curricula development**

Adequate curricula and training modules in the core subjects identified during the need assessment study will be developed using the CBA. The project will cover the production of various modules in the core subjects as well as relevant practical training guides. The development of the curricula for the three main fields includes the following activities for each field: (i) Review and analysis of existing curricula; (ii) Job Situation Analysis (JSA); (iii) Production of repository of crafts; (iv) Production of repository of competencies; (v) Production of repository of training; (vi) Production of repository of student assessment and certification; (vii) Writing of pedagogic guides; (viii) Writing of pedagogic guides and operational manuals on use and maintenance of equipment and other materials; (iv) Validation Workshops for testing, and adoption of the newly designed curricula (*AST report, repositories and guides*); and digitalization, printing and edition of repositories and guides.

- **In-service and pre-service training**

- In-service teacher training: With a view to creating a synergy between the following ministries MEMEASFP, MA, MIRAH, MEF which have Agricultural, Livestock and Fisheries (ALF) specialists and to help delivery of training in ALF courses, 40 teachers from INFPA (MA) lacking adequate pedagogical mastery will be trained at IPNETP in CBA and Objective Based Pedagogy (OBP) during 8 seminars, one each month. They will serve as supervisors during practical training for new pre-service trainees from IPNETP who will, at the end of the day, teach at VTSB.

- Pre-service training: 50 former students from INFPA of the MA, holding the BTSA ("Assistant de Production Végétale et Animale") diploma and the diploma of "Ingénieur des Techniques agricoles" (Agricultural Techniques Engineer Diploma) will be recruited after an entrance test and trained at IPNETP for two consecutive years to become Professeurs de Collège and Professeurs de Lycée (formerly called Professeur Licencié and Professeur Certifié), respectively. The First year (Bachelor 1 and Master 1) will be devoted to refreshing courses in content in ALF and introduction to pedagogy, especially CBA and OBP methods followed with a second year (Bachelor 2 and Master 2) in practical training in INFPA schools (where they will be supervised by INFPA teachers, as said above). Please note that IPNETP will adopt the LMD structure starting in Fall 2014;

- 30 teachers of IPNETP will be trained in Engineering of training based on CBA approach and curricula implementation over 3 weeks;

- The administrative personnel will benefit from training on the vocational school management and the assessment technics of academic performance.

- **Acquisition of teaching and learning materials**

- The project will also provide a valuable number of textbooks and teachers guides and books for the library in the relative subjects for students and teachers, computers including scanners, printers and source of Power Supply (solar panels or connection to national grid), as well as school servers including 10 Wi-Fi points for the school.

- **Reference books for the library**

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

- **Study trip to a similar center**

- 10 trainers (comprising 6 teachers of the Vocational School of Bouna, 2 for each specialty, 2 teachers from INFPA and 2 teachers from IPNEPT) will participate in a study trip to the Songhaï Centre of Benin or another centre from IDB member countries, to learn about innovation in integrated agriculture and business incubators;

- **Sector Study**

- A study will be carried out by INFPA for the preparation of the Jobs and Skills Repositories in the agriculture field.

**f. Support to Project Management**

3. This component comprises the following:

- **Support to the PMU**

- The project will use the existing PMU staff of Rec-CNO under the Prime Minister Cabinet and the Coordination and Implementation Projects Unit (SERCEP) within the MEMEASFP with the addition of an accountant and a civil engineer. The PMU staff includes a project coordinator, a civil engineer, a procurement and administrative specialist, an accountant, an Engineering of Training specialist and an Agriculture Specialist as well as two support staffs (a secretary and a driver). One of the advantages of using the REC/CNO is its familiarization with IDB's procedures. Moreover, it has already implemented 5 projects and is indeed able to finalize the procurement process within the required deadline. It's operational and ready to take up a new challenge.

- **Studies and Supervision Consultant 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 these equipment. The said consultant will also prepare the related tender documents.

- **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 of the project involving all major stakeholders, including the Bank's staff will be held to discuss the project implementation and take corrective measures that may be deemed necessary to ensure a successful completion of the project.

- **Manual of Procedures**

- A consultant will be recruited to setup a manual of procedures on the administrative and financial tasks from the adaptation of the existing manual of procedures under the Rec-CNO. The adaptation explains the low cost related to this activity. Specifically, the manual will describe in detail how to perform specific tasks including the required operations to manage and deliver of goods and services.

- **Financial Audit**

- The project will finance the recruitment of an independent accredited auditor. The auditor will scrutinize the financial records of the project and will prepare periodic reports to the client and IDB. Regular auditing will be addressed to the Bank following IDB requirements for audit reports.

- **Vehicles for the PMU**

- The project will finance (under the counterpart funds) the cost of purchasing 2 vehicles.

- **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 Boukani, Chamber of Agriculture, Chamber of Trade as well as the project coordinator, Secretary of the Committee.

## ANNEX 4

## PROJECT COSTS/ DETAILED FINANCING PLAN

No.	Components/ Activities	IDB Loan	IDB Istiana'a	Total IDB		GoCI		Total IDB + GoCI
				Amount	%	Amount	%	
1	Improving access to vocational education	6,037,496	4,545,455	10,582,951	82.5%	2,241,922	17.5%	12,824,873
1.1	Construction of school infrastructure	-	4,545,455	4,545,455	67.0%	2,241,922	33.0%	6,787,377
	Administrative block 1		121,017	121,017	100.0%	-	0.0%	121,017
	Administrative block 2		69,458	69,458	100.0%	-	0.0%	69,458
	Teaching block 1		143,279	143,279	100.0%	-	0.0%	143,279
	Teaching block 2		143,279	143,279	100.0%	-	0.0%	143,279
	Specialized rooms block		165,322	165,322	100.0%	-	0.0%	165,322
	Nursery		25,188	25,188	100.0%	-	0.0%	25,188
	Library and media resource centre		128,104	128,104	100.0%	-	0.0%	128,104
	Toilet block 1		10,795	10,795	100.0%	-	0.0%	10,795
	Toilet block 2		10,795	10,795	100.0%	-	0.0%	10,795
	Electricity transformer room		8,790	8,790	100.0%	-	0.0%	8,790
	Power generator rooms		17,333	17,333	100.0%	-	0.0%	17,333
	Gaz room		2,392	2,392	100.0%	-	0.0%	2,392
	Dormitory 1		287,131	287,131	100.0%	-	0.0%	287,131
	Dormitory 2		287,131	287,131	100.0%	-	0.0%	287,131
	Dormitory 3		287,131	287,131	100.0%	-	0.0%	287,131
	Dormitory 4		287,131	287,131	100.0%	-	0.0%	287,131
	Foyer		146,406	146,406	100.0%	-	0.0%	146,406
	Kitchen / Dining hall		129,847	129,847	100.0%	-	0.0%	129,847
	Sentry box		2,552	2,552	100.0%	-	0.0%	2,552
	Locker room		30,938	30,938	100.0%	-	0.0%	30,938
	Director housing		62,500	62,500	100.0%	-	0.0%	62,500
	Deputy Director housing		58,950	58,950	100.0%	-	0.0%	58,950
	Intendant housing		58,950	58,950	100.0%	-	0.0%	58,950
	Nurse housing		58,950	58,950	100.0%	-	0.0%	58,950
	Head of workshops housing		58,950	58,950	100.0%	-	0.0%	58,950
	Educator housing 1		58,950	58,950	100.0%	-	0.0%	58,950
	Educator housing 2		58,950	58,950	100.0%	-	0.0%	58,950
	Water storage		14,542	14,542	100.0%	-	0.0%	14,542
	Lodging house		107,328	107,328	100.0%	-	0.0%	107,328
	Fence of the school		212,500	212,500	100.0%	-	0.0%	212,500
	General earthworks and interior networks and roads		833,333	833,333	100.0%	-	0.0%	833,333
	Power generator 250 Kva		239,583	239,583	100.0%	-	0.0%	239,583
	Pwer generator 100 Kva		166,667	166,667	100.0%	-	0.0%	166,667
	Electricity transformer 250 Kva		62,500	62,500	100.0%	-	0.0%	62,500
	Settling tank		125,000	125,000	100.0%	-	0.0%	125,000
	Animal waste treatment		63,783	63,783	100.0%	-	0.0%	63,783
	Water external network		-	-	0.0%	208,333	100.0%	208,333
	Sport fields and facilities		-	-	0.0%	92,144	100.0%	92,144
	Guard housing		-	-	0.0%	14,828	100.0%	14,828
	Garage building		-	-	0.0%	48,398	100.0%	48,398
	Beef garden		-	-	0.0%	166,667	100.0%	166,667
	Rabit hutch		-	-	0.0%	83,333	100.0%	83,333
	henhouse building		-	-	0.0%	166,667	100.0%	166,667
	Fish ponds		-	-	0.0%	729,167	100.0%	729,167
	Fence of the farm		-	-	0.0%	225,000	100.0%	225,000
	General earthworks and interior networks and roads for pedagogial farms		-	-	0.0%	312,500	100.0%	312,500
	Locker room farm building		-	-	0.0%	7,385	100.0%	7,385
	Borehole / water tower		-	-	0.0%	93,750	100.0%	93,750
	Veterinary clinic		-	-	0.0%	93,750	100.0%	93,750
1.2	School furniture and Equipment (including for incubators)	6,037,496	-	6,037,496	100.0%	-	0.0%	6,037,496



<b>2</b>	<b>Enhancing quality of vocational education</b>	<b>1,563,859</b>	<b>-</b>	<b>1,563,859</b>	<b>100.0%</b>	<b>-</b>	<b>0.0%</b>	<b>1,563,859</b>
2.1	Curricula development	602,708	-	602,708	100.0%	-	0.0%	602,708
2.1.1	Technical Assistance of CEGEP Trois Rivières	276,938	-	276,938	100.0%	-	0.0%	276,938
2.1.2	Sectoral study to determine fields to be taught at LPB	11,667	-	11,667	100.0%	-	0.0%	11,667
2.1.3	Planning workshop	1,500	-	1,500	100.0%	-	0.0%	1,500
2.1.4	Job Situation Analysis (JSA) workshop and validation of JSA workshop	61,875	-	61,875	100.0%	-	0.0%	61,875
2.1.5	Production and validation of repository of competencies workshops	12,500	-	12,500	100.0%	-	0.0%	12,500
2.1.6	Conception and Production of repository of training workshops	12,500	-	12,500	100.0%	-	0.0%	12,500
2.1.7	Conception and Production of repository of student assessment and certification	12,500	-	12,500	100.0%	-	0.0%	12,500
2.1.8	Writing of pedagogic guides workshop	43,750	-	43,750	100.0%	-	0.0%	43,750
2.1.9	Writing of pedagogic guides and operational manuals on use and maintenance of equipment and other materials	47,188	-	47,188	100.0%	-	0.0%	47,188
2.1.10	Validation Workshops for testing, and adoption of the newly designed curricula	12,500	-	12,500	100.0%	-	0.0%	12,500
2.1.11	Digitalization, printing and edition of repositories and guides	54,167	-	54,167	100.0%	-	0.0%	54,167
2.1.12	Logistiques	55,625	-	55,625	100.0%	-	0.0%	55,625
2.2	Training	391,667	-	391,667	100.0%	-	0.0%	391,667
2.2.1	Pre-service training of 50 teachers at IPNETP	250,000	-	250,000	100.0%	-	0.0%	250,000
2.2.2	In service training in in CBA and Objective Based Pedagogy (OBP) of 40 teachers from INFPA at IPNETP	66,667	-	66,667	100.0%	-	0.0%	66,667
2.2.3	In service training of 30 teachers of IPNETP in Engineering of training and curriculum implementation	75,000	-	75,000	100.0%	-	0.0%	75,000
2.3	Training of administrative personnel of the LPB	62,500	-	62,500	100.0%	-	0.0%	62,500
2.4	Acquisition of teaching and learning materials	202,817	-	202,817	100.0%	-	0.0%	202,817
2.5	Reference books for the library	200,000	-	200,000	100.0%	-	0.0%	200,000
2.6	Study trip to a similar center (with incubators)	41,667	-	41,667	100.0%	-	0.0%	41,667
2.7	Sector study on the preparation of the Jobs and Skills Repositories in the agriculture field	62,500	-	62,500	100.0%	-	0.0%	62,500
<b>3</b>	<b>Support to project management</b>	<b>1,489,554</b>	<b>-</b>	<b>1,489,554</b>	<b>76.3%</b>	<b>461,428</b>	<b>23.7%</b>	<b>1,950,982</b>
3.1	Project Management Unit	633,975	-	633,975	82.9%	130,442	17.1%	764,417
3.2	Launching Seminar and familiarization visit	20,000	-	20,000	100.0%	-	0.0%	20,000
3.3	Mid-term review	10,000	-	10,000	100.0%	-	0.0%	10,000
3.4	Steering Committee	-	-	-	0.0%	125,000	0.0%	125,000
3.5	Consultancy services for studies and supervision of works	460,654	-	460,654	95.0%	24,245	5.0%	484,899
3.6	Equipment Consultancy services	284,926	-	284,926	95.0%	15,075	5.0%	300,000
3.7	Manual of procedures	10,000	-	10,000	100.0%	-	0.0%	10,000
3.8	Vehicles	-	-	-	0.0%	166,667	100.0%	166,667
3.9	Audit	70,000	-	70,000	100.0%	-	0.0%	70,000
	<b>Base cost</b>	<b>9,090,909</b>	<b>4,545,455</b>	<b>13,636,363</b>	<b>83.5%</b>	<b>2,703,350</b>	<b>16.5%</b>	<b>16,339,714</b>
	Contingencies (10%)	909,091	454,545	1,363,636	83.5%	270,335	16.5%	1,633,971
	<b>Grand total (in USD)</b>	<b>10,000,000</b>	<b>5,000,000</b>	<b>15,000,000</b>	<b>83.5%</b>	<b>2,973,685</b>	<b>16.5%</b>	<b>17,973,685</b>
	<b>Grand total (in thousand CFAF)</b>	<b>4,800,000</b>	<b>2,400,000</b>	<b>7,200,000</b>	<b>83.5%</b>	<b>1,427,369</b>	<b>16.5%</b>	<b>8,627,369</b>

DETAILED COSTING FOR THE PMU

Categorie of expenses	(Amounts in XOF)											
	j	f	m	a	m	j	j	a	s	o	n	d
Office furniture and consumables	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000	225,000
Telecommunication/Internet fees	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000	240,000
Fuel and Field trips	858,333	858,333	858,333	858,333	858,333	858,333	858,333	858,333	858,333	858,333	858,333	858,333
TOTAL, 1 year	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333	1,323,333
TOTAL, 4 years	63,520,000											

(Amount in XOF)	
IT equipment	25,000,000

Personnel	(Amount in XOF)	
	Indemnités/mois	Indemnités totale
Coordinateur	1,150,000	27,600,000
Responsable Administratif et Passation des Marchés	700,000	16,800,000
Ingenieur Genie Civil (A RECUTER)	1,400,000	67,200,000
Expert en ingénierie de la formation/ curricula	500,000	24,000,000
Expert en contenu / Métiers de l'Agriculture	500,000	24,000,000
Comptable (A RECUTER)	1,000,000	48,000,000
Assistant administratif	600,000	28,800,000
Secrétaire	500,000	24,000,000
Chauffeur 1	250,000	12,000,000
Chauffeur 2	250,000	6,000,000
Total Indemnités - 1 an	6,600,000	-
Total Indemnités - 4 an	6,600,000	278,400,000

Total expenses PMU (in XOF)	366,920,000
Total expenses PMU (in USD)	764,417



## IMPLEMENTATION ARRANGEMENTS/ PROGRESS REPORTING

**Simplified Project Procurement Plan****Table - 2: Project Information**

Country: <b>Republic of Cote d'Ivoire</b>
Name of Beneficiary: <b>Government of Republic of Cote d'Ivoire</b>
Project Name: <b>Vocational Training School for Agriculture, Livestock and Fisheries of Bouna</b>
Project Pipeline Number:
Project Code (After Approval):
Date of Approval (tentative): <b>29.11.2014</b>
Date of Signature (tentative): February 2015
Date of Effectiveness (tentative): May 2015
Amount IDB financing: <b>USD 15 million</b>
Mode of Financing: <b>Loan (USD 10 million) and Istisna'a (USD 5 million)</b>
Executing Agency: Cabinet of Prime Minister
Expected date of General Procurement Notice: <u>July 2015</u>
Project Implementation Period: <b>4 years</b>
Period covered by this plan (12 months from approval)
After 12 months, PIASR to be carried out and Procurement Plan to be updated for remaining period

**PROCUREMENT PACKAGE SUMMARY****Table - 3: Procurement Package summary Goods and Works**

<b>Procurement Method</b>	<b>Number of packages</b>	<b>Total amount USD million</b>
Civil works through NCB	2	4.55
Procurement of Pedagogical Equipment (for laboratories & Workshops) and kitchen equipment	18	5.39
Procurement of furniture and non-pedagogical equipment and materials (for offices, laboratories, workshops, library, dormitories, etc.)	4	0.65
Procurement of office supplies	2	0.05
<b>Subtotal Goods and Works</b>	<b>25</b>	<b>10.64</b>

**Table - 4: Procurement Package Summary - Consultancy Services**

<b>Description</b>	<b>Method of Selection*</b>	<b>Number of packages</b>	<b>Total amount USD million</b>
Studies and Supervision consultant for civil works	QCBS	1	0.84
Equipment & Furniture Consultant	QCBS	1	0.3
Project Financial Auditor et Consultant for Procedures Manual	LCS	2	0.080
Selection of a civil engineer and an accountant for PMU	NH	2	0.24
Curricula development and training of 30 Trainers of teachers	DC	2	0.35
<b>Subtotal Consultancy services</b>		<b>6</b>	<b>1.81</b>
<b>Total Procurement Package</b>		<b>31</b>	<b>12.45</b>

## PROCUREMENT DESCRIPTION

**Table – 5: List of Indicative Procurement Packages IDB financed items**

Project Components (as in RRP)	Numbers of Package	Contract Package Description	Budget USD million	Procurement Methods ***	Expected date for advertisement
Improving Access to Vocational Education	2 Packages	Civil works	4.55	NCB	March 2016
Improving Access to Vocational Education	4 Packages	Procurement of Furniture, non-pedagogical equipment and material (for administrative block, Teachers' offices, classrooms, laboratories, workshops, infirmary, dormitories and library and IT equipment	0.65	NCB	July 2017
Improving Access to Vocational Education	18 Packages	Pedagogical equipment and materials including kitchen equipment	5.39	ICB	July 2017
Enhancing the quality of vocational education	2 Packages	Curricula development and training of 30 Trainers of teachers	0.35	Direct Contracting**	July 2015
Support to Project Management	1 Package	Studies and Supervision consultant for civil works	0.84	QCBS	March 2015
Support to Project Management	1 Package	Equipment & Furniture Consultant	0.3	QCBS	March 2015
Support to Project Management	2 Packages	Consumables & Office supplies	0.05	NS	March 2015
Support to Project Management	2 Packages	Financial Auditor & Procedures Manual	0.08	LCS	March 2015
Support to Project Management	2 Packages	Selection of a civil engineer and an accountant for PMU	0.24	SLC	March 2015

NA = not applicable, NCB = National Competitive Bidding, ICB = International Competitive Bidding

\* Selection Method to be mentioned in Table 4

1. Quality and Cost-Based Selection (QCBS)
2. Quality Based Selection (QBS)
3. Least Cost Selection (LCS)
4. Fixed Budget Method (FB)
5. Consultant Qualification Selection (CQ)
6. Single Source/Direct Contracting
7. Shortlist of Local Candidates (SLC)
8. National Shopping (NS)
9. Direct Contracting (DC)

\*\* Direct contracting with the CEGEP Trois Rivières in Canada, a General and Vocational College. CEGEP is a well-known Institution specialized in pre-university vocational and technical training engineering. It is worth mentioning that the MEMEASFP has signed a Partnership Convention with CEGEP Trois Rivières since September 2007.

\*\*\* All contracts above the amount indicated in the Financing Agreement are subject to IDB's prior review.



# PROCUREMENT PLAN

CONSULTANT S (IDB)	Basic Data							Request for Expression of Interest				Request for Proposal & Short List		Bid Proposals			
	Description of Assignment	Estimated amount in US\$	Selection Method	Prior/Post Review	Lumpsum or Timed-Based	Expected EOI Date	Expected Proposals closing Date	Plan vs. Actual	Submi ssion Date	No- objection Date	Date Published	Submiss ion Date	Plan vs. Actual	Submission Date	No- objection Date	Invitati on Date	Submissio n/ Opening Date
IDB PORTION	Financial Auditor & Procedures Manual	80,000.00	Shortlisting of National firms	Prior Review	Lump sum			Plan		1-3 wks			Plan	5-Mar-2015	26-Mar- 2015	2-Apr- 2015	4-May- 2015
Total Cost		80,000.00							Plan								

CONSULTANTS (IDB) Continue	Bid Evaluation Technical (T) & Financial (F)							Contract Award			Contract Implementation	
	Submission Evaluation Report (T)	No- objection Evaluation Report (T)	Opening Financial Proposals	Submission Eval Report (T) & (F)	Submission Negotiations Report	No- objection Award & Negotiations	Plan vs. Actual	Contract amount in US\$	Contract Award Date	Contract Signature Date	Start Date	End Date
Financial Auditor & Procedures Manual	18-May-15	8-June-15	15-June-15	29-June-15	6-July-15	27-July-15		80,000	1-Aug-15	22-Aug-15	6-Sep-15	
							Plan	80,000				
Total Cost												



CONSULTANTS (IDB)	Basic Data							Request for Expression of Interest				Request for Proposal & Short List		Bid Proposals		
	Estimated amount in US\$	Selection Method	Prior/Post Review	Lumpsum or Timed-Based	Expected EOJ Date	Expected Proposals closing Date	Plan vs. Actual	Submission Date	No-objection Date	Date Published	Submission Date	Plan vs. Actual	Submission Date	No-objection Date	Invitation Date	Submission/Opening Date
IDB PORTION									1-3 wks					1-2 wks	2 to 4 wks	
Studies and Supervision consultant for civil works & Furniture and equipment consultant	1 140 000	Shortlisting of National firms	Prior Review	Lump sum			Plan						5-Mar-2015	26-Mar-2015	2-Apr-2015	4-May-2015
		Shortlisting of International firms														
Total Cost	1 140 000						Plan					Plan				

CONSULTANTS (IDB) Continue	Bid Evaluation Technical (T) & Financial (F)						Plan vs. Plan vs. Actual	Contract Award			Contract Implementation	
	Submission Evaluation Report (T)	No- objection Evaluation Report (T)	Opening Financial Proposals	Submission Eval Report (T) & (F)	Submission Negotiations Report	No- objection Award & Negotiations		Contract amount in US\$	Contract Award Date	Contract Signature Date	Start Date	End Date
Studies and Supervision consultant for civil works & Furniture and equipment consultant	18-May-15	8-June-15	15-June-15	29-June-15	6-July-15	27-July-15	1 140 000	1-Aug-15	22-Aug-15	6-Sep-15		
Total Cost							1 140 000					



CONSULTANTS (IDB)	Basic Data								Request for Expression of Interest				Request for Proposal & Short List			Bid Proposals	
	Description of Assignment	Estimated amount in US\$	Selection Method	Prior/Post Review	Lumpsum or Timed-Based	Expected EOJ Date	Expected Proposals closing Date	Plan vs. Actual	Submission Date	No-objection Date	Date Published	Submission Date	Plan vs. Actual	Submission Date	No-objection Date	Invitation Date	Submission/Opening Date
<b>IDB PORTION</b>																	
Curricula development and training of 30 Trainers of teachers		351,938	Direct Contracting	Prior Review	Lump sum			Plan					Plan				
<b>Total Cost</b>		351,938						Plan					Plan				

CONSULTANTS (IDB) Continue	Bid Evaluation Technical (T) & Financial (F)						Plan vs. Actual	Contract Award			Contract Implementation	
	Submission Evaluation Report (T)	No- objection Evaluation Report (T)	Opening Financial Proposals	Submission Eval Report (T) & (F)	Submission Negotiations Report	No- objection Award & Negotiations		Contract amount in US\$	Contract Award Date	Contract Signature Date	Start Date	End Date
Curricula development and training of 30 Trainers of teachers					1-June-15	15-June-15		351,938	1-July-15	15-July-15	1-Aug-15	
							Plan	351,938				
Total Cost												



CONSULTANTS	Basic Data							Request for Expression of Interest				Request for Proposal & Short List		Bid Proposals			
	Description of Assignment	Estimated amount in US\$	Selection Method	Prior/P ost Review	Lumpsum or Timed- Based	Expected EOI Date	Expected Proposals closing Date	Plan vs. Actual	Submis sion Date	No- objection Date	Date Published	Submis sion Date	Plan vs. Actual	Submission Date	No- objection Date	Invitation Date	Submission/ Opening Date
PMU Civil Engineer and Accountant		240,000	National hiring	Prior Review	Time based			Plan					Plan			1-Mar-2015	15-Mar-2015
Total Cost		72,000.00						Plan					Plan				

CONSULTANTS (GOCI) Continue	Bid Evaluation Technical (T) & Financial (F)								Contract Award			Contract Implementation	
	Description of Assignment	Submission Evaluation Report (T)	No- objection Evaluation Report (T)	Opening Financial Proposals	Submission Eval Report (T) & (F)	Submission Negotiations Report	No-objection Award & Negotiations	Plan vs. Actual	Contract amount in US\$	Contract Award Date	Contract Signature Date	Start Date	End Date
	PMU Civil Engineer and Accountant					25-Mar-2015	10-Apr-2015	Plan	240,000	10-Apr-2015	20-Apr-2015	01-May-2015	31-July-2019
Total Cost								Plan	240,000				



WORKS (CO-FINANCING)	Description of Contract	Lot Number	Basic Data								PQ and Bid Documents		
			Estimated Amount in US\$	Procurement Method	Pre-or Post Qualification	Dom/Reg. Preference (Y/N)	Prior or Post Review	Lumpsum or Bill of Quantities	Expected Date Issue of Bid Docs	Expected Bid closing Date	Plan vs. Actual	Transmission PQ and Bid Docs Date	No-objection Date
	Civil works	1	4,545,455	NCB	NO	N	Prior Review	BOQ	16-Apr-16	17-June-16	Plan	5-Mar-2016	2-Apr-2016
	<b>Total Cost</b>		4,545,455								<b>Plan</b>		

WORKS (CO-FINANCING) Continue	Lot Number	Pre-qualification Process				Bidding Period		Bid Evaluation		Contract Award			Contract Implementation		
		Date Published	PQ Submission Date	Submission to IDB Date	No-objection Date	Bid Invitation Date	Bid Closing-Opening	Bid Evaluation Report	No-objection Date	Contract Amount in US\$	Contract Award Date	Contract Signature Date	Start Date	End Date	
Civil works	1						16-Apr-16	17-June-16	8-July-16	5-Aug-16	4,545,455	12-Aug-16	3-Sep-16	1-Sep-16	31-Aug-18
TOTAL COST											4,545,455				



GOODS(IIIB)		Basic Data								Bid Documents		Bidding Period	
Description of Contract	Lot Number	Estimated Amount in US\$	Procurement Method	Pre-or Post Qualification	Dom/Reg. Preference (Y/N)	Prior or Post Review	Expected Date Issue of Bid Docs	Expected Bid closing Date	Plan vs. Actual	Transmission Bid Docs Date	No-objection Date	Bid Invitation Date	Bid Closing-Opening
Furniture (offices, classrooms, laboratories, library, workshops) and Computer equipment	4	650,000	NCB	NO	N	Prior Review	16-July-2017	16-Aug-2017	Plan	5-June-2017	2-July-2017	16-July-2017	16-Aug-2017
Pedagogical equipment including kitchen equipment	18	5,387,496	ICB	NO	N	Prior Review	16-July-2017	15-Sep-2017	Plan	5-June-2017	2-July-2017	16-July-2017	15-Sep-2017
Consumables & Offices supplies	2	50,000	NS	NO	N	Post review	15-Mar-2015	29-Mar-15	Plan			15-Mar-2015	29-Mar-15
Total Cost		6,087,496							Plan				

GOODS(DB) Continue	Lot Number	Contract Award				Contract Implementation		
		Bid Evaluation Report	No-objection Date	Contract Amount in US\$	Contract Award Date	Contract Signature Date	Start Date	End Date
Furniture (offices, classrooms, laboratories, library, workshops) and Computer equipment	4	6-Sep-2017	27-Sep-2017	650,000	3-Oct-2017	17-Oct-2017	1-Dec-2017	30-Apr-2019
Pedagogical equipment including kitchen equipment	18	5-Oct-2017	26-Oct-2017	5,387,496	5-Nov-2017	19-Nov-2017	1-Jan-2018	30-Sep-2018
Consumables & Offices supplies	2	3-Apr-15		50,000			15-Apr-15	15-July-15
<b>Total Cost</b>				6,087,496				



Tentative project implementation schedule

No	Activities	Estimated start date	Estimated end date	2014				2015				2016				2017				2018				2019			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	<b>IDB Financing process</b>																										
a	BED approval	November 2014																									
b	Signing of Financing Agreement	February 2015																									
c	Project Effectiveness	May 2015																									
2	<b>PMU</b>																										
	Setting up of PMU	March 2015	April 2015																								
3	<b>PMU operational Consultant Services (Audit &amp; Procedures Manual)</b>	May 2015																									
a	Selection of Consultant																										
i	Auditor	March 2015	September 2015																								
ii	Consultant for Procedures manual	March 2015	September 2015																								
b	Implementation period																										
i	Auditor																										
ii	Consultant for Procedures manual																										
3	<b>Consultant Services (Studies and Supervision and Consultant and furniture and equipment</b>																										





## BASIC PROJECT DATA SHEET

Country	Cote d'Ivoire
Code	IVC
Beneficiary	Government of Côte d'Ivoire
Name of Project	Vocational Training School for Agriculture, Livestock and Fisheries in Bouna
Borrower	Government of Côte d'Ivoire
Date approved by BED	November 2014
Date of Agreement	February 2015
Report #	Project Appraisal Document (PAD)
Date	November 2014
IDB Financing:	USD 15.00 (approx. equivalent to ID 10 million)

A. Salient Features of IDB Financing

Total Cost of the Project (USD)	USD 10.0	USD 5.0
IDB Financing	Loan	Istisna'a
Amount in USD million	10.00	5.0
Approximate ID million	6.49	3.25
Currency of Payments (if known)	ID	ID
Total Repayment Period (years)	18	11
Grace Period (years)	7	4
Service Fee	1.5%	Libor + 135 bps

B. Salient Features of the ProjectI. The Project Objective and Keys Indicators

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.

## II. Components Financed by IDB

No.	Components/ Activities	IDB Loan	IDB Istiana'a	Total IDB		GOCI		Total IDB + GOCI
				Amount	%	Amount	%	
1	Improving access to vocational education	6.04	4.55	10.59	82.5%	2.24	17.5%	12.83
2	Enhancing the quality of vocational education	1.56	-	1.56	100.0%	-	0.0%	1.56
3	Support to Project Management	1.90	-	1.90	76.3%	0.46	23.7%	2.36
	<b>Base cost</b>	<b>9.09</b>	<b>4.55</b>	<b>13.64</b>	<b>83.5%</b>	<b>2.70</b>	<b>16.5%</b>	<b>16.34</b>
	Contingencies (10%)	0.91	0.45	1.36	83.5%	0.27	16.5%	1.63
	<b>Grand total</b>	<b>10.00</b>	<b>5.00</b>	<b>15.00</b>	<b>83.5%</b>	<b>2.97</b>	<b>16.5%</b>	<b>17.97</b>

## III. Project Implementation

Executing Agency : The Cabinet of the Prime Minister, Ministry of Economy and Finance  
 Expected date of Commencement of Project : March 2015  
 Expected Date of Project Completion : 30 April 2019

## IV. Profile of Expected Disbursement Schedule:

Tentative Disbursement Plan



No	Activities	Total (US\$)	2015				2016				2017				2018				2019			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
I	Improving access to vocational education	10.59																				
1	Civil Works	4.55							0.51	0.51	0.51	0.51	0.51	0.51	0.51	0.51	0.51	0.51				
2	Equipment and furniture	6.04													0.86	0.86	0.86	0.86	0.86	0.86		
II	Enhancing the quality of vocational education	1.56																				
1	Curricula development	0.60				0.15	0.15	0.15	0.15													
2	Training of trainers	0.39								0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05					
3	Training of administrative staff	0.06													0.03	0.03						
4	Acquisition of teaching and learning material	0.20														0.20						
5	Reference books for the library	0.20																0.20				
6	Study trip	0.04						0.04														
7	Sector study	0.06				0.03	0.03															
III	Support to Project Management	1.49																				
1	Support to Project Management Unit	0.63	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035	0.035
2	Start-up workshop and familiarization visit	0.02			0.02																	
3	Mid-term review	0.01									0.01											
4	Steering Committee																					
5	Studies and Supervision Consultant for civil works	0.46				0.12	0.12		0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03					
6	Equipment Consultant	0.28						0.05	0.05	0.05					0.02	0.02	0.02	0.02	0.02	0.02		
7	Manual of Procedures	0.01				0.005	0.005															
8	Vehicles for the PMU																					
9	Audit	0.07				0.014	0.014			0.014				0.014				0.014			0.014	
	TOTAL ESTIMATE BASE COST	13.64	0.00	0.04	0.06	0.35	0.34	0.27	0.76	0.68	0.62	0.61	0.61	0.61	1.51	1.53	1.73	1.50	0.92	0.92	0.05	
	CONTINGENCIES	1.36	0.000	0.004	0.006	0.035	0.034	0.027	0.076	0.068	0.062	0.061	0.061	0.151	0.153	0.173	0.150	0.113	0.092	0.092	0.005	
	GRAND TOTAL	15.00	0.00	0.04	0.06	0.38	0.37	0.30	0.84	0.74	0.69	0.68	0.68	1.66	1.68	1.90	1.65	1.25	1.01	1.01	0.05	
	TOTAL PER YEAR		0.50				2.25				3.70				6.47				2.07			

### Summary

Year	Percentage (%)	Amount (US\$, Million)
2015	3%	0.50
2016	15%	2.25
2017	25%	3.70
2018	43%	6.47
2019	14%	2.07
<b>Total</b>	<b>100</b>	<b>15.00</b>

### V. Legal Documentation

Date of Loan Agreement : February 2015  
loan Agreement No. :  
Conditions for Board Approval : November 2014  
Conditions for Loan Effectiveness :



**LIST OF DOCUMENTS IN THE PROJECT FILE**

- Copy Official Request from IDB Governor Office dated on 08/10/2013,
- Signed Minutes of Meeting of Appraisal Mission conducted from 18-27 May 2014,
- Copy of the land certificate and detailed topographical survey plan
- Copy of the Partnership Convention between the MEMEASFP and CEGEP Trois Rivières (signed on 18 September 2007)
- BTOR of the Appraisal Mission.

MAP OF CÔTE D'IVOIRE AND PROJECT LOCATION



 Department of Bona (Project Location)

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