

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

**Report No.:** PIDISDSC15845

**Date Prepared/Updated:** 14-Jan-2016

**I. BASIC INFORMATION**

**A. Basic Project Data**

<b>Country:</b>	Congo, Democratic Republic of	<b>Project ID:</b>	P157922
		<b>Parent Project ID (if any):</b>	
<b>Project Name:</b>	Education Quality Improvement Project (EQUIP) (P157922)		
<b>Region:</b>	AFRICA		
<b>Estimated Appraisal Date:</b>	17-May-2016	<b>Estimated Board Date:</b>	20-Jul-2016
<b>Practice Area (Lead):</b>	Education	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Primary education (80%), Pre-primary education (20%)		
<b>Theme(s):</b>	Other social development (50%), Social Inclusion (50%)		
<b>Borrower(s):</b>	Ministry of Finance		
<b>Implementing Agency:</b>	Ministry of Primary and Secondary Education and Induction to New Citizenship		
<b>Financing (in USD Million)</b>			
<b>Financing Source</b>			<b>Amount</b>
Borrower			0.00
Education for All - Fast Track Initiative			100.00
Total Project Cost			100.00
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Concept Review Decision:</b>	Track II - The review did authorize the preparation to continue		
<b>Is this a Repeater project?</b>	No		
<b>Other Decision (as needed):</b>			

## **B. Introduction and Context**

### **Country Context**

With 80 million hectares of arable land, abundant natural resources and a promising economic growth rate, the Democratic Republic of Congo (DRC) still remains one of the poorest countries in the world. Since 2010, DRC's economic growth has exceeded the average for Sub-Saharan Africa (SSA) by 2 percentage points. Real gross domestic product (GDP) growth has averaged more than 7% from 2010-2014 and is projected to exceed 9% in 2015. The medium-term economic outlook continues to be promising with low inflation and high economic growth driven by buoyant mining sector activity and a growing services sector. However, and despite a strong performing economy and vast natural resources, the country's wealth has not had much impact on the lives of the Congolese people. DRC still ranks 186 out of 187 on the 2014 Human Development Index (HDI). In 2012, 64% of its population was living below the national poverty line, and 82% survived on less than US\$1.25 per day.

Going forward, DRC will be confronted with challenges at the political, economic and social fronts. There will be growing pressure on the country's budget resources in 2015-16 to finance the elections, to increase the fiscal space to protect the economy from possible shocks due to falling commodity prices, and to increase public spending on priority sectors, in particular education, health and basic infrastructure. Fostering inclusive growth is important to preserve DRC's economic and social development path as well as to solidify DRC's transition out of fragility.

DRC is also undergoing a demographic transition with declining child mortality but a sustained fertility rates DRC has a very young population with about 67 percent being less than 24 years old, and almost 50 percent under the age of 14 years. This trend, characterized by a large and growing young population (as a portion of the total population) is expected to continue for the next 20 to 30 years. The 2013 World Population Report estimated that by 2050, DRC will be among the top five most populous nations in the world. As a consequence, this overwhelmingly young population will put enormous pressure on the education system and the labor market. Raising the education and training levels of this young population, however, could fuel faster equitable economic growth and social progress.

### **Sectoral and Institutional Context**

The education and training system is managed and operated by several ministries, faith-based organizations, public and private entities whose mandate can overlap, lessening the impact of policies and interventions. Four ministries are responsible for the education and training sector: the Ministry of Primary and Secondary Education and Induction to New Citizenship (MPSEINC), the Ministry of Technical and Vocational Education (MTVE), the Ministry of Higher and University Education (MHUE), and the Ministry of Social Affairs (MSA - responsible for literacy and non-formal education). The system includes schools managed by the State (écoles non-conventionnées) and schools run by faith-based organizations (écoles conventionnées) that are administered primarily by Catholic, Protestant, Kimbanguist and Islamic organizations. Faith-based schools are an integral part of the public system and function under the same financing scheme as the state-run schools, of low public financing supplemented largely by households' contribution through school fees and other schooling-related fees. Public financing consists of teacher salaries, operating costs, the renovation of school buildings, textbook distribution, etc.

The dual management of the school system poses a unique challenge in achieving an integrated

sector development with equity. The “écoles non-conventionnées” are typical public schools, managed and operated by the government while the “écoles conventionnées”, which account for a large majority of the country’s public schools, are managed by the country’s various religious networks, as agreed in a 1977 convention. There were 67,068 public pre-primary, primary and secondary schools across the DRC in 2012 and about 17.2 million children enrolled. Most children (70 percent) are enrolled in the public “écoles conventionnées” while 18 percent are enrolled in public “écoles non-conventionnées” and 12 percent in private schools. The faith-based organizations have played an important role in sustaining the education sector, especially during difficult social and economic times in the country’s history when public service delivery was disrupted. Today, although the “écoles conventionnées” tend to be relatively more efficient and associated with lower unit cost, the dual management of the system makes it difficult to effectively and uniformly organize and manage public schools, resulting in issues such as high growth in teaching staff and of administrative offices. This unplanned and non-budgeted onboarding of staff has created important issues for the sector, resulting in unpaid staff and shifting the cost burden to households.

Governance of the system is also weakened with the dual management of the system and the heavy reliance on households’ contribution to finance the functioning of the system. The education sector is largely financed by households who contribute 73 percent of education spending (2013), stemming from the fact that (i) only about 67 percent of public school teachers are on the official payroll, (ii) teacher salaries are still low in comparison with other public sector employees, leading households to compensate teachers already on payroll with supplemental salaries (“frais de motivation”), and (iii) the education sector does not budget adequate funds to cover operating costs of public schools and the public school system . About 70 percent of the fees collected from households stay at the school level while 30 percent is transferred throughout the system to finance the functioning of the administration. These fees are not regulated by national legislation and are, at origin, often dubious reflecting a perverse relationship between the schools, the teachers and the administrative offices (“bureaux gestionnaires”). The latter two actors have grown financially dependent on parental contribution resulting in situations that undermine the impartiality of the management of the sector.

Years of harsh crises and conflicts have led to interruption of schooling, displacement of population and creation of new groups of vulnerable children resulting in the challenges that the system is facing today. During the conflict periods, an estimated 40 to 50 percent of school-aged children did not attend school at all, with girls constituting a majority of the deprived group. Today, the system faces many challenges which include: (i) low level of education attainment, (ii) gender, socio-economic and geographical disparities, (iii) difficulties in raising the quality of education with qualified teachers and creating an enabling teaching and learning environment, (iv) rebuilding the devastated infrastructure, and (v) increasing public financing coupled with the strengthening of the governance system.

Government has invested considerable efforts in increasing access to education with notable results, but many challenges remain. Over the course of the last five years, there has been considerable expansion of the system, resulting in a rapid increase in enrollment at all levels of education. Between 2008 and 2010, the number of public and private education institutions increased from 47,000 to 66,600, and the number of students registered across the system, from primary to higher education, grew from 13.6 million to 16.9 million.

Pre-primary education. Like in many Sub-Saharan Africa (SSA) countries, one of the main factors behind low learning outcomes at the primary level in DRC is that students enter primary school without adequate preparation. While the Government officially recognizes the importance of early childhood education (ECE) guaranteeing the provision of preschool education for children ages three to five—maternel—in a cycle of three years in its National Education Law, DRC has one of the lowest preprimary enrollment rates in the region with a gross enrolment rate estimated at 4.3 percent among children 3-5 years of age (UIS, 2013). The Law does not mandate the provision of ECE and given that ECE is not provided free of charge, enrollment is skewed by household income and experiencing rapid growth, mostly in urban areas. Provision of pre-primary education remains mostly private sector led (56 percent), followed by faith-based preschools (48 percent), and a small percentage of community-based preschools (1 percent). There are large disparities in enrollments; for example 12.6 percent of children aged between 3 and 5 years old are enrolled in Kinshasa while only 1.5 percent are enrolled in North Kivu. The low coverage of pre-primary services, in the marginalized rural areas, particularly affects the most disadvantaged young children who could most benefit from such programs. Overall ECE quality is poor with issues identified along the education service delivery chain at the (i) preprimary teacher level, (ii) preprimary school level, and (iii) system level.

Primary education has experienced considerable growth in enrollments during the last ten years. The introduction of the fee-free policy in 2010 helped increase the Gross Enrollment Rate (GER) from 90 to 110.4 percent between 2006/07 and 2011/12. Nevertheless, this high GER rate hides an over-age phenomenon. Forty-four percent of children enrolled in the first year of primary education are over-aged and 11% repeat the grade. High repetition is one of the causes for dropping out, reducing the internal efficiency of the system. In 2012/2013, completion rate stood at 63.8%. Gender Parity Index is 0.9 in urban areas and 0.83 in rural areas. The most pressing challenge plaguing primary education is its quality. Student Learning achievement remains low. The results of learning assessment carried out by PASEC 2010 indicate that at the end of the 5th year of primary education, average scores of students show only 39.2 percent in French and 45.2% in Math. Early grade assessments in reading and mathematics in 2012 corroborated the mediocre PASEC results. For reading, 47% of the 4th grade students and 23% of the 6th grade students could not read one word after a minute. For mathematics, the 2nd grade students had difficulties with numbers beyond 20, the 4th grade students had difficulties with numbers close to 1000, and the 6th grade students had difficulties with numbers beyond 1000. Within the same assessments, only 50% of the sampled teachers scored successfully in the reading-comprehension test and 36% the written test.

International evidence suggests that the single most important determinant of learning is teacher performance. An analysis of performance in DRC reveals a teaching workforce with low motivation due to unattractive compensation and limited prospects for career growth. In addition, teachers lack quality pre-service training and suffer from, irregular in-service training, and poor pedagogical support and guidance.

Secondary Education. Achievements made in primary education have resulted in a significant expansion of secondary education, positioning DRC in the same range as a number of SSA countries, GER at 38.3 percent in 2012/13 and a Gender Parity Index (GPI) of about 1.6. But quality and internal efficiency lagged, with the rate of repeaters at 12% compared to 9% for the SSA average. This is partly because of the poor quality of primary school graduates who enter lower secondary education. Marked intra-school, district and rural/urban differentials also exist at this level. Teachers are less qualified and more unequally distributed than in primary. Teaching

materials and infrastructure are also scarce and in poor condition especially in the rural areas.

Despite recent efforts to improve budget allocation, sector financing remains low. Compared to Sub-Saharan African countries that spend on average 20 percent of their budget on education, in 2012 the share of education in the public budget in DRC was only 12.8 percent. This represented 2.8 percent of GDP compared to 4.6 percent for the SSA average. It is, however, noteworthy that this low level still represents a sharp recovery since the share of education in public expenditure had actually dwindled to 6 percent in 2002. This clearly shows a renewed commitment from the government to finance education.

The education sector remains largely financed by households. Although there has been some improvement regarding the burden borne by households, the latter still finance 73 percent of education spending in the DRC (down from 90 percent in 2005). The reduction in the contribution of households tends to reflect the increase in the base education spending by the government rather than a reduction in the education burden itself on households.

The budget allocation is not aligned with the MDGs, reflecting a lack of clear prioritization in the budget preparation and allocation process. Examination of the budget allocation by level of education reveals that in 2013, only 40 percent of the budget allocation went to the primary education level while the majority was dedicated to the post-primary levels- with 26 percent going to higher education alone- even though, on average, 63 percent of all students were enrolled at the primary level. The average budget allocation to the primary sector in the SSA is around 44 percent while the GPE recommendation is at 50 percent. Pre-primary education was, and still is large ly private sector financed with only a paltry 0.5% of the total public sector education budget.

The education budget is almost entirely absorbed by the wage bill with a share that averaged 91% between 2005 and 2012. The wage bill even peaked at 98.5% in 2009. This leaves no room for capital or recurrent spending to improve the quality of education. This is alarming considering the fact that in 2012, almost half, 48.6%, of those in the teaching force were not paid by the government but rather supported by the communities.

The Global Partnership for Education (GPE) has communicated to the Government of DRC its continued support of basic education based on a credible SSET that needs to be endorsed by the Local Education Group (LEG). The World Bank has been engaged in the education sector in DRC for a significant period of time, working with the development partners and the Government to address critical challenges with systemic interventions. The World Bank-supported analytical and operational work has built a strategic dialogue that has enabled the Government to leverage technical and financial support to further develop its education system from early childhood education to tertiary education. GPE support is attached to an indicative maximum country allocation of US\$100 million to finance a Program developed through the proposed project, with the Bank as the Supervising Entity. The Program will be the second one provided to the Government of DRC, following successful progress in implementation of the initial Program launched in 2012.

The Government of DRC is working to develop a 10-year Education and Training Sector Strategy (ETSS – 2016-2025), encompassing the development of education from pre-primary to tertiary education. The ETSS supports the following Government’s vision of its Education system “Developing an equitable and good quality education system that would contribute effectively to



national development, the promotion of peace and active democratic citizenship”. Thus, the ETSS embeds the following three strategic objectives for the development of the education and training system: (i) promote a more equitable education system for growth and employment; (ii) create an environment for quality of education; and (iii) establish a governance system based on transparency and efficiency. The SSET is in its final stage of development and will undergo an independent evaluation before its political validation and endorsement by the Local Education Group, planned for mid-December 2015.

### **Relationship to CAS/CPS/CPF**

The project supports the third CAS strategic objective to improve social services delivery and increase human development indicators. The project will support an equitable expansion of access to early childhood education that has the potential to raise later schooling achievement. For early childhood education as well as for primary education, the focus will be on improving the quality of teachers and providing a more conducive environment for teaching and learning. The project will also deepen the governance reforms initiated under previous Bank-financed and GPE-financed projects. In addition, by focusing on equity and quality of education and recognizing teachers as the key determinant of learning, the project also contributes to GPE strategic goals of learning for all, building for the future and reaching every child as well as its strategic objectives of support to fragile and conflict-affected states and teacher effectiveness.

## **C. Proposed Development Objective(s)**

### **Proposed Development Objective(s) (From PCN)**

The proposed PDO is to support the Education and Training Sector Strategy goal of providing equitable access to quality pre-primary and primary education, and strengthening sector management.

### **Key Results (From PCN)**

Equitable access to quality pre-primary education:

- (i) Enhanced support to preprimary teachers for improved ECE instruction.
- (ii) Increased provision of quality ECE to underserved areas (targeting the most disadvantaged young children)

Equitable access to quality primary education:

- (i) Improved EGRA and EGMA scores
- (ii) Increased instructional time
- (iii) Improved support to teachers for better instruction

Stronger sector management:

- (i) Establish a Central Student Learning Assessment Unit with branches in all provinces
- (ii) Improved operations of the recipient administrative offices financed through the budget subsidization approach

## **D. Concept 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’s various layers, and (v) good quality and effective teachers. Of these education production function “inputs”, it is now fairly well established that teach 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.

## II. SAFEGUARDS

### A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project will be implemented at the national level

### B. Borrower's Institutional Capacity for Safeguard Policies

Even though the Borrower experience in implementing several education projects its institutional capacity is low in light of the recent portfolio review done by the Bank safeguards specialists.

### C. Environmental and Social Safeguards Specialists on the Team

Claude Lina Lobo (GEN07)

Lucienne M. M'Baipor (GSU01)

### D. POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	TBD	There will be no works under the project. In case during the project preparation, it is determined that any works will be done then the project will prepare an Environmental and Social Management Framework.
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	TBD	The project will focus on institutional reforms and that will not have a negative impact on IPs impacts. The project will make sure that when IPs are present in project area these people will benefit of all project activities as the local communities and an IPPF will be prepared before the project appraisal.
Involuntary Resettlement OP/BP 4.12	No	There will be no works under the project. The project will not involve any taking of land.
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	

## E. Safeguard Preparation Plan

### 1. Tentative target date for preparing the PAD Stage ISDS

18-May-2016

### 2. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the PAD-stage ISDS.

The Borrower will be advised to initiate the safeguard-related studies by the end of the Preparation phase if there is Safeguard Policy triggered.

## III. Contact point

### World Bank

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Contact: Waly Wane  
Title: Senior Economist

### Borrower/Client/Recipient

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### Implementing Agencies

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**V. Approval**

Task Team Leader(s):	Name: Dung-Kim Pham, Waly Wane	
<i>Approved By</i>		
Safeguards Advisor:	Name: Johanna van Tilburg (SA)	Date: 21-Jan-2016
Practice Manager/ Manager:	Name: Meskerem Mulatu (PMGR)	Date: 21-Jan-2016
Country Director:	Name: Ahmadou Moustapha Ndiaye (CD)	Date: 21-Jan-2016

1 Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.