



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF
ANGOLA LEARNING FOR ALL PROJECT
APPROVED ON SEPTEMBER 26, 2013
TO
REPUBLIC OF ANGOLA

EDUCATION GLOBAL PRACTICE

EASTERN AND SOUTHERN AFRICA REGION

Regional Vice President:	Hafez M. H. Ghanem
Country Director:	Jean-Christophe Carret
Regional Director:	Amit Dar
Practice Manager:	Muna Salih Meko
Task Team Leader:	Leandro Oliveira Costa



ABBREVIATIONS AND ACRONYMS

AEP-COVID-19	Angola Emergency Plan of COVID-19
EGRA	Early Grade Reading Assessment
FM	Financial Management
IDA	International Development Association
IE	Impact Evaluation
IFR	Interim Financial Report
ISR	Implementation Status and Results Report
MED	Ministry of Education
MTR	Medium-term Review
PAT	Learning for All Project (<i>Projecto Aprendizagem para Todos</i>)
PDO	Project Development Objective
PIU	Project Implementation Unit
SDI	Service Delivery Indicator Survey
SDR	Special Drawing Rights
SIGE	Education Management Information System (<i>Sistema da Gestão Escolar</i>)
ZIP	Zone of Pedagogical Influence (<i>Zona da Influencia Pedagógica</i>)



BASIC DATA

Product Information

Project ID P122700	Financing Instrument Investment Project Financing
Original EA Category Not Required (C)	Current EA Category Not Required (C)
Approval Date 26-Sep-2013	Current Closing Date 28-Feb-2021

Organizations

Borrower Republic of Angola	Responsible Agency Ministry of Education
--------------------------------	---

Project Development Objective (PDO)

Original PDO

The proposed Project Development Objectives are to improve teachers' skills and knowledge as well as school management in project designated areas; and to develop a system for systematic student assessment.

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
IDA-52540	26-Sep-2013	16-Jan-2014	16-Jun-2014	28-Feb-2021	75.00	60.56	7.94

Policy Waiver(s)

Does this restructuring trigger the need for any policy waiver(s)?

No



I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

A. Project Background

1. This Project Paper seeks the approval of the Vice President for a Level 2 restructuring of the Learning for All Project in Angola (PAT) for an extension of 12 months. If granted, this would be the third restructuring for the Project equaling a total of 46 months extension from the original Project closing date which was April 30, 2018. The current closing date is February 28, 2021. The Project was approved on September 26, 2013 and became effective on June 16, 2014. The Project was financed by an International Development Association (IDA) credit in the amount of US\$75 million equivalent and US\$5 million counterpart funding. The Project development objectives (PDO) are to: (i) improve teachers' skills and knowledge as well as school management practices in Project designated areas; and (ii) develop a system for systematic student assessment. The Government requested the restructuring of the Project on December 28, 2020 for a six months extension to complete activities related to teacher training and student learning assessments allowing them to achieve the PDO and support activities to mitigate learning loss due to the negative impact of COVID-19 on education. Subsequently, the Government in consultation with the World Bank decided to extend the Project for 12 months instead of six in order to ensure planned activities can be completed particularly given the uncertainty of the continued COVID-19 situation and the impact on the education sector.¹
2. As mentioned above, the Project has been restructured twice: (i) on January 29, 2017, after the mid-term review (MTR) in April 2016; and, (ii) on February 27, 2020. The first restructuring included: (i) an extension of the Project closing date by 22 months (from April 30, 2018 to February 28, 2020); (ii) modifications to the results framework; (iii) a change in disbursement arrangements; and, (iv) a reallocation of funds across disbursement categories. The second restructuring included: (i) an extension of the Project closing date by 12 months (from February 28, 2020 to February 28, 2021); (ii) a revised implementation schedule and disbursement estimates; (iii) minor changes to components and cost; (iv) a reallocation across disbursement categories; and, (v) changes to the results framework to revise indicators' target end dates. Since the first restructuring of the Project, Project performance has improved significantly.
3. Since the onset of the COVID-19² pandemic, adjustments to Project activities to collaborate with the Angola Emergency Plan of COVID-19 (AEP-COVID-19) were needed due to implementation challenges and operational constraints posed by issues such as school closures. Given the circumstances, the World Bank advised Ministry of Education (MED) to align the AEP-COVID-19 measures with the Framework for Reopening Schools endorsed by multi donors including the World Bank. The adjustments included: (i) developing and implementing a large-scale distance learning strategy; (ii) conducting deep-cleaning and hygiene interventions for the reopening of schools; (iii) purchasing laptops to promote home-based work/offices for the MED team; and (iv) purchasing a Short Message System (SMS) messaging to disseminate information and advice to educators and parents about the schools reopening and safe operation.

¹ See attached the e-mail from the Minister of Finance sent on February 11, 2021 requesting a 12-months extension.

² Coronavirus Disease 2019 (COVID-19)



4. As of February 24, 2020, the Project had made significant progress and 85 percent of the total credit had been disbursed. While many of the indicators' end-of-project targets have been achieved, some activities have not been completed in full due to the impact of the COVID-19 pandemic. At the same time, PDO-level and intermediate indicators have not been achieved, two out of three PDO indicators and two out of 19 intermediate indicators. Furthermore, the Project is expected to have an undisbursed amount of US\$7.5 million if closed as planned on February 28, 2021. Given the closure of schools on March 24, 2020 and their partial reopening for select grades, in October, 2020, the proposed restructuring with a 12-months extension would allow the Project to complete all of its activities satisfactorily and continue to contribute to AEP-COVID-19 and minimize learning loss for children in Angola.
5. With the proposed 12-month extension, it is highly likely that the PDO will be achieved. Progress towards achievement of PDO and the Implementation Progress have been rated Moderately Satisfactory over the past three years. As a recent contribution to the AEP-COVID-19 and reopening of schools, the Project supported the training and inputs to produce soap by the school community (to promote hand washing), and the distribution of hygiene and cleaning materials for all 13,000 primary schools. There are no outstanding audits and Quarterly Interim Financial Reports (IFRs) and the annual External Audit Reports are of good quality and have been submitted on time. Moreover, MED has prepared a detailed action plan reflected in the revised implementation schedule that would enable them to reach all remaining targets and achieve the PDO in full.

Rationale for Restructuring

6. As stated, the Project is scheduled to close on February 28, 2021. The main rationale for the extension is to allow MED to achieve the PDOs and support the country's education sector's return and recovery from the COVID-19 pandemic. This would allow them to complete all activities and tackle the learning inequalities that resulted from the COVID-19 pandemic, including the use of the remaining IDA funds (US\$7.5 million). More specifically, an extension of the closing date would allow the following to be completed under the Project: (i) to address COVID-19 learning loss, conduct another round of teacher training and the printing and distribution of accelerated learning materials for 2 million students; (ii) implement the pending student learning and teaching assessment activities (National Students Learning Assessment, EGRA, Pilot of National Exams, TEACH) that will also support measuring losses due to COVID-19; and (iii) to have more accurate data on the infrastructure challenges to safely expand the school coverage.

B. Project Status: Implementation Progress

7. A summary of each of these PDO indicators and related activities are described below.
 - (a) **PDO Indicator 1: Improved teacher knowledge and pedagogies. End of Project Target: 80 percent of teachers that participated in the in-service training demonstrate improvements.** By August 2019, the MED was close to achieving this PDO. 78 percent (end target of 80 percent) of teachers that had participated in the in-service teacher training demonstrated improvements. In order to reach the end target of 80 percent of teachers and also in addition, in order to support distance learning interventions to mitigate the loss of learning due to school closures in 2020, the Ministry adjusted the teacher training intervention. The Ministry now plans to conduct additional remote training sessions in March 2021, targeting all 60,000 primary teachers who were affected by school



closures. The content of the training will be safe measures to reopen schools and accelerated learning with structured learning materials.

- (b) **PDO Indicator 2: Improved school management practices and active schools' councils: 100 percent of school councils are active.** This indicator was achieved in October 2019.
- (c) **PDO Indicator 3: Number of sample-based assessment exercises. End of Project Target: Three sample-based assessment exercises completed.** For this PDO indicator to be met, the government would need to conduct the early grade reading assessment (EGRA) and the first large-scale National Student Assessment. During early stages of Project implementation, the MED team faced difficulties finding appropriate technical assistance to support the development and administration of student learning assessments. School closures further delayed the review of the assessment framework proposed under the third restructuring, the definition of minimum standards as well as items bank and construction of standardized tests. However, currently the government has hired technical assistance with the requisite and relevant expertise in learning assessments. An extension would allow the technical assistance to complete their work and leave sufficient time to disseminate the results and use them in policy making that would allow for improved education outcomes.

8. **Component 1: Improving Teachers' Skills and Knowledge and School Management in Practices.** This component includes three major sets of activities: (i) consolidating the Zones of Pedagogical Influence (ZIPs), creating school councils and developing school report cards (Sub-component 1.1),³ (ii) supporting the in-service teacher training program (Sub-component 1.2), and (iii) establishing school improvement plans and a school grants program (sub-component 1.3). The following achievements under this component can be reported: (i) in-service teacher training program has been successfully implemented and has been adjusted to tackle the COVID-19 crisis; (ii) all ZIPs are now set up; (iii) school improvement plans and school grants for at least 725 schools (out of 13,000 in total) have been approved; and, (iv) all targeted schools are now using school report cards. Furthermore, the component was adapted to collaborate with the AEP-COVID-19. This includes the purchase of equipment for home-office work of the MED team, purchase of TVs, radios, and flash drives for distance learning, materials for the deep-cleaning of schools, and support for hygiene interventions for the reopening of schools. Moreover, the component was adapted to support the training and inputs to produce soap and promote hand washing by the school community.

9. **Component 2: Establishing a System for Student Assessment.** This component includes six major activities: (i) conducting an early grade reading assessment (EGRA), (ii) implementing the Service Delivery Indicators Survey (SDI), (iii) developing and implementing a large-scale national assessment of Portuguese and Mathematics in grades 4 and 6, (iv) conducting a pilot of national examinations, (v) carrying out an Impact Evaluation (IE), and (vi) developing an assessment strategy for future activities. The Project supported the implementation of both EGRA and SDI in 2016 – although due to significant capacity constraints and issues with quality controls during the adaptation of the testing instruments and test administration, the data collected for EGRA was not credible or reliable enough to be published. The SDI was considered valid and disseminated at the school level. The impact evaluation was canceled because of

³ ZIPs are a combination of setting up a school council for each school and grouping schools in ZIPs (or hubs) comprising of a center school supporting a set of satellite schools that are located in relatively close proximity to the center school.



errors made in planning during the early stages of the Project. Capacity building activities were implemented to mitigate these errors in future impact evaluations, such as training on data analysis and impact evaluation methods. Also, the requisite technical expertise to provide the level of support needed to support these assessment activities is now in place. An extension would allow for assessments as planned to be completed and put in place a foundation for national assessments to further strengthen policy and planning in Angola and contribute to increased learning for all.

10. **Component 3: Project Management.** The Ministry has recruited and successfully maintained the required Project Implementation Unit (PIU) staff. Over the past six years, significant attention has been given to increasing the capacity of both the PIU staff and within the MED for implementation of World Bank financed projects. More than 3,600 MED staff have benefitted from these trainings surpassing the initial target of 254. MED is also striving to implement activities to improve the availability of basic education statistics and strengthen the Education Management Information System.
11. **Financial Management (FM).** The latest supervision mission conducted in December 2020 concluded that the FM performance rating is Moderately Satisfactory. The PIU prepares quarterly IFRs of acceptable quality and there are no outstanding IFRs nor audit reports.
12. **Procurement.** One of the major bottlenecks for the Project in the initial phase of implementation has been procurement, as Ministry of Education did not possess prior knowledge of World Bank fiduciary requirements. This was addressed with the recruitment of an international consultant and a local counterpart. Performance has improved over time. The arrangements in place for procurement are satisfactory and will be retained up to the Project closure.
13. **Safeguards.** The Project is Category C. It has not triggered any safeguards and a GRM was not required.



II. DESCRIPTION OF PROPOSED CHANGES

C. Proposed Changes

14. **Proposed Changes.** The proposed restructuring is for an extension of 12 months. This proposed extension includes: (i) a revised implementation schedule and disbursement estimates; (ii) changes to the results framework to change end dates for indicators only, and (iv) reallocation of funds across disbursement categories. The proposed restructuring does not include any changes to the PDO, PDO-level indicators, or overall Project components.
15. **Extension of Project Closing Date.** The proposed restructuring includes a 12-month extension of the current closing date from February 28, 2021 to February 28, 2022. The current 12-month extension corresponds with a revised implementation schedule (see Annex 1). As shown in the revised implementation plan and disbursement estimates, it was agreed with the Government that an additional 12 months would (i) allow achievement of the PDO and all remaining activities to be implemented in full; and (ii) enable the Project to implement mitigations measures to address learning loss due to the COVID-19 pandemic. The Project was originally designed to be implemented over four years and seven months from September 26, 2013 until April 30, 2018. This would if granted constitute the third extension of the Project. The Project age with the revised closing date would be 46 months.
16. **Revised Implementation Schedule and Disbursement Estimates.** A revised timeline for all existing and new activities can be found in Annex 1. Based on the revised implementation schedule and costing table prepared jointly by the World Bank and the Government, monthly estimates for the proposed additional 12-months have been calculated. Activities that would be implemented under the 12 month extension would include: (i) in-service teacher training, (ii) printing and distribution of accelerated learning materials for two million students; (iii) implementation all of the pending students learning assessment and classroom observation activities (National Students Learning Assessment, EGRA, Pilot of National Exams, TEACH); (iv) conducting the school mapping study in 13,000 schools using Geospatial Information Systems (GIS) and census data.
 - (a) *Printing and distribution of accelerated learning materials:* The extension would allow the use of remaining available funds of Component 1 to support the printing and distribution of structured and accelerated learning materials for 70 thousands teachers, 70 thousands tutors, and two million students with the objective of minimizing learning losses due to the closure of the schools resulting from the COVID-19 pandemic. The content of the material and focus of the training would be accelerating the acquisition of literacy and numeracy skills and hygiene and safety procedures. The materials would be accompanied by videos and audios with instructions for teachers and tutors. Also, the Project would support the creation of a track and trace system and an incentive mechanism for teachers to deliver books to students at home.
 - (b) *Student Learning Assessments and Classroom Observation:* A revised implementation schedule to enable the Ministry to collect data on learning loss and implement all the different assessments in full (National Students Learning Assessment, EGRA, Pilot of National Exams, TEACH) has been developed using the remaining funds of the Component 2. This schedule takes into account: (i) the required timeline during the school year to implement the assessment (i.e., national exams at the end of school year, EGRA at mid-year, etc.); (ii) the workplans agreed with the recruited firms; and (iii) the time required to finalize and disseminate the assessment results. The data from EGRA will also be used to inform the IE and the impact of ZIPs, school grants, and in-service teacher training program to improve school quality and learning outcomes.



(c) *School mapping study using GIS and census data.* The activity is a census-based study conducted in 13,000 schools to gather data and help to inform the design of upcoming operation in the education sector using the remaining funds of Component 3. The information collected would shed light on the real location of schools, the quality of WASH infrastructure and services, the gap between demand and supply in each school, and the gender inequality in access to schools. As such, it would be possible to develop within the upcoming operation not only a plan for the rehabilitation of schools and expansion of coverage, but also measures to improve the conditions of WASH and reduction of gender inequality.

17. **Change in Activities and Costs.** There are no proposed changes in Project components. There are, however, some adjustments under Component 1 to address the Project contribution to the COVID-19 response as well as minor changes in disbursement categories. Each of these are described in detail below. At the time of the previous restructuring, the Project had reduced the funds in terms of dollars in nearly US\$9 million due to the difference in the exchange rate of the SDR and US\$. This change in available financing, from US\$75 to US\$66 million, was taken into account in the previous restructuring. However, during the time between the first restructuring and now, some of the initial reduction in the funds in dollars (US\$2 million) have been recovered. Hence the overall total is now US\$68 million.

(a) *Component 1.* Given the success of the PAT in-service teacher training program and the lack of free learning materials for students, the MED plans to use the existing unspent balance under this component to conduct an additional round of teachers training and to print and distribute structured and accelerated learning materials for teachers, tutors and students as a complementary input for the schools to promote and accelerate learning in early grades of primary education and mitigate the learning loss as a negative impact of the COVID-19. The procurement process was advanced to mitigate any delays in distributing all the learning materials. The overall costs for Component 1 remain unchanged – US\$51 million. The only change required is a reallocation of funds across disbursement categories due to operating costs to print the training materials and to support implementation of additional rounds of training.

(b) *Component 2.* There are no proposed changes in activities under Component 2.

(c) *Component 3.* Under the proposed restructuring, support under Component 3 will also include technical assistance to improve the institutional capacity of MED.

18. **Reallocation between Disbursement Categories.** After the first Project previous restructurings, the estimated amount of Category 1 expenditures to support the in-service teacher training consolidation of ZIPs was revised from SDR 13.01 to SDR 21.00 million. In order to support the printing and distribution of structured and accelerated learning materials, this will require an additional SDR 1.53 million. Given that there are no more operational costs for the teachers training and school grants, it is proposed to reallocate SDR 1,53 million from Category 2 and 3 to Category 1. This change in disbursement categories will not affect planned activities. This proposed reallocation aligns with the activities planned during the additional 12 months and will ensure that the Project is able to use its remaining funds to contribute to the COVID-19 response and towards the full achievement of the PDO prior to the proposed new closing date. (See reallocation amounts in the table in Section IV.)

**Table 1. Proposed Reallocation between Disbursement Categories (in SDR)**

	Current	Proposed Change	Revised Total
Category 1 - GDS,CS,NCS,TRG,OP	21,000,000.00	1,530,000.00	22,530,000.00
Category 2 - TRG,OP under part A.2	26,700,000.00	- 1,490,000.00	25,210,000.00
Category 3 - GDS,CS, NCS, TRG,OP for EPs part A3	1,100,000.00	- 40,000.00	1,060,000.00
Total	48,800,000.00	-	48,800,000.00

19. **Changes to the Results Framework.** The only changes to the results framework are the modification in the dates for the targets that have not yet been achieved. The end dates for these targets will be updated from February 28, 2021 to February 28, 2022 to correspond with the new proposed closing date for the Project. There are no other proposed changes in indicators, targets, etc.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Loan Closing Date(s)	✓	
Reallocation between Disbursement Categories	✓	
Disbursement Estimates	✓	
Implementation Schedule	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
Results Framework		✓
Components and Cost		✓
Cancellations Proposed		✓
Disbursements Arrangements		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓



Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)**LOAN CLOSING DATE(S)**

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-52540	Effective	30-Apr-2018	28-Feb-2020, 28-Feb-2021	28-Feb-2022	28-Jun-2022

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

	Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
				Current	Proposed
IDA-52540-001 Currency: XDR					
iLap Category Sequence No: 1		Current Expenditure Category: GDS,CS,NCS,TRG,OP			
	21,000,000.00	16,988,952.92	22,530,000.00	100.00	100.00
iLap Category Sequence No: 2		Current Expenditure Category: TRG,OP under part A.2			
	26,700,000.00	21,150,095.73	25,210,000.00	100.00	100.00



iLap Category Sequence No: 3	Current Expenditure Category: GDS,CS, NCS, TRG,OP for EPs part A3			
1,100,000.00	1,059,332.20	1,060,000.00	100.00	100.00
iLap Category Sequence No: 4	Current Expenditure Category: UNALLOCATED			
0.00	0.00	0.00		
Total	48,800,000.00	39,198,380.85	48,800,000.00	

DISBURSEMENT ESTIMATES

Change in Disbursement Estimates

Yes

Year	Current	Proposed
2014	0.00	0.00
2015	5,652,267.00	0.00
2016	2,243,996.00	0.00
2017	15,135,212.00	0.00
2018	14,244,640.00	0.00
2019	20,365,295.00	0.00
2021	10,358,590.00	8,139,162.69
2022	0.00	5,000,000.00



Annex 1. E-mail from the Minister of Finance accepting the 12-months extension proposal sent on February 11, 2021

From: Vera Daves de Sousa <vera.daves@minfin.gov.ao>
Sent: Thursday, February 11, 2021 2:24 PM
To: Jean-Christophe Carret <jcarret@worldbank.org>
Subject: RE: Solicitação Para Vossa atenção: de Restructuring paper of the PAT project

[External]
Director Jean-Christophe, boa tarde,

Muito obrigada pelo alerta!

Assim procederemos!

Cordialmente,

Vera Daves de Sousa
Ministra das Finanças
MINFIN

Largo da Mutamba • Caixa Postal:1235 • Luanda •
Telef.(+244) 222 70 60 00 • Ext.: 6001



minfin.gov.ao
Ministério das Finanças

Esta mensagem, bem como ficheiros anexos, é confidencial e reservada apenas ao conhecimento da(s) pessoa (s) identificada(s) como destinatário(s). Se não é o destinatário, ou se recebeu esta mensagem por engano, solicitamos que não faça uso do respectivo conteúdo e proceda de imediato à sua destruição, notificando o remetente. A segurança da transmissão de informação por via electrónica não pode ser garantida pelo remetente, o qual, em consequência, não se responsabiliza por qualquer facto susceptível de afectar a sua integridade

This message, as well as any existing attached files, is confidential and intended exclusively for the individual(s) named as addressees. If you are not the intended recipient, or if it was sent to you by error, you are kindly requested not to make any use of its contents and to proceed to the destruction of the message, thereby notifying the sender. The sender of this message cannot guarantee the security of its electronic transmission and consequently does not accept liability for any fact, which may interfere with the integrity of its content



**GOVERNO DE
ANGOLA**

m
Mini:



De: Jean-Christophe Carret [<mailto:jcarret@worldbank.org>]

Enviada: terça-feira, 9 de fevereiro de 2021 22:57

Para: Vera Daves de Sousa <vera.daves@minfin.gov.ao>

Assunto: Solicitação Para Vossa atenção: de Restructuring paper of the PAT project

Excelência Sra. Ministra Vera Daves de Sousa,

Gostaria de mais uma vez parabenizar o Governo de Angola pelo sucesso na implementação do Projecto Aprendizagem para Todos (PAT, P122700). Também, gostaria de declarar o nosso apoio a solicitação de extensão por mais 6 meses do PAT, não somente para concluir as atividades planejadas e alcançar os Objetivos de Desenvolvimento do Projecto que foram afetados devido a pandemia do Covid-19, mas também para contribuir com a resposta ao impacto negativo da Covid-19 na aprendizagem das crianças e na ampliação das desigualdades sociais (solicitação em anexo).

Entretanto, acreditamos que as incertezas relacionadas a pandemia da Covid-19, principalmente em relação ao encerramento das escola e as restrições sobre transporte devido as medidas sanitárias, podem exigir um prazo maior que 6 meses para concluir as atividades. Nesse sentido, gostaríamos de recomendar que a solicitação da extensão seja de 12 meses para garantir que o Ministério da Educação consiga implementar e divulgar os resultados das actividades remanescentes com segurança. Caso Vossa Excia concorde com essa recomendação, por gentileza confirme a Sua concordância por e-mail o mais rápido quanto possível, uma vez que o nosso departamento Jurídico está de acordo por causa do limite de tempo. Desta forma, poderemos preparar os documentos internos da solicitação de extensão para 12 meses. Em seguida, a solicitação de extensão será avaliada pelo Sr. Vice Presente do Banco mundial para a África, Sr. Hafez M. H. Ghanem.

Ficamos a Vossa disposição para dar qualquer esclarecimento adicional.

Melhores cumprimentos,
Jean-Christophe Carret

Jean-Christophe Carret
Country Director

T: +243817005215

M: +243997300050

E: jcarret@worldbank.org

W: www.worldbank.org

A: World Bank Kinshasa DRC



Annex 2. Implementation Schedule for the period March 1, 2021 to February 28, 2022

Com p.	Activity	Proc.	Oper. cost	2021 & 2022													Estimated disbursement in \$US (thousands)												
				1	2	3	4	5	6	7	8	9	10	11	12	EC	1	2	3	4	5	6	7	8	9	10	11	12	EC
1.2	Adaptation of structured learning manuals	200																		100		100							
1.2	Printing of structured learning manuals	2,600																		1,000	1,600								
1.2	Distribution of structured learning manuals	923																	300	623									
1.2	Delivery of structured learning manuals by teachers to families		900																		300	300	300						
1.2	Acquisition of equipment for the TV and Radio studio	60																				60							
1.2	TEACH Logistics	120																	60	60									
1.2	TEACH Individual Consultant (continuity)	46																	23		23								
1.2	Statistician for TEACH and School Mapping	25																		10	15								
1.2	Supervision of TEACH implementation		16																	16									
2.0	Logistics of the National Student Assessment and Pilot of National Exams	510																	102		204		204						
2.0	TA for National Student Assessment and Pilot of National Exams	209																		37		42	40	43	47				
2.0	Supervision of Assessments		46																	46									
2.0	EGRA survey	890																		360		265		265					
3.0	School mapping study	250																		50		100		100					
3.0	Financial supervision to the Provinces	54,612	16,536																	11.9	11.9	11.9	11.9	11.9	11.9				
3.0	PIU individual consultants	425,568	9,390																	72.5	72.5	72.5	72.5	72.5	72.5				
3.0	Equipment for GEPE (Infra. and Statistics)	140																				140							
3.0	External audit	26																									26		
3.0	Operational costs		39																	3,25	3,25	3,25	3,25	3,25	3,25	3,25	3,25		
	Contingency funds	39,741																									39,741		
	Subtotal	6,479,180	1,066,667	Total 7,545,847													87.6	87.6	87.6	262.6	556.6	1,991.6	2,001.2	1,697.2	343.2	311.25	50.2	42.9	26