



Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 26-Mar-2018 | Report No: PIDISDSA23425



BASIC INFORMATION

A. Basic Project Data

Country Burundi	Project ID P161600	Project Name Burundi Early Grade Learning Project	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 19-Mar-2018	Estimated Board Date 24-May-2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance, Budget and Privatization	Implementing Agency Ministry of Education, Higher Education and Scientific Research	

Proposed Development Objective(s)

To improve learning and student progression in early grades in Burundi

Components

- Enhancing parental support and school attendance of students
- Improve instructional practice in the classroom
- Align school level activities to improve student performance in early grades
- Align systems to improve student progression and learning in early grades
- Contingent Emergency Response Component (CERC)

Financing (in USD Million)

Financing Source	Amount
IDA Grant	40.00
Total Project Cost	40.00

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue



Other Decision (as needed)

B. Introduction and Context

Country Context

I. STRATEGIC CONTEXT

A. Country Context

1. Located within the Great Lakes region, the Republic of Burundi (Burundi) is a small (27,834km²), densely populated country (435 inhabitants per km², 2015) with a population of about 11 million. It borders the Democratic Republic of Congo to the west, Tanzania to the east and south and Rwanda to the north, and the Tanganyika lake on its western border. The largely rural country (88% of the population lives in rural areas) is divided administratively into 18 provinces which are further sub-divided into 119 communes and more than 2000 *collines* (villages).
2. **Burundi has faced numerous political, social, fiscal and macroeconomic challenges since its independence in 1962.** The country has witnessed repeated periods of civil unrest, the latest being in 2015. There have been significant ramifications on the economy, with a contraction in GDP growth from an average of 4.8% between 2010 and 2014 to -3.96% in 2015. The International Monetary Fund (IMF) expects a slow recovery period ahead, which can be expected to negatively impact the delivery of services and the ability to raise living standards of its population. The recovery process is hindered by pressures from the imbalance in the foreign exchange market, the low revenue mobilization capacity, and the impact of climate shocks on agricultural production.
3. **Demographic growth continues to be a significant challenge as fertility rates are high despite their steady decline since the 1990s.** The country is characterized by a large youth population with about 55% of the population under the age of 15. Population growth averaged about 3.3% in 2015, compared to the 2.7% average across the Sub-Saharan Africa (SSA) region in the same year. Burundi continues to face a significant demographic challenge, with a high fertility rate (5.9 births on average per woman in 2015), compared to the Sub-Saharan average (4.9 births), contributing to important demographic pressures on the education system, especially in the early grades.
4. **Burundi is also one of the poorest countries in the world, with about 65% of the population living below the national poverty line.** The per capita income in 2015 was US\$318 (World Economic Outlook, 2017). Despite strong efforts and improvement in key health and education indicators, Burundi remains low on the human development index (HDI), ranking 184 out 188 countries in 2016. Food insecurity is a particularly significant concern. Burundi suffers from chronic malnutrition with a reported 70% of the population undernourished in 2014. It also suffers from the highest incidence of stunting in the world at 57.5% among children under the age of 5. According to the 2016 Poverty Assessment report, inequality, as measured by the Gini coefficient was about 37.3, lower than the 45.1 average among SSA countries. Inequality tends to be higher in the urban areas (39.3 in capital and 40.2 in other urban areas, compared to 33.4 in rural areas). The north and center-east regions tend to be more inequitable than the west and south. The household head's educational attainment is, reportedly, one of the leading factors explaining the inequality.



5. **While overall human development indicators remain below par, Burundi has achieved significant gains in key areas.** Burundi has shown great improvement in its literacy rates over time, increasing from 42.4% in 2006 to 61.6% in 2014 among the 15-year-olds and above. Even more impressive are the gains among the younger cohort (10-14-year-olds) where literacy rates improved from 61.2% in 2006 to 84.2% in 2014. In 2014, the literacy rates among young adults (15-24-year-olds) reached 79.4%, and when excluding those who have never been to school, it increased to 95.4%. Burundi has also seen great improvement in its health outcomes. Infant mortality rates have dropped from 93 per 1,000 live births in 2000, to 54 in 2015, which is lower than the SSA average of 56. The maternal mortality rates have also improved from 954 deaths per 100,000 live births to 712 over the same period.

Sectoral and Institutional Context

B. Sectoral and Institutional Context

6. **Despite persistently high levels of poverty and demographic pressures, Burundi has significantly increased access to primary education since 2005 with the introduction of Free Primary Education.** In 2015, the Gross Enrollment Ratio (GER) in primary education had reached 123.8%. There is no significant variation in the GER at the primary level across provinces, gender, area, or wealth quintile. Even more so, the adjusted net intake rate¹ in grade 1 in 2015 was 93.4%, a strong indication of increased access for 7-year-olds. Household survey data for 2013/2014 shows that access to grade 1 was high, including from the lowest quintile. The out of school education rate for primary school aged children was 13% in 2014, compared to 17% in neighboring DRC and 14% in Rwanda. Gender parity at primary level was achieved in 2012.

7. **Results from international assessments such as PASEC show relatively good learning outcomes in reading and mathematics, especially in early years, relative to other countries, , but there is room for improvement.** Burundi's performance on 2014 PASEC (Programme for Analysis of Education Systems) is significantly superior to other countries in reading (Kirundi²) and mathematics in Grade 2, and in mathematics and reading (French) in Grade 6. In Grade 2, 79% and 97% of students achieved "sufficient competency" in reading and mathematics, respectively, outperforming all other countries. Both gender and socio-economic equity are apparent. The analysis³ of factors contributing to the learning outcomes in Burundi indicate that socio-economic background characteristics of students and the socio-economic status of schools do not seem to significantly explain the performance on the learning assessment. Instead, the two most salient factors were the class size and the availability of pedagogical materials and resources in the classroom. Moreover, the Early Grade Reading Assessment (EGRA) conducted in 2012 showed that there was still an important share of non-readers in grade 2 (12%) and low share of fluent readers⁴.

¹ Total number of students of official primary school entrance age who are enrolled in primary education, expressed as a percentage of the population of the same age. It is the equivalent of the Age-specific enrollment rate of official primary entrance age. It includes repeaters and students enrolled in grades above grade 1

² Grade 2 students in Burundi were tested in Kirundi

³ See Annex in PASEC report for regression analysis

⁴ Only 3% were reported to read more than 40 words per minute



8. **A preliminary assessment of the sector strategy shows that although many targets have not been met, most of the indicators are on track.** Five core pillars of the new sector strategy were identified including: i) construction; ii) a reduction in double-shift schools; iii) reducing repetition; iv) improved teacher use and deployment; and v) support to schools. Between 2012-2015, over 6500 classrooms were built (about 83% of their stated objective), and although the STR has not dropped over this period, the share of double shift schools has also decreased from 57% in 2010/11 to 34.6% in 2014/15. Repetition rates have also significantly improved over this period, decreasing from 33% to 24.3% in cycle I, 30% to 19.1% in cycle II and from 40 to 23.7% in cycle III. There has also been a strong reduction in the variance in teacher deployment across provinces, from 44% in 2010/11 to 25% in 2014/15.

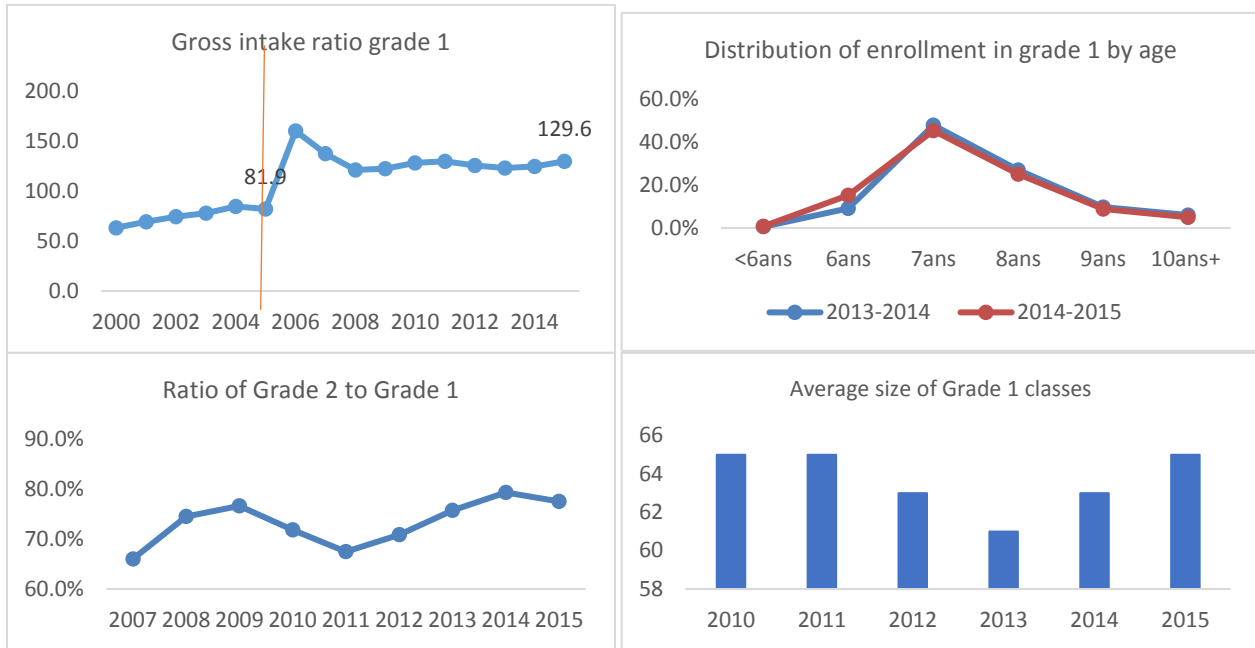
9. **Education remains the top priority sector of the government, however, the 2015 crisis led international donors to withdraw a significant share of their contribution to the sector.** The sector received about 30% of the total domestically-funded budget in 2016, followed by Public Security and National Defense at about 21%⁵. While most of recurrent costs, comprising mainly of salaries, continued to be paid following the 2015 crisis, there was a drop in the share of investment spending, largely funded by donors, from 111 billion BIF in 2015 to 14 billion BIF in 2016. Foreign aid, which represented about 35.8% of the Ministry of Education's (MEESRS) budget in 2015 (or 106 billion BIF), dropped to 5.3% in 2016 (or 13 billion BIF). This has impacted some of the Ministry's activities. For example, an increased reliance on communities and other stakeholders for school construction, such as the *National Funds for Communal Investment* (FONIC)—even if these funds are not necessarily earmarked for education but can finance various communal needs, like roads, ditches, classrooms, and so on, depending on needs. The MEESRS has also received technical assistance from the Pôle de Dakar to help produce a Country Status Report on the National Educational System (RESEN), even though the 2015/16 school year was too disturbed to produce a statistical yearbook.

10. **Burundi needs to overcome the obstacles to student progression and learning in the early grades.** High repetition rates have not led, in contrast to other countries, to poor learning outcomes; Burundi's remedial teaching for repeaters helps them succeed. However, high repetition increases overcrowding, lowering of the learning opportunities for all, and increasing demand for new classrooms and teachers. One obstacle is the lack of student progression in early grades resulting in inefficiencies and ultimately, through low survival⁶, in lower levels of learning. As illustrated in figure 1, the indicators of inefficiency in the early grades are (i) a high ratio of gross enrollment in grade 1 compared to the population age 7, (ii) a persistently high Gross Intake Ratio (GIR) in Grade 1 (which reflects the number of "new entrants"), which has been stable at about 130 for about a decade, and (iii) a low ratio of Grade 2 to Grade 1 enrollment, which has been rising, but is currently at about 78%. These indicators may reflect the fact that "hidden repetition", caused by children attending infrequently in grade 1 and then re-joining as new entrants the next year, is much higher than the already high official repetition rate. This would also contribute to the large dispersion in ages - in 2014/2015, about 40% of students were aged 8 and above, and to the large class sizes (65 students on average in grade 1), making it difficult for teachers to teach. Further understanding of the extent of this phenomenon is required to fully assess the measures needed to ensure students remain in school through the end of the school year.

Figure 1: Indicators of inefficiencies in Grade 1: GIR, distribution of age, and provision of pre-school

⁵ Education Sector Budget Brief 2016, UNICEF

⁶ Survival rate through primary cycle is estimated to be about 45% (UIS)



Source: UIS and admin data 2013/2014 and 2014/2015
Note: The grade 1 class size refers to non-multi-grade classes

15. The curriculum reform is now going to be introduced in early grades and this provides an opportunity to strengthen early grade learning and ensure that all children in Burundi can progress through the 9-year cycle with stronger foundations. The reform entails the development of a new competence-based curriculum for basic education. The new program for the first three cycles, which was developed with the support of the International Center for Educational Studies (CIEP). The main innovations of the curriculum are: (a) a focus on students' learning, (b) grouping disciplines by domains, (c) identification of a new exit profile for the student upon graduating from basic education (in terms of what that student can master), (d) reorganization of learning time and the system of formative learning assessments, and (e) introduction of cross-cutting themes that have a unifying role. The new curriculum was technically validated in August 2015, and was implemented for cycle IV. The new curriculum for the early grades is expected to be implemented in 2019/2020.

C. Proposed Development Objective(s)

16. The PDO is to improve learning and student progression in early grades in Burundi.

17. For the purposes of this Project, "early grades" is defined as grades 1-4, comprising the first two cycles of primary education. The proposed Project will focus on two areas:

- a) **Improving learning:** More students will acquire a sufficient level of competencies in reading and numeracy in grades 1-4, where the language of instruction is Kirundi. This would enable them to make progress and continue to learn through the primary education cycle. Improved reading fluency and reading comprehension in Kirundi will also help in greater mastery of French, which is taught from grade 1 and becomes the language of instruction in grade 5. The focus on these grades is also justified by the imminent roll-out of the new curriculum in these grades.



- b) **Improving student progression:** More children will enter grade 1 at the age of 6 years. More children will attend class regularly and progress through the early grades without repetition. A focus on this results area will help to improve the efficiency of resource use. Further, by reducing class sizes and overcrowding in the early grades (through decrease in repetition), and reducing the dispersion in ages within classes, this result will also help to create better conditions for teaching-learning and contribute to improving learning.

Key Results

PDO-Level Results Indicators

18. Five indicators are proposed to measure the project performance:

Student learning:	Percentage of Grade 2 students in public schools reaching sufficient level of reading competency in Kirundi; Percentage of Grade 2 students in public schools reaching sufficient level of competency in numeracy
Student progression:	Net enrollment rate in Grade 1 of 6-year-olds (%) Progression between grades ⁷ : Grade 2 to Grade 1 enrollment ratio (%); Progression between grades : Grade 3 to Grade 2 enrollment ratio (%)

D. Project Description

A. Project Components

19. The project comprises 5 components, which are linked to the results chain described above (Figure 3). Component 1 focuses on ensuring children, particularly the most vulnerable, enter school on time, attend regularly and are supported in their home environment. Component 2, representing the largest share of the project, focuses on improving instructional practice in the classroom, through alignment of the curriculum, a variety of learning materials, teacher training and continuous support, and formative assessment tools. Component 3 aims to align school level activities to improve student performance in early grades; and Component 4 will assist actors at different levels of the system to support student progression and learning in early grades through improved use of relevant data for better planning and outcomes. The project does not directly finance construction of classrooms, which is largely community financed. However, through component 3, it will assist communities to complete/improve unfinished classrooms they have built. It also introduces a new maintenance policy and maintenance grant to schools. Interventions under Component 2 will be sequenced by grade, that is grade 1 materials will be made available in Year 1, grade 2 in Year 2 and so forth. Most interventions in the project will target all public primary schools; a few, under Component 1, will target the neediest schools. Component 5 is a no-cost Contingent Emergency Response Component.

Component 1: Enhancing parental support and school attendance of students (US \$ 9.0 million).

20. The component contributes to ensuring that children enroll in grade 1 on time (6 years old); that children, particularly those in the first two grades, attend school regularly and that children are supported at home to reinforce learning, especially through reading. It also focuses on ensuring most vulnerable

⁷ This is a proxy indicator for promotion – simpler to collect in a timely fashion and for stakeholder to understand



pupils are supported through access to school feeding and school kits⁸. The component has three sub-components.

Sub-component 1.1: Develop and implement a national sensitization and mobilization campaign (US\$ 500,000)

21. The sub-component finances targeted communication outreach to families of primary school age children. An overall communications strategy will be developed by the MEESRS in collaboration with other education partners to ensure a cohesive and integrated approach to communication and sensitization around basic education in Burundi. Messages will be disseminated regarding the overall objectives of the new project to secure the buy-in or relevant stakeholders. Over the course of the project, targeted messages will be disseminated on specific project themes and interventions. This will be done through radio and TV spots, radio theatre and other media activities as well as direct messaging through workshops and meetings at the community level. Interventions will be carried out before the start of the school year to ensure children enroll on time, and during the school year to ensure their regular attendance, and to support their learning at home. Simple messages and brochures for key stakeholders in the system will also be prepared. The Communication and Information Unit (CCI) of the MEESRS will be responsible for managing this activity with the support of a local consultant. Within the communication strategy, particular attention will be paid to communication strategies targeting the Batwa community. The CCI will liaise with the Cellule d'Education Inclusive (CEI) on all Batwa related interventions. A local consultant will support the CEI in the development of the Batwa management plan.

22. Parents and older siblings of primary school-age children will be the primary beneficiaries. However, the interventions will also build on networks- individuals and groups-, as vehicles for dissemination, including school directors, teachers, SMCs, churches, local elected officials, local leaders, administrators and councilors at the local level, and teachers' unions. Officials within the decentralized ministry system (such as Provincial Directors of Education (DPE), Provincial Inspectors of Education (IPE) and Communal Directors of Education (DCE) will also be tapped to participate in the dissemination of key messages.

Sub-component 1.2: Expanding school feeding in vulnerable provinces (US \$7.0 million)

23. This sub-component extends the current school feeding program to additional schools in two provinces where the program operates. The program is currently operational in Kirundo, Muyinga, Ngozi, Cibitoke, Bubanza, Gitega and Bujumbura, which have been identified as food insecure and also tend to have poor performance on key education indicators. The World Food Program (WFP), which currently implements the program of school-feeding in Burundi in collaboration with the MEESRS directorate in charge of school feeding (Direction Nationale des Cantines Scolaires), will implement this sub-component.

24. The program currently covers 426,000 pupils in basic education and 6,000 preschool pupils in these provinces and is financed by WFP, other donors and the Government of Burundi. Schools are selected per specific criteria such as accessibility by truck, availability of a water point, sanitation and storage facilities. If any of the selected schools does not meet these criteria, WFP supports the school to improve its infrastructure in order to qualify. Beneficiaries include all children enrolled in the targeted

⁸ School kits refer to packages comprising supplies such as notebooks, pencils, eraser



schools. No pupil is excluded, from preschool to Grade 9, if the school includes the fourth cycle of basic education. The Government of Burundi, which contributes US\$2 million annually to the program, proposes to extend the coverage of the program to approximately 1.2 million additional beneficiaries over the next 5 years from the provinces of Kirundo, Muyinga, Ngozi, Cankuzo and Karusi, which are considered the highest priority. The leadership for the implementation of the program will be transferred from WFP to the central and decentralized levels of the Ministry according to a timetable to be agreed upon with the MEESRS.

25. The project will concentrate funding over a period of three years⁹ (2018/19, 2019/20, and 2020/21) to be in line with WFP's country strategy for Burundi and will focus on Kirundo and Muyinga, two of the most vulnerable provinces based on WFP's criteria for targeting. Additionally, these two provinces have some of the largest concentrations of Batwa (pygmy) populations in the country and this intervention is expected to benefit this population as well. With a budget of about US \$7 million, the project could cover an additional 67,100 meals per year in the selected provinces. Currently, the school feeding program covers about 68% of children in Kirundo and 43% of children in Muyinga. With the additional funding, the project could increase coverage to 88% in Kirundo and 65% in Muyinga. The selection of the additional schools will be done by the Direction Nationale des Cantines Scolaires in collaboration with WFP. Student attendance data collected through the project's monitoring and evaluation system will help to assess the impact of the school feeding program as well.

Sub-component 1.3: School kits for disadvantaged children (US\$ 1.5 million)

26. This sub-component finances the purchase and distribution of school kits, which include the basic supplies for each student such as notebooks, pens, pencils. This activity builds on UNICEF's program of provision of school kits through the "Back to School" campaign, which in October 2017 covered about 1 million children¹⁰. Over 1.5 million school kits will be distributed in grades 1-4 over the course of the project. Six target provinces have been identified on the basis of the education needs in the country and overall level of vulnerability.¹¹ Kits will be provided to all children in grades 1-4 in the target provinces progressively over the course of the project. The purchase and distribution of the school kits will be done by UNICEF.

Component 2: Improve instructional practice in the classroom (US\$ 19.5 million)

27. The objective of this component is to support the development of a structured pedagogy program¹² geared towards achieving better learning outcomes through: (i) strengthening of the existing curriculum and development of teaching-learning materials; (ii) distribution of a set of appropriate pedagogical and instructional materials as well as assessment tools based on defined standards and

⁹ The WFP has the objective of continuing the feeding program in beneficiary schools. After the 3 years it is expected that WFP will continue to support these schools through donor funding which it collects on a rolling basis.

¹⁰ Coverage of school kits distribution in the Back to School Campaign varies from year to year, based on funding available.

¹¹ This is based on the "Plan de Réponse Humanitaire (Humanitarian Response Plan), Burundi, January-December 2018, DRAFT.

¹² Typically, structured pedagogy interventions include development of new content focused on a particular topic, materials for students and teachers, and short term training courses for teachers in delivering the new content... structured pedagogy programmes have the largest and most consistent positive average effects on learning outcomes (Sniltveit et al. 2015)



competencies; and (iii) training and on-going support to teachers to deepen their content and pedagogical knowledge, integrate use of materials and use formative and end of trimester diagnostic assessments to improve learning. These activities are interrelated and need to reinforce each other. Among the key innovations for improving early grade learning and reducing repetition are the Accelerated Reading Program in Grade 1; enhancing reading practice through supplementary graded readers; dedicated remedial education activities during the school year; a re-organized teacher support system; end of trimester tests and end of year tests aligned with the system level learning assessments. Implementing these innovations consistently will also require organizational measures at the school level (for instance, to reduce class sizes and improving the physical environment of the classrooms) and support by the School Management Committees, which are covered under Component 3. There are three sub-components to help achieve the objectives outlined above:

Sub-Component 2.1: Strengthening the curricula for grades 1-4 and the development of teaching-learning materials (US \$ 2 million).

28. The objective of this sub-component is to provide better inputs and teaching-learning materials in three key ways: (1) the strengthening of cycles 1 and 2 curricula, (2) the development of textbooks, teacher guides and specific teaching-learning materials, and (3) the development of teacher training modules and school director training modules focused on pedagogical support and supervision.

29. As part of the effort to improve literacy in grade 1, the *100-day reading enhancement intervention* will be developed, piloted and integrated into the curriculum. The goal is to enable students with no literacy skills to master letter recognition and foster word recognition after approximately 100 days of instruction, or the first trimester of grade 1. The Project will develop a teaching-learning module¹³ focused on acquisition of reading skills within the first trimester of grade 1. Workbooks and accompanying formative assessment tools will be developed for children in grade one. Teachers and trainers will be trained in the specific implementation of this targeted intervention. The tools and approach will be tested in a pilot prior to their integration in the curriculum- data will be gathered at the baseline and endline and evaluation will be carried out against a randomly selected control group of schools. Students' reading ability will be measured by an adapted version of EGRA sub-tests in Kirundi. Based on results of this pilot, these tools will be improved and scaled up for grade 1. Further, this method will be adapted for remedial learning for children repeating grades or falling behind in reading competency.

30. The following teaching-learning materials will be developed to support the program:
- (i) student workbooks and assessment tools for the 100 day Accelerated Reading Program in grade 1;
 - (ii) student textbooks in Kirundi, mathematics, multidisciplinary studies, and French¹⁴ for grades 1-4;
 - (iii) a set of graded supplementary reading materials in Kirundi for each class from grades 1 to 4;
 - (iv) a classroom kit for each class in grades 1-4, comprising teaching aids to be put up on the walls and to be used by the teacher;

¹³ This approach is based on the work of Helen Abadzi based on cognitive science for teaching transparent orthographies. The approach has been applied in various countries (The Gambia, Cambodia, Egypt, Malawi, Rwanda) and first evaluations show promising results.

¹⁴ French textbook will be available from grade 2 onwards



- (v) a teacher guide for teaching languages, mathematics, and multidisciplinary studies, for each grade (1-4). The guide will show how to use the textbooks, the supplementary reading materials, and the classroom kit, as well as include formative assessments items.
- (vi) a booklet of assessment tools for teachers to use as end of trimester tests.

31. The sub-component will be implemented by the BEPEF, under the DGBP. Technical assistance will be hired to support the development of learning standards and competencies, as well as the development of textbooks and other teaching-learning materials. The development of the textbooks, teacher guides and assessment booklets, will be sequenced such that Grade 1 materials will be made available during the school year 2019-20; Grade 2, Grade 3 and Grade 4 materials will ideally be available at the beginning of 2020-21, 2021-22 and 2022-23, respectively. Supplementary readers and classroom kits, however, are expected to be made available to all grades during the first two years of project implementation.

Sub-component 2.2: Distribution of textbooks, guides, teaching-learning materials, and storage units (US \$ 8.5 million)

32. This sub-component will finance the editing, printing, and distribution of textbooks, guides, and teaching aids mentioned earlier, as well as the provision of storage units for textbooks and materials in the classrooms. Student workbooks for the grade 1 Accelerated Reading Program will be required each year for each student in grade 1. Student textbooks in Kirundi, mathematics, multidisciplinary studies, and French¹⁵ for grades 1-4 will be supplied in the ratio of 1:1, and are expected to be re-used for 4 years; hence, one set of textbooks for each student will cover the course of the project. A set of corresponding teacher guides will be made available to each teacher. A total of approximately 6.7 million textbooks and 77,000 corresponding teaching guides will be made available for the duration of the project. Each class will also receive about 10 sets of graded supplementary readers and class kits. Each school will be equipped with a radio which will be used by teachers as a pedagogical tool during the reading programs broadcasted on the national school radio network (RSN).

33. Each classroom in grades 1-4, in approximately 4000 schools, will be provided with storage units for textbooks and teaching materials, as well as low-level shelves for student reading materials. Teachers will be equipped with tools to keep track of the stock and for the management of the pedagogical materials they will be provided with.

34. The BEPEF will be responsible for the technical specifications of textbooks and learning materials. The School Management Committee (CGEs) will be responsible for the local procurement of classrooms' storage units and shelves under the coordination/supervision of BISEM (this activity will be carried out in conjunction with those of subcomponent 3.2). A grant will be sent to each school for the purchase of this equipment on local markets. A ministerial decree will accompany the transfer to provide clear guidance on the technical specifications of the storage units, provided by the BISEM, and the local procurement process to follow.

Sub-component 2.3: Training and continuous support for teachers to improve instructional practice in classrooms (US \$ 9.0 million)

¹⁵ See note 11



35. This sub-component will finance initial training of teachers on the new material and pedagogical approaches developed, as well as enhance the continuous teacher support provided by principals in schools, and by the commune-level network of pedagogical advisors and inspectors, in particular through regular cluster school meetings (at least 3 times in the school year, after each end of trimester). The meso-level support network will need, in turn, to be regularly supported by national trainers. The sub-component will finance the implementation of the initial training and continuous support to about 27,000 teachers in grades 1-4, about 3,500 principals and an estimated 240 pedagogical advisors and inspectors, including travel costs, payments to trainers, development of simple training materials and low-cost technology.

36. The initial training of teachers will cover the new curriculum, learning standards and competencies, the new textbooks, classroom management methods for teaching reading and numeracy, use of formative and end of trimester diagnostic assessments, integration of the accelerated approach to learning to read, integration of remedial strategies, the use of progressively difficult reading books, and the management of class kits. Content and pedagogical training will be aligned with teachers' competency framework and will equip teachers to be able to: (a) plan learning, (b) lesson plans, (c) implement a learning session, (d) evaluate learning and, (e) identify weaknesses and conduct remediation activities. A focus will be on early literacy. The training will incorporate instructions on using teacher's guide and additional readers in the classroom. Initial training will be provided for approximately 14 days in the summer and will be sequenced for teachers of each grade, as the curriculum is rolled out.

37. About 3500 school principals will receive about 7 days of training including 4 days of pedagogical and 3 days of administrative training. The 240 pedagogical advisors, inspectors and experienced teachers – who provide continuous support to teachers - will continue to be supported by the BEPEF team and technical assistance through regular meetings.

38. Teachers will be provided with regular, structured support beyond the intensive training sessions to reinforce instructional practice and make use of end of trimester assessments to carry out remedial activities and improve student learning. This will take place through three sets of activities:

- (i) classroom observation by the school principal using a simple checklist to guide and provide feedback to teachers. Each teacher's class would be visited at least twice a month by the principal.
- (ii) Cluster school meetings. Cluster school systems have already been set up for grades 7-9, grouping about 5 schools in each cluster. A similar setup will be established for teachers in grades 1-6. Cluster schools will hold at least 3 meetings each school year, once after each end of trimester. The cluster school meetings will be focused on discussing end of trimester results and will focus on developing remedial education activities, exchanging on best pedagogical approaches and reinforce content knowledge. Inspectors and pedagogical advisors will organize the content of the meetings to ensure there is a focus on improving student learning, ideally using the end of trimester test results and formative assessment data. These meetings will serve as a platform to share knowledge and empower teachers to improve their instructional practice in the classroom. This sub-component will finance provision of supplies (for example notebooks, pens) to facilitate these meetings.



- (iii) Visits by the school inspectors to schools— Data from a sample of 200 schools that will be collected electronically on tablets by inspectors. These will be analyzed and used in the preparation of the cluster school meetings (see component 4.1)

39. The BEPEF will work closely with the BEPEPF (post basic education pedagogical unit), as well as post-secondary institutions, such as the ENS and IPA, to ensure training modules and content developed will be integrated into the pre-service training program to ensure alignment of teaching content and practices. This sub-component will finance consultative workshops and dissemination events to that effect.

Component 3: Align school level activities to improve student performance in early grades (US\$ 6.5 million)

40. The component will support improved school management practices which help provide conducive learning environments for pupils to thrive. It will do so by: (i) strengthening School Management Committees (CGEs) in the management of the school and empower them to participate in creating safe and interactive school environments, mobilizing parents and also in participating in the maintenance of school infrastructure, and close monitoring of school activities; (ii) it will strengthen the capacity of principals to manage the school, and in particular the organization of the early grades to keep class sizes manageable, and collect and utilize simple indicators on student progression and learning. It will provide improvement grants to selected schools/CGEs to complete/improve the physical learning environment of unfinished early-grade classrooms built by them. It will also provide maintenance grants to all schools to improve their capacity to upkeep/maintain school facilities overtime in the context of national school maintenance policy set up by the Ministry with the project.

Sub component 3.1: Strengthening school management committees and capacity of school principals (US\$ 1 million)

41. This subcomponent will finance: (i) development, printing and distribution of an illustrated guide in Kirundi for School Management Committee (CGE) members. This guide will be developed by the MEESRS technical team led by the DGEFPF and composed of representatives from BEPEF, BISEM, Ministry of Health. The core team will be supported by a local consultant for the illustrations and translation into Kirundi. The following themes have been proposed: (a) administrative and financial management of the school; (b) acquisition and maintenance of infrastructure and equipment; (c) student safety and protection of environment; (d) health and sanitation at school; (e) access, progression and completion of schooling; (ii) training of the members of the 4000 School Management Committees members based on the revised module. The core technical team which will develop the guide will be responsible for training trainers at the commune level. The trainers are composed, among others, of experienced teachers, DCE staff and inspectors. They will train 6 (out of 12) members of the CGE at the commune level over a period of 5 days; (iii) develop a guide for school principals which will outline both the administrative and pedagogical support role of the school principal. For example, it will cover, inter alia, the opening of the school year, organizing of classes (organizing teaching in groups of 50 or below) and learning time (for instance special reading time slots) as well as simple formats for monitoring teacher and student attendance, and student trimester results, to be used by the school principal for discussions with teachers. It will provide guidance on how to prepare simple school report cards which will be publicly displayed.



The school report card will report on indicators such as school attendance rates, late arrivals, repetition rates, progression rates, and also use of financial transfers and funds received. The guide will be used to develop the training modules used for training school directors (see component 2.3).

Sub-component 3.2: Improving the learning environment in existing classrooms (US\$5.5 million)

42. This sub-component contributes to the objective of improving early grade progression and learning by improving the classroom learning environment. It will provide additional support to communities and their School Based Committees (CGEs) to:

- Complete and improve unfinished classrooms already built by communities: improve their durability, and provide the necessary physical improvements to make them conducive to learning and suitable to interactive pedagogy;
- Introduce a maintenance policy through a maintenance grant channeled to schools every year. This will enable CGE to carry out maintenance activities such as repairing blackboards, broken windows, doors and furniture, whitewashing the classrooms, and other minor repairs, in order to preserve the existing classroom stock and extend the classroom life as much as possible. It would also serve to strengthen the role of the School Based Management Committees in the management of the school.
- Improve their knowledge and capacity to build better school facilities when they take this initiative and use their own funds.

The sub-component will finance the following three activities:

43. Activity 1: Completing/improving about 1,200 unfinished community-built classrooms to create an inner-classroom environment that is conducive to learning. A limited menu of 6 types of small works will be financed: classroom-blocks that are most exposed to rain-running water will have their foundations protected by a peripheral drainage collector; windows, concrete-floors, standard blackboard and table-benches will be provided when missing; inner-walls will be (partially) plastered/painted. These improvements will be complemented by a storage-cabinet and running shelves (classroom library) financed under sub-component 2.1 to create a fully "learning environment" in the targeted classrooms. The typology of works financed under Activity 1 is limited to the 6 types of standardized works listed in Table 1 that may be done individually or together. The BISEM has started preparing Technical Notes in French/Kirundi with standard drawings, bills of quantities (BoQs) and technical specifications for each type of works, and will complete them before project negotiations. The objective is to improve about 1,200 unfinished classrooms of grades 1 and 2, in most needed classrooms amongst these with solid walls and roofed, in 600 targeted schools belonging to the 55 targeted local governments with the higher number of unfinished classrooms. This Activity will address about one-third of the rural schools of the targeted LGs.

Table 1: Menu of works proposed for activity 1 to complete/improve unfinished existing classrooms

-
1. Construction of a rain-water drainage collector to mitigate risk of foundation settlement;
 2. Construction of a cleanable concrete floor to support school furniture;
 3. Installation of doors and glass-equipped windows to prevent rain water enter the classroom;
 4. Plastering/painting inner-wall to allow display posters and pupils' works (talking classroom);
 5. Provision of a built-up quality blackboard, according to high-standard technical specifications



6. Provision of school furniture according to MEESRS's standard.

44. Activity 2: Supporting the creation of a national maintenance policy. This activity will help the MEESRS to implement its unrealized 2016 agenda to develop a School Construction and Maintenance policy. The project will finance regular transfers every year with a proposed amount of US\$17 per classroom per year (or 30,000 BIF/classroom/yr). As the average school has 8.8 classrooms, the average amount transferred to each school is about US\$ 150 per year (or 264,000 BIF/school/yr). This maintenance grant would be provided every year to all schools (about 4,000), together with an approved list of authorized maintenance works. It would be accompanied by a simple guide, in Kirundi and illustrated, describing the procedures for the acquisition of materials, tools and services. The School Based Management Committee would be tasked with the management of the maintenance grant. An annual audit of use of funds will be carried out. The project-financed grant will complement a government's maintenance grant that is scheduled to start in fiscal year 2019 with an initial small contribution per school, and would increase overtime to gradually fully support the national school maintenance policy at project's end.

45. Activity 3. Development and dissemination of a Construction Manual (*Manuel pour la Construction et maintenance d'Ecoles au Burundi* (MCEB)) to guide the construction and maintenance of standard schools. It will be illustrated, and with minimal writing in Kirundi, with a view to be used by low literate communities and workers. The objective is primarily to guide communities when they build their schools by themselves, and to ensure the result is worth the effort. As the manual will be based on the MEESRS's standard drawings, it would also be a useful to guide for workers, contractors and technical-site supervisors of other Donor's financed projects. To this end, it will be developed by BISEM in coordination with all donors/institutions involved in school construction. The intervention includes the development of a strategy for dissemination and further use by stakeholders.

Component 4: Align systems to improve student progression and learning in early grades (US\$5 million)

46. This component will finance the (i) strengthening of capacity at the decentralized and centralized levels to focus on learning, use data to improve student outcomes and develop strategies in key areas for the next few years; and (ii) finance project management, coordination and monitoring and evaluation.

Sub-component 4.1: Strengthen capacity at central and decentralized levels (US\$ 3 million)

47. Essential to the successful implementation of the above activities (Components 1 to 3) and to sustainable growth and development of education in the country is to ensure that policy, strategic, and operational decisions are underpinned by comprehensive, accurate, and up-to-date information on education in the country. In order to strengthen the ministry's capacity to assess its sector's performance and undertake policy, strategic and operational decisions based on empirical evidence, several activities have been identified.

15. The sub-component is expected to finance the following:

- (i) **Assessing learning outcomes:** The project will finance three national learning assessments for grades 2 and 4 during the project, with a baseline in 2019, midline in 2021 and an endline in



2023. The national assessment will test reading (Kirundi) and mathematics in grade 2, and 4 and French in grade 4. This will assess: (i) degree to which pupils meet the standards and learning competence levels based on the curriculum¹⁶, and (ii) performance on internationally used indicators such as reading fluency (words per minute), as well as reading comprehension and numeracy competences. The latter will be based on a PASEC type definition of competences¹⁷. A national commission will be set up to carry out this activity, headed by the Bureau des Évaluations du Système Éducatif (BESE), with representatives of the BEPEF, economists, psychometricians, among others. The evaluation will be designed by a national technical team, headed by the BESE, which will be supported by technical experts. The BESE's statistical analysis capacities will also be reinforced through training and acquisition of statistical software. They will be responsible for the analysis of the data and for producing the report. Results will be disseminated at the decentralized levels. See section on Monitoring and Evaluation and Annex on Results Framework for details
- (ii) **Piloting a high frequency survey for a sample of about 200 schools.** Data will be collected monthly by inspectors on a tablet-based application. Data will be stored through a hosted solution and information analysed at the BPSE level. Data will capture pupil and teacher enrollment and attendance data, trimester test results, student-textbook ratios, number of cluster school meetings held (captured at the end of the trimester), and number of repeaters (only at the end of the year).
 - (iii) **Strengthening EMIS for more reliable reporting.** The project will finance the development of a strategy for providing each school with a unique identification code, with a protocol for numbering new schools, and process for geo-tagging of schools. The technical expert will also support the BPSE in the cleaning and updating of the current EMIS database. The project will finance consultants to carry out recovery and back-up of existing data and complete a technical review of the latest version of Stateduc2 (provided by UNESCO) to identify and remove reported bugs.
 - (iv) **Equipment and ministry infrastructure:** Better monitoring and planning by the communal, regional and central education offices. Tablets will also be provided to the 119 communal directors, 18 provincial education directors and 18 provincial inspectors to facilitate communication and information exchange. At the central level, the capacity of the key

¹⁶ The competence-based curriculum in Burundi will contain an explicit national standard for literacy and numeracy (and by curriculum subject) at the end of each cycle of schooling (e.g., cycle 1- Grade1 and Grade 2 and cycle 2, grade 3 and 4). The standard is the level of knowledge and understanding; and the ability to apply that understanding, that a learner must be able to demonstrate to show they have mastered the curriculum content they have been studying. It is what a student should have learnt at the end of each sub cycle and provides a clear indication to everyone (teachers, parents, students) of what a learner is expected to be able to do if they have successfully learned the curriculum. The standard for a subject is defined by the *key competences* set out clearly in the curriculum.

¹⁷ Sufficiency levels are based on level 4 of PASEC reading and level 3 of PASEC mathematics competency scales for grade 2 and 4. Level 4 reading competence for grade 2 is defined as: Intermediate reader: enhanced reading autonomy is bolstering their understanding of sentences and texts Pupils have acquired written language decoding and listening comprehension competencies that enable them to understand explicit information in words, sentences and short passages. They can combine their decoding skills and their mastery of the oral language to grasp the literal meaning of a short passage. Level 3 mathematics competence in grade 2 is defined as: Pupils master the oral number sequence (counting up to sixty in two minutes) and are able to compare numbers, complete logical series and perform operations (sums and subtractions) with numbers over fifty. They can solve basic problems with numbers under twenty using reasoning skills.



- directorates will be reinforced through the purchase of electronic equipment (computers, inverters, printers, table and chairs). At the central level, the internet infrastructure will be updated so as to maximize connectivity capacity which was reinforced through the fiber optic cable to which the ministry is now connected. A powerful generator will also be purchased to provide better and more constant power supply (maintenance and fuel included).
- (v) **Capacity building:** The ministry will reinforce its own leadership capabilities through local and international training and study-tours. In particular, building on south-south knowledge exchange, study-tours will be organized in areas where the ministry needs to reinforce its understanding and capacity- for example, to countries which have improved planning capabilities within the ministry. At the local level, leadership training will reinforce the management, planning and organization skills of key directors.
 - (vi) **Better maintenance of HR records:** metal storage units for safekeeping of teacher records and cataloguing.
 - (vii) **Organization of reading and mathematics competitions** or other such activities, at the commune level at the primary level
 - (viii) **Studies and developments of strategies:** this will fund studies and evaluations to inform future activities (school construction and expansion of school network, teacher deployment, EMIS, HR database).

Sub- Component 4.2: Project management, coordination and monitoring and evaluation (US\$ 2million).

48. This sub-component will finance the project management activities, including the recruitment of staff outlined in the section on implementation arrangements, consultancy services, financial and technical audits, the acquisition of equipment, seminars and training, as well as operating costs to supervise the project activities.

Component 5: Contingent Emergency Response Component (CERC) – (US\$0.00)

49. A no-cost CERC will be included under the proposed project in accordance with Operational Policy (OP) 10.00, paragraphs 12 and 13 for projects in Situations of Urgent Need of Assistance or Capacity Constraints. This will allow for rapid reallocation of project proceeds in the event of a natural- or man-made disaster or crisis that has caused, or is likely to imminently cause, a major adverse economic and/or social impact.

E. Implementation

A. Institutional and Implementation Arrangements

50. The project will be implemented by the Ministry of National Education, Tertiary Education and Scientific Research with the Permanent Secretary (PS) as the responsible person. The technical implementation is mainstreamed within the Ministry with the relevant department responsible for project activities falling within its mandate. The Director of each department will be responsible for the timely implementation and performance of the component or subcomponent under its responsibility. A Steering Committee (ST) will be established by Ministerial order. It will coordinate strategically and review the



progress of the activities across the ministry on a regular basis. The ST committee will be attended by all the concerned Directors as well as the Project Management Unit (PMU) who will provide the secretariat for the ST.

51. A Project Management Unit (PMU) will be in charge of day to day coordination, overall financial management, disbursement, procurement, supporting monitoring/evaluation functions and broad support to the Departments activities. It will also carry out the consolidation of project documents, including the project implementation manual, budgeted annual work plans, monitoring and evaluation data collection (with Planning Department) and reports, and other progress reports. It will also facilitate internal and external communication and other supporting activities as requested. The unit reports to the PS. The unit comprises about 6 core staff members, a coordinator, financial specialist, internal auditor, procurement staff, one education specialist, and a monitoring and evaluation expert, as well as the necessary support staff, as needed. The PMU will provide technical assistance to the ministerial departments based upon a detailed technical assistance plan developed component by component.

52. Implementation will be guided by the approved Project Implementation Manual (or Operations Manual) and the annually approved work programs (AWPs). The Manual describes how the project activities will be implemented and the relations, roles, responsibilities of each contributing unit or institutions (including a responsibilities matrix) and administrative, financial management /accounting, and procurement procedures. The PMU is in charge of updating the Project Implementation Manual on a regular basis. Each department will prepare a budgeted annual work plan to be consolidated by the Management Unit, approved by the ST, and submit to the World Bank by November of each calendar year.

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

This is a national level project which will, in part, finance limited school completion as indicated in the sector strategy PSDEF 2012-2020. The schools to receive funds for rehabilitation have not yet been selected.

G. Environmental and Social Safeguards Specialists on the Team

Tracy Hart, Environmental Safeguards Specialist
Ishanlosen Odiaua, Social Safeguards Specialist
Boyenge Isasi Dieng, Social Safeguards Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	OP 4.01 is triggered because of the potential environmental impacts resulting from project activities to do minor project rehabilitation and maintenance of existing classrooms. The potential environmental impacts are expected to be temporal, extremely small-scale, and manageable. Since the projects will involve minor rehabilitation of existing school infrastructure facilities, there will be no site specific environmental management plans prepared but general checklist that will act as a guide during project implementation for the minor works. An EMP checklist has been prepared to that effect.
Natural Habitats OP/BP 4.04	No	OP 4.04 is not triggered on this project because the activities are focused on existing classrooms, to improve learning environment for children in general.
Forests OP/BP 4.36	No	The project will not be concerned with the management of forests.
Pest Management OP 4.09	No	The project will not be concerned with the purchase of pests and pesticides
Physical Cultural Resources OP/BP 4.11	No	This policy is not expected to be triggered. No physical cultural resources are located in existing classrooms.
Indigenous Peoples OP/BP 4.10	Yes	A national Indigenous Peoples Planning Framework (IPPF) has been prepared for the BEGL project to provide the overall structure for the project to ensure that the Batwa receive project benefits in a socially and culturally acceptable manner.
Involuntary Resettlement OP/BP 4.12	No	This Policy is not triggered as BEGLP will not engage in new construction of classrooms or other school infrastructure.
Safety of Dams OP/BP 4.37	No	This policy is not expected to be triggered by any of the project activities as the project will not be financing any activities related to dams
Projects on International Waterways OP/BP 7.50	No	This policy is not expected to be triggered by any of the project activities.
Projects in Disputed Areas OP/BP 7.60	No	This policy is not expected to be triggered by any of the project activities.



KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

Burundi Early Grade Learning Project is classified as an environmental and social Category B because activities funded under the project are not expected to have significant negative environmental and/or social impacts. Part of the activities entail curriculum revision, development of new textbooks as well as training and capacity building which do not trigger environmental and social safeguard concerns. The proposed component 3 will plan to finance some minor construction work – all works are limited to minor repairs and maintenance of existing classrooms. No large scale, significant or irreversible negative impact is foreseen to be induced by the project activities. The project objective will improve educational services at primary level, nationwide. Potential project beneficiaries include the indigenous Batwa people who are present in varying numbers in all the administrative provinces of Burundi. As such, two safeguards policies are triggered: OP/BP 4.01 (Environmental Assessment) and OP/BP 4.10 (Indigenous Peoples). The OP 4.12 is not triggered since there is no new construction or major rehabilitation envisaged in the Project.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

The potential environmental and social impacts are foreseen to be small-scale and site specific, thus easily mitigated. No long term or cumulative impacts are foreseen during project implementation

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

NA

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

For the proposed project, two required safeguard documents-Environmental Management Plan checklist (EMP checklist) and a Indigenous People Planning Framework (IPPF) have been prepared by the project in compliance with safeguard policies triggered.

The key stakeholder are the Batwa people who represent 1% of the Burundi population. During the preparation of the IPPF, consultations were held with Batwa children and parents, as well as provincial education authorities. The IPPF identifies that the education of Batwa children is affected by: lack of motivation to attend school, early marriages and family conflicts, conjugal and gender based violence, poor nutrition at home, frequent illness and lack of access to health care, very weak representation of Batwa parents in school management committees (CGE) and the committees responsible for preparing food in school canteens. Finally, the education of Batwa children is greatly affected by the widespread stigmatization towards this community – extending even to poor treatment of Batwa children in school -, lack of Batwa role models and the extreme poverty of Batwa families which makes it difficult for them to provide the necessary support to see their children through the early years in school.

Following consultations held with Batwa children and parents, as well as provincial education authorities, the IPPF outlines some measures that need to be taken to ensure that Batwa children receive project benefits. These measures include: (i) developing, in consultation with the Batwa, relevant materials targeting the Batwa and the general population to break down prejudice and encourage inclusion, as part of the project's sensitization and mobilization campaign; (ii) recruiting a consultant to work with the Inclusive Education Unit (CEI) of the Ministry of Education, to



develop and contribute relevant materials for inclusion in the relevant sections of the school manuals to be developed by the project; (iii) ensuring that Batwa children benefit fully from the school feeding programs in the participating provinces; (iv) address the needs of Batwa children in the training materials of school principals and teachers; (v) increased Batwa representation in school management and canteen committees.

Since the projects will involve minor rehabilitation of existing school infrastructure facilities, there will be no site specific environmental management plans prepared but general checklist that will act as a guide during project implementation for the minor works. The potential environmental impacts are expected to be temporal, extremely small-scale, and manageable. Positive impacts will include the improvement of learning environment within the schools.

This EMP checklist will assist the communities involved to ensure the environmental concerns are duly incorporated in project implementation phase. In selecting suitable construction materials great attention should be paid to the locally available materials, skills and resources. The Ministry department in charge of construction, BISEM, will work closely with the communities on the implementation.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The EMP checklist and IPPF have been reviewed and approved by the World Bank and have been published on its website and in country on March 26th.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank 20-Mar-2018	Date of submission for disclosure 23-Mar-2018	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
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"In country" Disclosure

Burundi
26-Mar-2018

Comments

Indigenous Peoples Development Plan/Framework

Date of receipt by the Bank 21-Mar-2018	Date of submission for disclosure 23-Mar-2018
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"In country" Disclosure

Burundi

26-Mar-2018

Comments

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

Yes

OP/BP 4.10 - Indigenous Peoples

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?

Yes

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Yes

If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit or Practice Manager?

Yes

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

Yes



All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

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APPROVAL

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Approved By

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