

Integrated Safeguards Data Sheet (ISDS)	
Section I – Basic Information	
Date ISDS Prepared/Updated: June 17, 2004	Report No.:AC880
A. Basic Project Data	
A.1. Project Statistics	
Country: Congo, Republic of	Project ID: P084317
Project: Support to Basic Education Project	TTL: Adriana Jaramillo
Total project cost (by component):	
Appraisal Date: June 22, 2004	Loan/Credit amount(\$m): IDA: 20
Board Date: September 23, 2004	
Other financing amounts by source:	(\$m.)
Managing Unit: AFTH3	Sector: General education sector (100%)
Lending Instruments: Specific Investment Loan	
Is this project processed under OP 8.50 (Emergency recovery)? Yes? [] No? [x]	
Environmental Category: B	Safeguard Classification: S2
A.2. Project Objectives	
<p>The project development objectives are to improve efficiency in the allocation and management of resources, improve the quality of the education services offered, and reduce the inequities in the provision of these services. In order to achieve these objectives, the proposed Project will pursue a three-fold agenda of action. 1) it builds the capacity of the Ministry of Primary and Secondary Education to prepare the system for decentralization, in particular providing support to the Regional Departments of Education (RDE) to develop and monitor regional education plans, and strengthen their capacity to provide support to the school system; 2) it provides support to the improvement of quality of education services offered by providing direct support to schools, through the implementation of a National School Improvement Program; and 3) provides support to increase equity in the provision of services, by providing free textbooks, allocating resources based on a per capita formula, focusing rehabilitation efforts in underserved areas, and providing support to out of school youth and excluded population such as pygmies.</p>	
<p>The outcome indicators of the project will be:</p>	
<p>a) Improvement of the quality of the education services offered in primary and lower secondary measured by</p> <ul style="list-style-type: none"> • Increased primary and lower secondary completion rates • Decreased repetition and/dropout rates for primary and lower secondary 	
<p>b) Improvement of the Management Capacity of the MEPSA measured by</p> <ul style="list-style-type: none"> • Readiness for decentralization of management- Capacity of RDEs to develop and monitor education plans • Decreased in teacher/student ratio; • Increased in the Teachers to non teachers ratio in the schools 	

Results indicators by component are as follows:

- a) the regional department education offices improve their performance on three main aspects: 1) Develop and Monitor Regional Education Plans; 2) Provide Pedagogical Support to Schools, (in-service teacher training, textbooks and teaching and learning materials) and 3) Manage Human Resources in an efficient way reducing the ratio of administrative/teaching staff. At the central level, the project will provide technical assistance to the Ministries of Education, to enable the preparation of a sector-wide program, that will provide a coherent vision of the sector, and will state the short-, medium- and long-term goals for each of the sub-sectors.
- b) Rehabilitation of School infrastructure: (i) 400 classrooms will be rehabilitated and equipped by the end of the project ; (ii) the ratio pupils to table will decrease from 5 to 1 to 2 to 1 in selected schools, at the end of the project; (iii) training of 1,700 school management committees in charge of developing school improvement plans by the end of the project.
- c) Support to the improvement of quality of education: (i) training of 240 training staff by the end of the project ; (ii) training of 2,600 school principals by the end of the project; (iii) training of 6,000 teachers by the end of the project; (iv) 2 million school textbooks produced and distributed by the end of the project.
- d) Support to out of school youth and children in special needs (pygmies): number of out of school youth that participated in the alphabetization program by the end of project ; (ii) increase the number of alphabetized pygmies, (iii) development of a national policy for social inclusion of youth at risk and pygmy children.

The Education sector project contributes to the higher level objectives of the TSS. A key element in the consolidation of the country's economic diversification needed to boost economic growth and mitigation of the existing high social risks is building human capital. The provision of a better quality of education is a strategic action for generating a skilled labor force, a condition for economic growth. The project will assist Congo in the mitigation of the current post-conflict crisis in the education sector, and at the same time will provide the building blocks for the solid development of a medium- and long-term sector program.

A.3. Project Description

1) Capacity-building of the MEPSA. (Estimated cost including operating costs: US\$ 2.5 M).

The objective of this component will be to prepare the system for a successful decentralization of management of primary and secondary education. To do this, the central level will receive technical assistance to improve its capacity to define and manage sound policy planning and implementation and monitoring of these policies, aimed at improving the internal efficiency of the sector. An important set of reforms will be introduced, namely the provision of free education services, budget reform, and personnel reform. The project will support the introduction of these policies, and will provide technical assistance to the Ministries of Education, Finance, Civil Service, for the consensus building and set of actions needed to put in place and enforce the new policies. The mechanisms and the objectives pursued by these reforms will prepare the Government for its eligibility to HIPIC relief.

The project will also support the Planning Unit of the MEPSA (DEP) to establish and manage an Education Management Information System (EMIS), at the central, department and inspection level that will help to develop a coherent and efficient Education Sector Program with a medium- and long-term vision. The initial organizational and functional analyses conducted during preparation will be conducted in depth and completed by the end of 2005, and will lead to the elaboration of the action plan for the re-organization (central and decentralized) of the MEPSA.

Capacity building action plans at all school administration levels will be developed and implemented. These actions plans will be focused on the preparation, implementation and monitoring of regional education plans. RDEs will be trained on information management, use of information data basis for education planning, budgeting and will receive assistance on the preparation of their annual education plans. They will be provided with IT equipment and when needed staffed with accounting and procurement specialists, in order to prepare them for decentralized management of financial resources. School Inspections will be trained on providing pedagogical support to schools, which will include the use of the new curriculum, and the use of child centered pedagogy.

2) Rehabilitation of the School Infrastructure. (Estimated cost: US\$ 8.5 M)

The objective of this Component is twofold, it will be to rehabilitate the school buildings that were damaged during the war, and/or have deteriorated due to lack of maintenance, and provide school furniture to those schools where the needs are more pronounced. In addition it would build the capacity of existing school management infrastructures, community-based organizations, and the local level of administration. To achieve its objectives,

this component will be implemented following a demand-driven approach, and will be managed in a decentralized set up. The rehabilitation of the schools will be based on School Plans prepared by the School Management Committees (SMCs). In addition, SMCs will manage budget allocations for school maintenance and, will be responsible for monitoring completion of rehabilitation works. It is estimated that about 405 classrooms will be rehabilitated, and 1,700 SMCs will be provided with training on the preparation of school plans, that should be the basis for public budget allocations to schools. Regional Departments of Education will be responsible for assisting schools in the preparation of School Plans, and in the decision making of resource allocation to schools, and supervision and monitoring of school construction, under guidance from regional UNDP offices. Gradually they will be responsible for financial and procurement management, and at the end of the project their capacity should be such to enable them to take on these tasks.

3) Support to the improvement of quality of education (Estimated cost: US\$ 7 M)

This Component will consolidate the in-service training program initiated by MEPSA, and INRAP with support from the French Cooperation . This in-service program has been developed following a cascade approach, in which trainers have been selected and trained in all departments. This effort has been done with the idea of creating regional networks of pedagogic advisors and trainers, and in line with the capacity building and reinforcing the pedagogical support that inspections should play. The goal of the project is to promote the establishment of clusters of schools with the inspection as a hub. The Project will provide support by i) training the teachers currently in primary and junior secondary schools in teaching assignments, ii) training of school Directors, and iii) equipment and training for trainers and school inspections in order to facilitate their support role to schools. The project will also support the adaptation/production of the textbooks and teaching guides for primary and junior secondary schools, and will provide support to guarantee access to textbooks in the three core subjects (French, Math and Civic Instruction/education for peace building) for all students enrolled in primary and junior secondary. This component will also fund the curriculum assessment for secondary education, and the preparation of relevant learning materials, and in-service secondary education teacher training programs. In addition, this component will provide support to the ENIS, for the revision and elaboration of new teacher training curriculum, and piloting of new training programs for teachers.

4) Support to out of school youth, and pygmies (Estimated costs: US\$ 2 M)

The objective of this Component will be to pilot experiences on the provision of formal and non-formal education and training opportunities to young aged 14-18 who have not been to

school; and to underserved populations such as the pygmies. This component will provide support for the expansion of programs that have been initiated by the Division of Alphabetization of MEPSA with support from the French Cooperation and UNICEF, and initiatives supported by the Ministry of Professional, Technical and Vocational Education, and other initiatives such as those initiated by IPHD, Agri-Congo and others that have demonstrated to be successful. Based on the initial assessment of what constitute key elements of success, the mechanisms for a demand-driven expansion of these programs will be put in place. For the pygmy population, the project will provide support to the programs developed by UNICEF, UNESCO, PAM and IPHD that have rehabilitated schools in villages where the pygmy population has been established. These programs provide support to the pygmy population by providing teaching and learning materials, paying for their school fees, uniforms and providing school feeding programs for all children enrolled in the program. This approach is based on the idea of integrating the pygmy population with the Bantu population in the same school. The project will also explore the possibility of setting up programs that are designed specifically to address the needs of pygmy children, including literacy programs for their parents. All these experiences will be closely monitored, in order to continue the identification of elements of success with the aim of developing a national strategy for youth at risk and pygmy children at the end of the project.

A.4. Project Location and salient physical characteristics relevant to the safeguard analysis:

The Project has national coverage (Republic of Congo).

B. Check Environmental Category A [], B [X], C [], FI []

Comments: This project has been categorized as a “B” due to the planned rehabilitation of schools.

C. Safeguard Policies Triggered

	Yes	No
Environmental Assessment (OP/BP/GP 4.01)	[x]	[]
Natural Habitats (OP/BP 4.04)	[]	[x]
Pest Management (OP 4.09)	[]	[x]
Cultural Property (draft OP 4.11 - OPN 11.03-)	[]	[x]
Involuntary Resettlement (OP/BP 4.12)	[x]	[]
Indigenous Peoples (OD 4.20)	[x]	[]
Forests (OP/BP 4.36)	[]	[x]
Safety of Dams (OP/BP 4.37)	[]	[x]
Projects in Disputed Areas (OP/BP/GP 7.60)*	[]	[x]
Projects on International Waterways (OP/BP/GP 7.50)	[]	[x]

* By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas

Section II – Key Safeguard Issues and Their Management

D. Summary of Key Safeguard Issues.

D.1. Environment

Key safeguard issues relate to the rehabilitation of schools; these activities are likely to have environmental impacts such as soil erosion, soil and water pollution and loss of vegetation, as well as social impacts such as loss of livelihoods, air pollution and health impacts due to improper asbestos disposal.

2. A Social Assessment Study was conducted to assess the impact of the education project, in particular to look at potential social impacts of proposed project activities, and the motivation that communities would have to participate in the implementation of the project. The study was aimed at identifying measures that could be taken in order to enhance community participation. Four target populations were surveyed: children ages 6-16 (attending school, dropped out and never gone to school); primary and secondary teachers and school principals, community leaders and parents. In total, 482 people were surveyed, in three geographical areas, Brazzaville, Ngo and Djambala. The study found that 34% of children currently in school come from single parent families, 48% from families where both parents are present, and 7% are with guardians (grand-parents, or uncles/aunts), and all of them pay school fees. The majority of the children (98%) enjoy going to school.

The teachers surveyed were 46 males and 44 females, the women with an age range of 35-44, and men 45-55. Forty seven percent of them have been in the profession for more than 15 years. Ninety percent of them are not satisfied with their labor conditions, mainly- 80% - due to lack of resources and bad conditions of buildings and furniture found at the schools. Sixty two percent noted the low and irregular payment of salaries, and 66% observed the poor learning environment and overcrowded classrooms.

The main findings of the study corroborate what previous analysis have showed, mainly that there are serious equity issues concerning the provision of schooling, and that one of the main constraints for access are school fees. Also the poor conditions of the school buildings, the lack of learning materials, and the poor management of human resources which have been pointed out in other studies carried on during the preparation of this project were confirmed in the social assessment.

3. Indigenous People

In preparation of activities to be carried out in component 4 of the project, an assessment of the current situation of pygmies in Congo was conducted. From the legal point of view the IPs (in total around 30.000 to 40 000¹ individuals gathered throughout Congo) are citizens equal to all other people born in Congo, but they have neither the same political influence, legal status, organizational, technical or economic capacity as the Bantus, the main ethnic group in Congo. The Pygmies were the first settlers in central Africa and in Congo. The educational situation of pygmies children is very alarming. Most Pygmies children remain outside the educational system. Available data (2000) indicate that only 80.5% of surveyed pygmies who are more than 10 years old, have never been to school. 68.5% of pygmies who are between 6 and 14 years old (therefore of school age) are not enrolled in any educational institution. Moreover, pygmies girls have less access to school than

¹ Estimates from UNICEF and the NGO « La coopérative Haie Vie ».

pygmies boys- 71.2% of girls do not attend schools versus 66.2% of boys.

There are many factors which affect the lack of schooling of pygmies children:

- Current school calendars do not fit with the migratory lifestyle of the pygmies. The Pygmies and their children move deep in the forest for harvest or ritual initiations at specific times of the year.
- Pygmies social organizations confer adult responsibilities at a relatively early age. Pygmies children as early as 10 years old are considered as active family members and bear some responsibility in the feeding of the family.
- The extreme poverty, prevalent in pygmies communities means that most families are unable to pay for school fees, school uniforms or school supplies.
- The pygmies are not always aware of the advantages of having their children attend school
- There are very few schools to cater to the pygmies population. Pygmies children have very often to travel to far away areas to attend schools. Indeed, almost all public schools are built for the Bantus and pygmies children are de facto guests of the Bantus.
- Pygmies children are severely discriminated against by the Bantus. The Pygmies relatively lax personal hygiene often worsen the already strained relationship between the two communities.
- Pygmies suffer from a deeply rooted inferiority complex
- The Congolese government has never devised an educational policy specifically for the pygmies.

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

Indirect and/or long term impacts due to future activities are not anticipated. The rehabilitation of schools might have negative impact specially when dealing with scrap metals, nails, cement blocks, paintings, installation of doors and locks, if appropriate measures are not taken can have negative impacts. However, these impacts are so minor that they cannot justify any cancellation of the rehabilitation effort. Also, the project might have to displaced squatters and encroachers occupying the school land /premises for residence or agricultural purposes.

D.3. Describe the treatment of alternatives (if relevant)

A discussion of alternatives to the planned rehabilitation of schools was not relevant.

The preparation of the school plans must follow the guidelines proposed for meeting the environment safeguards, and the screening, evaluation and monitoring process that has been set up for the decentralized management of component 2, takes into account at each of its steps, the meeting of the environmental guidelines. An environmental report has been prepared, and disclosed among the main authorities and

stakeholders in Congo.

The project designed has taken into consideration actions to address all of the social aspects noted.

To address the equity issues the project is taking the following measures:

- Introduction of free education
- Provision of free textbooks
- Priority for support to schools in deprived areas

2. To address the poor conditions of the schools the project will rehabilitate and equip at least 400 classrooms

3. To address the poor conditions of work noted by the teachers the project is supporting the following:

- Redeployment of teachers to change the 1/92 teacher student ratio, to 1/50 at the end of the project
- Improvement of financial management that will help regularize payments of all teachers on a monthly basis
- Revision of teacher development policy and practices

3. To improve the learning environment the project will support:

- Provision of textbooks for math, French and civic and peace education to all children enrolled in schools
- In-service teacher training for all teachers currently assigned to teaching in the classroom
- Provision of pedagogical and learning materials to all schools

4. To improve management in the schools

- School Management Committees will be trained and assisted to ensure that their members are elected
- School Management Committees will be trained on the preparation of School Improvement Plans, which will constitute the basis for allocation for rehabilitation funds.

5. To promote community participation

- School Management Committees will be responsible for management of funds up to US \$ 20,000.
- School Management Committees will be responsible for monitoring completion of civil works, and other school improvement activities.

In light of increasing education of this vulnerable population, the project has designed a component that will carry out the following activities addressed to meeting the education needs of the pygmy population. A budget of US\$ 1 million has been allocated, and below is a summary description. For details, please see Component 4, detailed project description.

- Activity 1: Assessment of (national/sub-regional) projects which focus on the pygmy communities: This activity consists of analyzing the projects already carried out and/or in progress in order to better identify factors of success and constraints in education programs for pygmies. During this phase, data gathering on the pygmies situation will be undertaken.
- Activity 2: Analysis of projects being prepared by UN agencies and NGOs that are meeting education needs of pygmy populations: Projects of UN agencies, notably UNICEF and NGOs such as IPHD and others that have been developing

programs to integrate pygmy children in schools will be assessed and based on positive results, funding for their expansion will be available. Based on Activity 1, they will be modified and adapted to optimize their impact.

Activity 3: Set up of guidelines for provision and expansion of education programs for pygmy children and literacy programs for their parents, to be funded under the same funding arrangements set up in the project for the support to school improvement plans. NGOs and local communities will assist pygmy communities in the preparation of their funding proposals.

- Activity 4: Follow-up and evaluation of implemented projects supported during project implementation.
- Activity 5: A national education policy for the pygmy will be devised by MEPSA by the end of the project.

D.4. Describe measures taken by the borrower to address safeguard issues. Provide an assessment of borrower capacity to plan and implement the measures described. A National education policy to address the education needs of the pygmies will be developed based on the project findings. The government has shown commitment and ownership regarding the guidelines for the preparation of school improvement plans, and the safeguards included for keeping a healthy and safe environment for teachers and children.

An ESMF has been prepared by the Borrower to ensure that the rehabilitation activities under the project are carried out in an environmentally and socially sustainable manner. A Resettlement Policy Framework will guide the principles and procedures to address potential cases of displacement of encroachers and squatters from the school premises.

D.5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people. The people consulted in the studies carried out during preparation comprise, teachers, school principals, students currently in schools, children ages 6-16 not in school, pygmies population, parents and teachers associations, local leaders, teacher unions, local NGOS, national federation of NGOS, school management committees, Regional Department Education Staff, School Inspection Staff. The people interviewed and surveyed were from the regions of Pool, Plateaux, Cuvette, Brazzaville and Pointe Noire.

The safeguard documents required for this project, Environmental and Social Management Framework (ESMF), Resettlement Policy Framework (RPF), Indigenous People Development Plan (IPDP) were disclosed prior to Project Appraisal in Congo at World Bank Resident Mission, UNDP, UNICEF, Ministry of Primary and Secondary Education, Ministry of Technical and Vocation Training, Ministry of Environment, General Direction of Environment, NGOS working with pygmies populations such as Haie-Vie, Espoir Renait, Civil Society organizations such as the Parents and Teachers Association and Teachers Union. They were also disclosed at the InfoShop in Washington, D.C.

<i>F. Disclosure Requirements Date</i>		
<i>Environmental Assessment/Audit/Management Plan/Other:</i>		
Date of receipt by the Bank	5/30/04	
Date of “in-country” disclosure	6/09/04	
Date of submission to InfoShop	6/10/04	
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	Not Applicable	
<i>Resettlement Action Plan/Framework/Policy Process:</i>		
Date of receipt by the Bank	6/02/04	
Date of “in-country” disclosure	6/09/04	
Date of submission to InfoShop	6/04/04	
<i>Indigenous Peoples Development Plan/Framework:</i>		
Date of receipt by the Bank	5/28/04	
Date of “in-country” disclosure	6/09/04	
Date of submission to InfoShop	6/04/04	
<i>Pest Management Plan:</i>		
Date of receipt by the Bank	Not Applicable	
Date of “in-country” disclosure	Not Applicable	
Date of submission to InfoShop	Not Applicable	
<i>Dam Safety Management Plan:</i>		
Date of receipt by the Bank	Not Applicable	
Date of “in-country” disclosure	Not Applicable	
Date of submission to InfoShop	Not Applicable	
If in-country disclosure of any of the above documents is not expected, please explain why.		
Section III – Compliance Monitoring Indicators at the Corporate Level (To be filled in when the ISDS is finalized by the project decision meeting)		
<i>OP/BP 4.01 - Environment Assessment:</i>	<u>Yes</u>	<u>No</u>
Does the project require a stand-alone EA (including EMP) report?	x	
If yes, then did the Regional Environment Unit review and approve the EA report?		
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?		
<i>OP/BP 4.04 - Natural Habitats:</i>	<u>Yes</u>	<u>No</u>
Would the project result in any significant conversion or degradation of critical natural habitats?		x
If the project would result in significant conversion or degradation of other (non-critical) natural habitats, does the project include mitigation measures acceptable to the Bank?		N/A
<i>OP 4.09 - Pest Management:</i>	<u>Yes</u>	<u>No</u>
Does the EA adequately address the pest management issues?		N/A
Is a separate PMP required?		N/A
If yes, are PMP requirements included in project design?		N/A

Draft OP 4.11 (OPN 11.03) - Cultural Property:	<u>Yes</u>	<u>No</u>
Does the EA include adequate measures?		N/A
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on physical cultural resources?		N/A
OD 4.20 - Indigenous Peoples:	<u>Yes</u>	<u>No</u>
Has a separate indigenous people development plan been prepared in consultation with the Indigenous People?	x	
If yes, then did the Regional Social Development Unit review and approve the plan?	x	
If the whole project is designed to benefit IP, has the design been reviewed and approved by the Regional Social Development Unit?	x	
OP/BP 4.12 - Involuntary Resettlement:	<u>Yes</u>	<u>No</u>
Has a resettlement action plan, policy framework or policy process been prepared?	x	
If yes, then did the Regional Social Development Unit review and approve the plan / policy framework / policy process?	x	
OP/BP 4.36 – Forests:	<u>Yes</u>	<u>No</u>
Has the sector-wide analysis of policy and institutional issues and constraints been carried out?		N/A
Does the project design include satisfactory measures to overcome these constraints?		N/A
Does the project finance commercial harvesting, and if so, does it include provisions for certification system?		N/A
OP/BP 4.37 - Safety of Dams:	<u>Yes</u>	<u>No</u>
Have dam safety plans been prepared?		N/A
Have the TORs as well as composition for the independent Panel of Experts (POE) been reviewed and approved by the Bank?		N/A
Has an Emergency Preparedness Plan (EPP) been prepared and arrangements been made for public awareness and training?		N/A
OP 7.50 - Projects on International Waterways:	<u>Yes</u>	<u>No</u>
Have the other riparians been notified of the project?		N/A
If the project falls under one of the exceptions to the notification requirement, then has this been cleared with the Legal Department, and the memo to the RVP prepared and sent?		N/A
What are the reasons for the exception?		N/A
Please explain:		N/A
Has the RVP approved such an exception?		N/A
OP 7.60 - Projects in Disputed Areas:	<u>Yes</u>	<u>No</u>
Has the memo conveying all pertinent information on the international aspects of the project, including the procedures to be followed, and the recommendations for dealing with the issue, been prepared, cleared with the Legal Department and sent to the RVP?		N/A
Does the PAD/MOP include the standard disclaimer referred to in the OP?		N/A
BP 17.50 - Public Disclosure:	<u>Yes</u>	<u>No</u>
Have relevant safeguard policies documents been sent to the World	x	

Bank's Infoshop?		
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?		x
<i>All Safeguard Policies:</i>	<u>Yes</u>	<u>No</u>
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of the safeguard measures?	x	
Have safeguard measures costs been included in project cost?	x	
Will the safeguard measures costs be funded as part of project implementation?	x	
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures?	x	
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	x	
<i>Signed and submitted by:</i>		
	<u>Name</u>	<u>Date</u>
Task Team Leader:	Adriana Jaramillo	June 17, 2004
Project Safeguards Specialist 1:	Yvette Djachehi	June 17, 2004
Project Safeguards Specialist 2:	Eldetraut Gilgan-Hunt	June 17, 2004
Project Safeguards Specialist 3:		
<i>Approved by:</i>		
	<u>Name</u>	<u>Date</u>
Regional Safeguards Coordinator:	Thomas Walton	
Comments:		
Sector Manager:	Laura Frigenti	
Comments:		