INTEGRATED SAFEGUARDS DATA SHEET
CONCEPT STAGE

Report No.: ISDSC9987

Date ISDS Prepared/Updated: 19-Aug-2014

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I. BASIC INFORMATION

A. Basic Project Data

Country:	Congo, Democratic Republic of	**Project ID:**	P149233
Project Name:	Education Project for Quality and Relevance in Secondary and Tertiary (P149233)		
Task Team Leader:	Dung-Kim Pham		
Estimated Appraisal Date:	06-Jan-2015	**Estimated Board Date:**	26-May-2015
Managing Unit:	GEDDR	**Lending Instrument:**	Investment Project Financing
Sector(s):	Secondary education (30%), Tertiary education (20%), Vocational training (50%)		
Theme(s):	Education for the knowledge economy (100%)		

Financing (In USD Million)

Total Project Cost:	200.00	Total Bank Financing:	200.00
Financing Gap:	0.00		

Financing Source	Amount
BORROWER/RECIPIENT	0.00
IDA Grant	200.00
Total	200.00

Environmental Category:	B - Partial Assessment
Is this a Repeater project?	No

B. Project Objectives

14. The proposed PDO is to improve the quality and relevance of Junior Secondary Education, formal TVET and corresponding areas of Tertiary Education. Project interventions in Junior Secondary and Tertiary Education will prioritize STEM education, while in formal TVET are limited to selected priority sectors and targeted geographic areas.

C. Project Description

A. Project Concept

1. Description

1. In the DRC, many different institutional actors are involved in TVET landscape in the formal, non-formal, informal and industrial) sectors. This project will focus on only formal provision, which is under the governance of MEPSP, even if overall coordination of all actors is warranted under the TVET Inter-Ministerial Committee ('Comité interministeriel de l'ETFP'), and, in Tertiary Education, is under the purview of the Minister of Higher Education and Scientific Research.

2. Science, Technology, Engineering, and Mathematics (STEM) occupations will be critical to Africa's future economic competitiveness because of their direct ties to innovation, economic growth, and productivity. This is especially true for the DRC where the expanding Labor Market (LM) requires a supply of workers and specialists in many STEM areas; that being said, it is still not clear what skills will in fact be needed in the DRC's near future, but preparing for that eventuality can be mediated by a good quality STEM education. At present, secondary education is not responding to the needs of the LM; a skills mismatch is clearly apparent.

3. Reform of secondary education in DRC needs to address the following major and interrelated challenges of: (i) removing barriers to secondary education; (ii) starting structural reform for a more efficient use of available resources; and (iii) improving the quality and relevance of the teaching and learning process.

4. In line with the Government's strategy to provide a cycle of eight years of basic education in the future, the Project will, among other things, include a relevance assessment of current general secondary curricula and place priority on a review of math, science and technology curricula.

Component 1: Improve Quality and Relevance of Junior Secondary education, of formal TVET and corresponding areas of Tertiary Education.

5. Sub-Component 1.1 Strengthening Junior Secondary Education. A common observation made regarding students entering Junior Secondary (the 'tronc commun') is that they are academically weak, lacking basic competencies in literacy and numeracy. This situation, if unaddressed, leaves them in a poor position to undertake junior secondary education, let alone succeed in later studies. In addition, students are recognized to be weak in other basic skills, like STEM competencies -- that is, those competencies most sought after in Science, Technology, Engineering, and Math, such as critical thinking, problem-solving, ability to work in groups, and so on.

6. This sub-component would seek to address this double concern (lack of basic skills and STEM competencies). It would provide the following: i) the curricula would be reviewed with an eye to strengthening STEM content (in math, science, and technology); (ii) up to date textbooks and teacher guides reflecting the new curricula would be made available, as well as other pedagogical resources; (iii) training on the competency-based approach used by the new curricula (developed but not yet entirely and successfully rolled out), on the textbooks, and on competency-based pedagogy would be presented to teachers (an emphasis being placed on teaching STEM competencies in all subject matters, in so far as possible); and (iv) studies to define the extent and characteristics of upgrades needed to junior secondary education institutions would lead to equipment provision and

infrastructure rehabilitation. In addition, (v) modules and/or teacher training will be developed and implemented to help teachers remediate the noted weaknesses in basic skills in students throughout the course of their two years of study in Junior Secondary. Finally, (vi) the development of reliable assessments of student achievement (literacy and numeracy) and student competencies (STEM or soft skills) at this education level is required.

Sub-Component 1.2 Rationalizing TVET.

7. The TVET system, which includes the Vocational and Technical streams, has operated up to now without any well- articulated strategy. Consequently, it does not address the future skills needed to underpin the economic development of DRC in any effective or efficient way. The Vocational and Technical streams ('Cycle court' of two or three years and 'Cycle long' of four years) both offer about 40 different options. There is much overlap between the two. Analysis of enrollment and participation rates indicates that less than half of these options enroll more than 1500 graduates; some do not enroll more than 20 graduates nationwide (such as Metallurgy in the Vocational stream and Meteorology in the Technical stream); while still others have zero enrollment.

8. Further, most options do not have appropriate curricula; of more concern, curricula may be inexistent and hence the quality of the learning entirely relies on the creativity of teachers. The absence of national curricula and clear standards of achievement evidently questions the quality and the fairness of the examination process. Most importantly, many of these options appear out of date and so reflect little relation to the needs of the Labor Market.

9. Ongoing initiatives have tried to address this redundancy/irrelevance by beginning to restructure the streams. So, for instance, MEPSP (with support from VVOB and CTB) has developed relevant curricula for agriculture (6 for the ‘technical’ stream, thereby reducing agriculture curricula/options from 10 to 6; and 5 for the ‘vocational’ stream), while the APEFE/CTB have supported the development of 10 additional programs. Of all these new programs, the agriculture curricula are in the process of being rolled out, while the others are still in a pilot phase.

10. There is need for a major shift from ‘piecemeal’ initiatives like these, however successful and important they have proven to be, to whole-system reform, which will require: (i) a more harmonized and stronger donor intervention for effective structural reform and related (political) commitment by MEPSP and line ministries, such as Budget and Finance; (ii) clear policies on priorities and relevant routes for development (building on the national/provincial mapping developed by CTB that has started to analyze the labor market on the demand side); (iii) a more comprehensive and well-defined delineation of roles and responsibilities involving all Ministries that cover TVET (such as Social Affairs, Labor, Youth and Sport).

11. The restructuring of TVET is a long-term initiative. It will include mainstreaming the vocational with the technical stream and feature a way for students to transfer between the two streams, thereby allowing them greater educational opportunity. This project, building on the work done by the Ministries supported by VVOB and CTB, will concentrate efforts, first, on the vocational stream to respond to the immediate employability needs of the large number of students concerned.

12. Once selected, the programs in targeted, priority sectors would be developed through the financing a set of interrelated inputs to improve their quality, which would include:

- Curriculum Development: design and implementation of competency-based, demand-

responsive curricula;

- Pedagogical Support: textbooks and teacher guides would be drafted on the basis of the curricula developed.
- Training of Trainers: design and delivery of training to upgrade existing trainers and train new trainers on technical, pedagogical, and STEM skills as per the new competency-based curricula;
- Infrastructure, Furniture, Equipment, and Materials: Infrastructure rehabilitation and reconstruction, provision of furniture, equipment and materials;
- Assessment: the design and implementation of competency-based training will be accompanied by the assessment of trainees.

13. Entrepreneurship modules in TVET. This activity aims to create and provide entrepreneurship training modules in TVET streams. Evidence from randomized trials at university level has shown that entrepreneurship training significantly improves a graduate's chance of being self-employed. Similar programs in Botswana, Kenya, and Uganda with younger students have also seen promising results. Following these precedents, the project will include financing to develop these modules, which will include curricula and pedagogic materials, and build capacity for their delivery within the TVET streams by training trainers. It will also include an assessment of this project.

14. TVET awareness and promotion campaign. In order to counter the p oor present image of TVET in civil society, an awareness campaign would be developed and implemented in the course of this project. It would aim to expose some of the current stereotypes surrounding secondary education in the DRC today, like the unfounded preference for G eneral Arts and the fascination with Diplomas, while demonstrating that TVET streams lead to self-employment or employment in well-paid jobs in the Labor Market (monthly salaries for TVET graduates are higher than secondary graduates).

Sub-Component 1.3 Strengthening TVET and STEM at the Tertiary Level.

15. Technical secondary streams (the cycle long) can lead to Tertiary Education, and it is in those selected priority sectors at the Tertiary level that require strengthening. In addition, other Tertiary Education sectors that relate to STEM education are underfunded and so require immediate attention to improve their infrastructure, furniture, equipment, and materials. The project activities at this level will include studies to define size and characteristics of upgrades to higher education institutions, infrastructure rehabilitation, relevant equipment and materials provision in STEM subjects, and curricula adaption.

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Component 2. Institutional Capacity Strengthening and Monitoring and Evaluation.

16. This component finances investments in the kinds of institutional capacity-building necessary to ensure strong project management and successful implementation.

Sub-Component 2.1 Institutional Capacity Strengthening.

17. This sub-component will support the effective implementation of this project. It presupposes in order for it to be fully successful, improved coordination between the relevant stakeholders in question, improved capacity, and improved commitment.

Sub-Component 2.2 Monitoring and Evaluation.

18. This sub-component will build capacity for monitoring and evaluating (i) student achievement (in Junior Secondary and in TVET programs, as described above in second paragraph describing Sub-Component 1.1) and (ii) training delivery, which will involve establishing reliable ways to assess the outcomes of teacher training.

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

19. There will be renovation/rehabilitation and the provision of equipment to a number of secondary schools. Project interventions will be limited to some geographical areas which are not yet defined at present.

E. Borrowers Institutional Capacity for Safeguard Policies

20. Borrower's institutional capacity is satisfactory in light of its experience in implementing several education projects that also include school civil works.

F. Environmental and Social Safeguards Specialists on the Team

Antoine V. Lema (GURDR)

Abdoulaye Gadiere (GENDR)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	Yes	An Environmental and Social Management Framework (ESMF) will be prepared to cover the impacts of rehabilitation and renovation of secondary technical schools, including the provision of water and sanitation.
Natural Habitats OP/BP 4.04	No	The project will not undertake any investments in critical natural habitats. In particular, the project will not support schools inside the Salonga National Park.
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	The project will not support the purchase of any pesticides or pest management programs.
Physical Cultural Resources OP/ BP 4.11	No	
Indigenous Peoples OP/BP 4.10	Yes	The project will target a number of provinces which are not yet identified. In the case that indigenous populations are located in the selected provinces, and to ensure that these populations benefit from the project, an Indigenous Peoples Planning Framework will be prepared.
Involuntary Resettlement OP/BP 4.12	No	Works under the project are limited to reconstruction and rehabilitation of existing schools. 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	

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 24-Nov-2014

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing[1] should be specified in the PAD-stage ISDS:

21. The Borrower will be advised to initiate the safeguard-related studies by the end of the preparation phase which is expected to be in mid-October 2014.

IV. APPROVALS

Task Team Leader:	Name: Dung-Kim Pham	
Approved By:		
Regional Safeguards Coordinator:	Name: Johanna van Tilburg (RSA)	Date: 19-Aug-2014
Practice Manager/ Manager:	Name: Peter Nicolas Materu (PMGR)	Date: 20-Aug-2014

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[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.