

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)
APPRAISAL STAGE**

Report No.: PIDISDSA17242

Date Prepared/Updated: 25-May-2016

I. BASIC INFORMATION

A. Basic Project Data

Country:	Congo, Democratic Republic of	Project ID:	P157922
		Parent Project ID (if any):	
Project Name:	Education Quality Improvement Project (EQUIP) (P157922)		
Region:	AFRICA		
Estimated Appraisal Date:	05-Sep-2016	Estimated Board Date:	28-Oct-2016
Practice Area (Lead):	Education	Lending Instrument:	Investment Project Financing
Borrower(s):	Ministry of Finance		
Implementing Agency:	Ministry of Primary and Secondary Education and Induction to New Citizenship		
Financing (in USD Million)			
	Financing Source		Amount
	Borrower		0.00
	Education for All - Fast Track Initiative		100.00
	Total Project Cost		100.00
Environmental Category:	B - Partial Assessment		
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate		
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

Despite being endowed with abundant natural resources, 80 million hectares of arable land, and promising economic growth, the Democratic Republic of Congo (DRC) remains one of the poorest countries in the world. Real gross domestic product (GDP) growth in the DRC averaged more than seven percent annually between 2010 and 2012, two percent higher than the average for sub-Saharan Africa (SSA), and is conservatively projected to average 8.5 percent per year between 2015 and 2017. The medium-term economic outlook continues to be promising, characterized by low inflation, and high economic growth driven by a buoyant mining sector and a growing services sector. However, despite strong economic performance and a significant natural endowment, the country's wealth has not significantly impacted the lives of the Congolese people. The DRC ranks 176th among the 188 countries surveyed in the 2015 Human Development Index (HDI) (United Nations Development Program, 2015). In 2012, 64 percent of the population lived below the national poverty line, and 77.2 percent survived on less than US \$1.90 per day.

In the medium term, the DRC will be need to address a range of political, economic and social challenges. There will be growing pressure on the country's budget resources in 2015-16 due to elections related spending, the need to increase the fiscal space to protect the economy from possible shocks arising from falling commodity prices, and to scale up public spending in support of priority sectors, particularly for education, health and basic infrastructure. China's economic slowdown - one of the DRC's major trading partners - may impose additional economic risks in the short to medium term. Fostering inclusive growth is critical for preserving the DRC's economic and social development path, and for solidifying the DRC's transition out of fragility.

The DRC is also undergoing a demographic transition characterized by declining child mortality but sustained fertility rates. The country has a very young population: approximately 67 percent of its population is less than 24 years-old, and almost 50 percent are under the age of 14 years. This trend is expected to continue for the next 20 to 30 years. The 2015 World Population Report estimated that by 2050, the DRC will be among the top ten most populous nations in the world, and the fifth most populous country in 2100. Demographic trends will bring enormous pressure to bear on the education system and the absorptive capacity of the labor market. Improving educational attainment, and the quality of education and training programs in the service of the country's young population has the potential to fuel faster, more equitable economic growth, and improved social cohesion.

Presidential and parliamentary elections are planned for November 27, 2016, and local elections are scheduled to take place on October 25, 2016. In early 2015, the passing of a controversial law, which requires a nation-wide census prior to elections being held (potentially delaying elections, in practice), led to violent street protests in Kinshasa and the eastern provinces, resulting in the law being altered. The opposition and civil society have advocated for a rational programming and the postponing of planned local government elections (cities, communes, chiefdoms and sectors), due to their complexity, and in light of the fact that this form of election has never been held before. The 2016 elections have the potential to raise tensions in the country, and may stall the implementation of reforms.

On January 9, 2015, the Congolese Parliament adopted a law which increases the number of administrative provinces from 11 to 26. The new administrative provinces are closely aligned with the administration of the education sector, which is structured around 30 educational

provinces. Discontinuities between the new structure of provincial administration and the existing educational provinces primarily affect Kinshasa and Kivu. Governors will be elected for each province, however this process may take time, and in the interim special provincial commissioners have been appointed to manage the day-to-day functioning of the new provinces.

Sectoral and institutional Context

Four ministries are mandated with administering the education system: the Ministry of Primary, Secondary Education and Initiation to New Citizenship (Ministère de l'Enseignement Primaire, Secondaire et Initiation à la Nouvelle Citoyenneté) (MEPS-INC), the Ministry of Technical and Vocational Training (Ministère de l'Enseignement Technique et Professionnel) (METP) and the Ministry of Higher Education (Ministère de l'Enseignement Supérieur et Universitaire) (MESU) who collectively administer formal education; and the Ministry of Social Affairs (Ministère des Affaires Sociales) (MAS) which oversees literacy initiatives and non-formal education.

The education structure consists of (i) A three-year cycle of early childhood education, for children aged three to five years old, which is not compulsory, and is provided largely by the private sector; (ii) Six years of primary education; (iii) Secondary education consists of a short and a long cycle of education. The first two years (formerly called cycle d'orientation (CO), renamed *tronc commun*) constitutes a common core curriculum across all streams. The short cycle of vocational training (*cycle court professionnel*) leads to a *Brevet d'Aptitude Professionnelle* (BAP) qualification. The long cycle (called *humanités*) is comprised of three streams: general, normal and technical. Completion of the long cycle enables access to higher education (university or non-university); and (iv) Tertiary education, provided in universities and higher education institutions (HEI), consists of multiple programs of study, which vary in length from three to seven years for a full program of study at the university level, and three to five years at HEIs.

The National Education Law (2014) adopted a 8-2-2 structure for primary and secondary education (8 years of basic education, 2 years of junior secondary and 2 years of senior secondary), and the gradual adoption of the LMD (License, Maîtrise, Doctorat) system in higher education.

Primary and secondary education is characterized by a de-concentrated managerial and organizational structure. In line with the restructuring of sub-national government, special provincial commissioners (*Commissaire Spécial*) (CS) have been appointed to oversee provincial administration. Each CS is assisted by two deputies: one for development and one for political affairs. At the provincial level, the Deputy CS in charge of development is responsible for the education portfolio. The day-to-day administration of education is overseen by 30 educational provinces (*Provinces éducationnelles*) (PROVED), which are further divided into sub-PROVEDs at the district level.

C. Proposed Development Objective(s)

Development Objective(s)

The Project Development Objectives are to: (a) improve pupils' learning achievement in primary education, and (b) strengthen sector governance.

Key Results

D. Project Description

The proposed project builds on experiences from the Bank-financed project (Education Sector Project - PARSE), closed in October 2014, and the GPE-financed project (Support to Basic Education - PROSEB), on-going with a closing date in August 2016. It will be one of the first projects to be financed by the GPE under a recently introduced funding model. Following the Local Education Group's endorsement of a financing request to GPE in September 2015, the Government expressed its wish to have the financing request presented at GPE first round of Board approval in March 2016.

Component 1: Expanding equitable access to quality early childhood education for young children aged 3-5.

Based on findings from the SABER-early childhood development (ECD) and building upon existing programs and ongoing initiatives in DRC, the proposed component aims to expand equitable access to quality early childhood education by addressing the identified issues with a focus on improving preprimary education results throughout the service delivery chain. The focus would be on (1) At the preprimary teacher level: (i) raising teacher competency by evaluating and establishing appropriate training and certification standards and improving pre and in-service training, primarily focusing upon the 5979 ECE teachers available under the public sector (ii) creating a conducive and child-friendly environment by establishing appropriate norms and clear guidelines for teacher experience and child-to-teacher ratios; (iii) introducing more efficient and equitable recruitment and deployment practices of ECE teachers while reducing the high cost of training endured by ECE teachers (iv) increasing the provision of teaching and learning materials through the revision of the 1996 curricula along with provision of related play-based learning materials and ensuring continuity between early childhood and primary years. (2) At the preprimary school and system levels: (i) building upon the preprimary class (zero class) and the community-based models in the country, supporting the identification of scalable models for the provision of quality ECE to underserved areas, particularly targeting the most disadvantaged young children who could most benefit from such programs; (ii) ensuring quality of services provided in support of the expansion of the subsector through the development of quality standards and compliance monitoring mechanisms and activities to promote a conducive enabling environment for potential public-private partnership model, and (iii) supporting the development of a longer-term, ambitious, feasible, and scalable model tailored to the specific context of DRC along with the required monitoring and quality assurance mechanisms and administrative and pedagogical support for the pre-primary sub-sector. The targeting of this component will be national for certain activities suggested. For some activities, targeting will be confined to those provinces that have been marginalized thus far and could far more benefit from an enhanced support for an equitable provision of quality ECE.

Component 2: Raising Student Learning Outcomes in Primary Education

DRC has achieved tremendous progress in access to primary school and increasing enrollment. The average annual growth rate was 6.8% between the school years 2006-07 and 2011-12 with enrollment numbers swelling from 8.6 million to 12 million pupils in the primary education system. Such impressive growth in numbers usually come at the expense of quality because the system has neither the time nor the flexibility to absorb such a shock. DRC is no exception as quality of education, as measured by learning outcomes, is assessed to be low to say

the least. This has been amply demonstrated by the PASEC (2010) results, as well as the EGRA and EGMA (2012) findings. There are several determinants of learning outcomes including but not limited to (i) learning materials such as textbooks or pens and pencils, (ii) infrastructure e.g. latrines, clean water, sufficiently lit classrooms, (iii) the time that pupils spent learning with their teachers, (iv) quality of school supervision from the administration at various layers, and (v) good quality and effective teachers. Of these education production function inputs, it is now fairly well established that teacher quality ranks near, or at the top. Pupils learn more and better when their teachers have the necessary knowledge in terms of both subject matter and pedagogy. Although necessary, this is not a sufficient condition; indeed, pupils will reap the benefit of better teachers only if the teachers also spend adequate time in the classroom effectively teaching. In addition, several studies have found that consecutive years of outstanding teaching can even offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Hanushek, Kain, O'Brien & Rivkin 2005; Rockoff 2004; Sanders & Rivers 1996). Therefore, despite the low quality of education in DRC now, there is hope that with an adequate reform package the learning outcomes for the current pupils who suffer from this state of affairs can still be salvaged. One can reasonably expect that future students who will join a revamped education system will have better learning outcomes. A stronger, better qualified, and more effective teaching force. According to the school statistics 2013-2014, there were roughly 370,000 primary school teachers in DRC of whom more than 95% have the required diploma to teach. Yet, quality of education is very low and many complain that teachers do not have the required skills to teach and teachers performed poorly in the EGRA-EGMA test with only 36% passing the bar for written expression. This clearly points to issues in pre-service training. There is no dedicated training for primary school teachers. For certification as primary school teachers candidates are regular upper secondary school graduates who have taken the humanities/pedagogical option but with little or no exposure to practical teaching. In addition, there is no clear profile for teachers and recruitment and retention policies and practices are unclear and unattractive. Teaching therefore becomes the last resort for secondary school graduates. Weak capacity means that these issues are not adequately addressed by in-service training, teacher administrative and pedagogical support and career management. The project will contribute to making the teaching force more effective by: (i) raising teacher competency by attracting strong candidates whom will be provided with adequate pre- and in-service training, (ii) supporting the establishment of teacher training arrangements focused on a competency based approach including effective teaching practice and (iv) establishing strong mechanisms for monitoring, evaluation and certification of training institutions. The project will also contribute to help pupils experience adequate and good quality instructional time by motivating teachers to attend school regularly and teach. Professional development to expose the teachers to best practices and to effective implementation of these practices will be sought. Initiatives of organizing teachers into networks under PROSEB will be strengthened with more effective support from school principals and inspectors. Putting textbooks in the hands of the teachers and pupils: Research shows that textbooks are critical for learning especially in the early grades where acquisition of literacy and numeracy skills can form a solid foundation for future higher achievement levels. Based on this the Government of the DRC gives high priority to textbooks in its sector program. There are several initiatives from the World Bank (PARSE, PROSEB) and other donors (AFD, CTB) to provide textbooks from grade 1 to grade 6 of primary education across the country. The project will contribute to increasing the availability and use of textbooks by both teachers and pupils with the procurement and distribution of textbooks for grades 1 and 2 to replace those procured under PARSE. The conditions of these textbooks have deteriorated since their acquisition in 2009. The textbooks could be new editions to conform to the reading and math

curricula that were recently revised with UNICEF support. Based on the textbook policy developed under PROSEB, the project will support the implementation of the policy, with a focus on strategies to provide, distribute and use of textbooks in an effective and sustainable manner.

Component 3: Strengthening sector management

Institutionalization of student learning assessment. DRC overall system for student assessment is very weak. Although DRC has a policy for Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment implementation every two years since 2010, and participates in the PASEC national and international large-scale assessments. It does not have a clear policy and institutional framework for national assessments. While in a globalizing world international assessments are crucial for comparing DRC with the best-performing education systems internationally, the absence of a national capacity limits the nation's ability to use assessments to promote learning that in turn would make the country become more competitive. One of the key objectives of the new sector strategy is to address this issue. With support from PARSE, DRC participated in PASEC in 2010. With this exercise, a core team of analysts in MEPS-INC Directorate of Studies and Planning has been trained by PASEC in the design, implementation and analysis of PASEC results. This capacity still exists and, with the support of PROSEB, the core team has taken the initiative to independently conduct an assessment in 2014, using PASEC protocol. The Government also intends to establish a Student Learning Assessment Unit which will undertake systematic assessment of student learning. It has solicited the Bank and the partners to provide guidance on the strategic mandate and the institutional nature of the Unit. The project will help create a culture of monitoring and assessment of student learning -- within the classroom but also participation in national and international large-scale assessments, such as EGRA, EGMA and PASEC in a systemic manner. At the classroom level, the proposed project will support the development of user-friendly guidelines on classroom assessment practice for diagnosing student learning issues and providing feedback to students. Mechanisms to monitor the quality of classroom assessment practice will also be developed. In terms of national and international assessments, the proposed project will support capacity building in assessment design and administration, data analysis and reporting; as well as any actions to institutionalize the implementation to EGRA, EGMA and PASEC. Restoring the accountability of the sector administration. As stated above, the financing of the sector relies largely on households' contributions through school fees despite the implementation of the primary fee-free policy starting in 2010. While the school fees are used to top-up teacher salaries which are very low or to pay for teachers who are not on the payroll, a portion of these fees is also used to pay for the functioning of the administrative offices. The latter phenomenon creates a perverse relationship between the schools and their respective administrators. Under the on-going PROSEB, there are activities that aim to restore a credible administrative and pedagogical relationship between the administrative offices and the schools. Promising results have been noted about the diminishing dependence of the administrative offices on parental contributions and there has been gradual progress in the functioning of the administrative offices towards a culture of responsibility and results-oriented performance. The proposed project will deepen and expand PROSEB experiences to support: (i) the restructuring of the administrative offices based on standards and the revamped organizational structure, (ii) the provision of operating costs for the administrative offices that are closest to the schools, and (iii) capacity building in results-oriented performance, using tools and approaches that promote results coupled with efficient and transparent budget management. Participatory budgeting approach could be applied to further the transparency and the disclosing of information for accountability. Promoting school-based management (SBM), with community involvement. The evidence today is that school-based management can improve learning

outcomes. The proposed project will exploit SBM approaches that will give voice and decision-making power to local stakeholders who are closest to the school and have the highest stake in improving learning. PARSE and PROSEB have developed mechanisms to strengthen communities and parental involvement in school management with the creation of the school councils (comités de gestion des établissements). The proposed project could include interventions initiated in previous operations to structure the functioning of the school councils, in a more effective way, around the monitoring of the school's performance (test scores, teacher and student attendance) and the development of school improvement plans. Building on positive results from PARSE and PROSEB, the proposed project could extend the sphere of SBM to include empowering school principals to intensify pedagogical leadership with the necessary support and incentives. Restoring the accountability of the sector administration and promoting SBM will be governed by good governance principles. To mitigate rent seeking behavior and the risks of elite capture within school councils, participatory budgeting processes (PB) will be piloted in a few schools to promote an inclusive engagement of a broad set of stakeholders. Informed by experiences from Brazil, Portugal, France, and the South-Kivu region in Eastern DRC, participatory budgeting at the school level aims to promote transparency around school-level budgets and the effective usage of available funds by empowering those with the highest stakes in improving learning outcomes to be part of the decision making on how best to use available school funds. In line with good PB practices this will engage non-state actors in the allocation of funds as well as in the monitoring of budget execution. Informed by the pilot experience, the project would subsequently look at scaling the approach up.

Component 4: Project Management and Coordination

The proposed project will support activities to coordinate, monitor and evaluate project execution. In addition, it will support the monitoring and evaluation of the Education and Training Sector Strategy through annual joint reviews between the Government and the Local Education Group. In complement to the regular monitoring by the Government, the proposed project will also find other forms of third-party monitoring that involve youth.

Component Name

Expanding equitable access to quality early childhood education for young children aged 3-5.

Comments (optional)

Component Name

Component 2: Raising Student Learning Outcomes in Primary Education

Comments (optional)

Component Name

Component 3: Strengthening sector management

Comments (optional)

Component Name

Component 4: Project Management and Coordination

Comments (optional)**E. Project location and salient physical characteristics relevant to the safeguard analysis (if known)**

The project will be implemented at the national level

F. Environmental and Social Safeguards Specialists

Claude Lina Lobo (GENDR)

Lucienne M. M'Baipor (GSU01)

II. Implementation**Institutional and Implementation Arrangements**

The project will adopt the institutional and implementation arrangements that were successfully applied under PROSEB. Project implementation will be mainstreamed within Government structures, with a strong emphasis on the management of the project by the Government in support of improved capacity and sustained project outcomes. The project will include clear and transparent procurement mechanisms, financial management and disbursement procedures to ensure that project funds are used solely for project purposes. The project's operations manual will be developed to prescribe the rules and procedures for project execution at all levels of administration. The Government has committed itself to sanction all misuse of funds, including through non-competitive bidding practices, and will notify the partners of any irregularities. For detailed information, see Annexes 5 and 6.

III. Safeguard Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The project plans to construct four Teacher Training Institutions (TTIs) and rehabilitate some facilities, and some activities will be implemented nationally. This will require the Client to prepare an Environmental and Social Management Framework (ESMF) since the exact project location (for the construction specifically) is not yet determined. Seeing as previous education project, Projet de Soutien À L'Éducation De Base (PROSEB) P13112, prepared a satisfactory framework and also intervened at the national level, the project may update the existing ESMF. The ESMF will be disclosed in country, as well as on Infoshop prior to appraisal.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	

Physical Cultural Resources OP/BP 4.11	No	
Indigenous Peoples OP/BP 4.10	Yes	<p>The project will focus on institutional reforms, which will not have a negative impact on Indigenous Peoples (IPs).</p> <p>However, as the project will be implemented at a national level and there is a strong presence of IPs in nine of the eleven provinces of the DRC (prior to reform of province territories), an Indigenous Peoples Policy Framework (IPPF) will be prepared to address any negative impacts, but also to ensure that the project includes IPs as project beneficiaries. Similarly, since the previous education project, <i>Projet de Soutien À L'Éducation de Base (PROSEB) P13112</i>, prepared a satisfactory framework and also intervened at the national level, the project may update the existing IPPF. The IPPF will be disclosed in country, as well as on Infoshop prior to appraisal.</p> <p>An Indigenous Peoples Plans (IPP) may be developed should the identified intervention areas directly impact IPs.</p>
Involuntary Resettlement OP/ BP 4.12	No	The proposed project will finance the construction and equipping of four Teacher Training Institutes (TTI) and minor rehabilitation of existing structures. However, the project will not, in anyway, finance any activity related to land acquisition and/or involuntary resettlement. Necessary documents and titles will be made available to the project team prior to civil works commencing.
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/ BP 7.60	No	

IV. 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:

The project triggers OP 4.01 Environmental Assessment, due to potential negative environmental and social impacts related to subcomponent 2.1.:

- (1) Small renovation/rehabilitation works of offices and technology equipment, and
- (2) Construction and equipping of four Teacher Training Institutions (TTIs) as models among the

<p>selected provinces.</p> <p>The constructions will only take place on sites that are already owned by the government, and therefore the project does not trigger OP 4.12, as no land acquisition or involuntary resettlement is expected.</p> <p>The project has also triggered OP 4.10 on Indigenous Peoples, and the IPPF (and subsequently the IPP should the need arise) will ensure that there are no negative impacts on the Indigenous populations located in the selected provinces, and to ensure that they share in project benefits.</p>
<p>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</p>
<p>The proposed project does not anticipate any potential negative social or environmental long term impacts as a result of this project. The project will focus on institutional reforms, improving sector governance, and capacity building of teachers.</p>
<p>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</p>
<p>Not applicable</p>
<p>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.</p>
<p>The client will prepare two main documents: (1) an ESMF to address any potential environmental issues throughout the project cycle, and (2) an IPPF since the project will most likely impact IPs that are present in the nine intervention provinces. The IPPF will include provisions for IP inclusion as project beneficiaries, specifically in regards to the universal basic and primary education as well as school materials for communities in project intervention zones, teacher training, and various other capacity building efforts to be provided by the project.</p> <p>In regards to the Project Implementing Unit (PIU), MEPS-INC's capacity to plan and implement safeguard measures, the level is considered low. The PIU will need capacity building/training on the Bank's safeguard policies and procedure which will be provided by the World Bank Safeguards team, as well as close supervision from the Bank team to ensure compliance with the safeguard policies. Furthermore, the project will establish a social and environmental management unit/team within the PIU prior to the beginning of the project, with a specific mandate to supervise and monitor implementation of the ESMF and the IPPF, and ensuing documents such as the IPP if needed. The social and environmental management unit will be strengthened by the recruitment of one social and one environmental specialist/technical assistant (these may be part time consultants or collaborations/partnerships with local Higher Educational Institutions specialized in Social and Environmental disciplines), who will organize training of other members of the unit to enhance their capacities to fulfill the unit's mandate.</p>
<p>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</p>
<p>For the first objective, which is to improve pupils learning achievement and learning conditions in primary education, the key stakeholders will be the local communities, including IPs, living in the nine provinces as direct beneficiaries.</p> <p>The second objective being the (Strengthening the Governance sector), stakeholders will include the established steering committee that will oversee operations, namely the Cellule Indépendante d'Évaluation des Acquis Scolaires (CIEAS), which will comprise a broad</p>

representation of key stakeholders, including the concerned MEPS-INC directorates (DIPROMAD, DEP, SERNARFOR, General Inspection), universities, teachers unions and civil society.

During the preparation and dissemination of the EMSF and IPPF, the Client will ensure consultation mechanisms for all stakeholder contributions in regards to the project's impact, design, as well as implementation. These documents will be disclosed in country, in all the project areas and local languages, as well as on the Bank's InfoShop.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	01-May-2016
Date of submission to InfoShop	14-May-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
<i>Comments:</i>	
Indigenous Peoples Development Plan/Framework	
Date of receipt by the Bank	01-May-2016
Date of submission to InfoShop	14-May-2016
"In country" Disclosure	
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why:	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment	
Does the project require a stand-alone EA (including EMP) report?	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]
OP/BP 4.10 - Indigenous Peoples	
Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>] NA [<input type="checkbox"/>]

Indigenous Peoples?	
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [] No [] NA []
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 [] No [] NA []
The World Bank Policy on Disclosure of Information	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [] No [] NA []
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 [] No [] NA []
All Safeguard Policies	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [] No [] NA []
Have costs related to safeguard policy measures been included in the project cost?	Yes [] No [] NA []
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [] No [] NA []
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [] No [] NA []

V. Contact point

World Bank

Contact: Dung-Kim Pham

Title: Senior Operations Officer

Contact: Waly Wane

Title: Senior Economist

Borrower/Client/Recipient

Name: Ministry of Finance

Contact: Yav Muland Henri

Title: Minister

Email: cabfinances@minfinrdc.com

Implementing Agencies

Name: Ministry of Primary and Secondary Education and Induction to New Citizenship

Contact: Lufunisabo Bundoki

Title: General Secretary -

Email: sgepsy@yahoo.fr

VI. For more information contact:

The InfoShop
 The World Bank
 1818 H Street, NW
 Washington, D.C. 20433
 Telephone: (202) 458-4500
 Fax: (202) 522-1500
 Web: <http://www.worldbank.org/infoshop>

VII. Approval

Task Team Leader(s):	Name: Dung-Kim Pham, Waly Wane	
<i>Approved By</i>		
Safeguards Advisor:	Name: Maman-Sani Issa (SA)	Date: 06-Jul-2016
Practice Manager/ Manager:	Name: Dina N. Abu-Ghaida (PMGR)	Date: 06-Jul-2016
Country Director:	Name: Yisgedullish Amde (CD)	Date: 14-Jul-2016