

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED  
SAFEGUARDS DATA SHEET (PID/ISDS)  
ADDITIONAL FINANCING**

**Report No.:** PIDISDSA18821

**Date Prepared/Updated:** 12-Jul-2016

**I. BASIC INFORMATION**

**A. Basic Project Data**

<b>Country:</b>	Gambia, The	<b>Project ID:</b>	P160282
		<b>Parent Project ID (if any):</b>	P133079
<b>Project Name:</b>	Results for Education Achievement and Development Project (READ) (P160282)		
<b>Parent Project Name:</b>	READ: Results for Education Achievement and Development Project (P133079)		
<b>Region:</b>	AFRICA		
<b>Estimated Appraisal Date:</b>	08-Jul-2016	<b>Estimated Board Date:</b>	09-Sep-2016
<b>Practice Area (Lead):</b>	Education	<b>Lending Instrument:</b>	Investment Project Financing
<b>Borrower(s):</b>	Minister of Finance and Economic Affairs		
<b>Implementing Agency:</b>	Ministry of Basic and Secondary Education		
<b>Financing (in USD Million)</b>			
	<b>Financing Source</b>		<b>Amount</b>
	BORROWER/RECIPIENT		0.00
	IDA Grant		7.50
	Early Learning Partnership		1.00
	Total Project Cost		8.50
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Appraisal Review Decision (from Decision Note):</b>	The review did authorize the team to appraise and negotiate		
<b>Other Decision:</b>			
<b>Is this a Repeater project?</b>	No		

## **B. Introduction and Context**

### **Country Context**

1. The Gambia is one of the poorest countries in the world with a Gross National Income (GNI) per capita of US\$420 (2015). It has a high rate of poverty with 48 percent of the population living under the poverty line (below US\$1.25/day). Among the smallest countries in Africa, The Gambia has an estimated population of 1.8 million, almost two-thirds (65 percent) are under the age of 25. The economy relies primarily on tourism, agriculture and remittances inflows, and is vulnerable to external shocks, as illustrated most recently by the West Africa Ebola crisis and the poor 2014 harvest. The country also faces important development challenges as reflected by the low ranking on the 2015 Human Development Index (175th out of 188 countries, UNDP, 2015). The Gambia was reclassified as a fragile state in 2015, in large part due to a marked deterioration in the macroeconomic policy framework in recent years.

2. Real Gross Domestic Product (GDP) growth averaged 2.9 percent in The Gambia in the past decade through 2014, which equates to a 0.4 percent contraction in per capita terms. Weak GDP growth outturns reflect exogenous shocks, along with sharply diminished fiscal space that has limited the Government's capacity to invest in development or to respond to shocks. High and rising interest rates on public borrowing, due to deterioration of investor confidence in government debt, have also led to crowding out of private sector activity and undermined economic growth prospects. In this context, it is likely that poverty alleviation has stalled, if not reversed, in recent years. This follows a reported marked decline in the National poverty headcount rate from 58 percent to 48 percent between 2003 and 2010.

3. Official estimates indicate real GDP expanded by 4.7 percent in 2015 from 0.9 percent in 2014, led by reported rebounds in tourism and agriculture during the second half of 2015. However, key drivers of growth in 2014 and 2015 have been adversely affected by the combined effects of a contraction in agricultural production during the 2014/2015 harvest, due to poor rains in 2014, and a sharp decline in tourist arrivals during the 2014/2015 tourist season, due to the 2014 Ebola outbreak in neighboring countries. This is reflected in sectoral data for 2015 indicating that tourist arrivals contracted by 14 percent, below the 9 percent decline in 2014, which along with a decline in private credit in 2015, suggests a more muted expansion or contraction in real GDP in 2015.

4. Fiscal strains have mounted substantially in recent years, largely due to slippages that have led to a significant build-up of public sector debt. The fiscal deficit averaged 11 percent as a share of GDP from 2013 through 2015, contributing to a rise in public sector debt to 108 percent of GDP in 2015 from 83.3 percent in 2013. Heavy reliance on costly domestic markets has contributed to rising debt service. Interest payments increased from 25 percent of revenues in 2013 to 40 percent in 2015 and are projected to reach nearly 50 percent in 2016. The fiscal deficit for 2016 is projected at 9.5 percent of GDP, and net domestic borrowing is projected to rise by a further 8.5 percentage points as a share of GDP, adding further strains to government finances. The fragile fiscal outlook over the medium- and long-term highlights the public spending limitations facing all sectors of the economy, including education, and emphasizes the need to better understand the efficiency of public spending and the potential efficiency gains, which could help achieve the sector goals without adding to the fiscal burden.

### **Sectoral and institutional Context**

5. Teacher salaries and school sub-grants have been paid on time so far, in spite of limited

public financing. The AF will be used to reduce a financing gap, as the teacher salaries and school sub-grants consist of 39 percent and 11 percent of the MoBSE's expenditure in 2015.

6. The Gambia decided to implement a free education policy in public Lower Basic Schools (LBS), Upper Basic Schools (UBS), and Senior Secondary School (SSS) in 2013, 2014, and 2015 respectively by providing school sub-grants to schools. The MoBSE prohibited public schools from charging formal and informal fees to parents. Parents and students have been able to enjoy free education from grades 1-12. The objective of the school grants is to increase access to education, because the cost of education was preventing financially disadvantaged children from going to school. Hardship and non-hardship LBS receive GMD 150 and 100 per student per annum, non-hardship and hardship UBS receive GMD 575 and GMD 675 respectively, and all public SSS receive GMD 1,800 per student per annum. Schools are considered 'hardship' schools if located more than three kilometers from the main road.

7. Enrollment has been increasing; however, the gross enrollment rate (GER) has remained stagnant in UBS in The Gambia. In the period from 2010 to 2016, there was a 35 percent increase in LBS enrollment (from 228,105 to 308,729) with the GER increasing from 88.3 percent in 2010 to 104.0 percent in 2016 and a 20 percent increase in UBS enrollment (from 75,635 to 90,838) with GER from 66.2 percent in 2010 to 66.8 percent in 2016. As the enrollment has been increasing with the same pace as the population increase, the GER in UBS has stagnated. The primary completion rate (PCR) stagnated at 73.6 percent since 2010 to 2015 due to high dropout rates coupled with high population growth, however it increased to 75.4 percent in 2016.

8. The recent assessments have shown that the learning outcomes are low in The Gambia. The Early Grade Reading Assessment (EGRA) has been conducted to grade 1, 2, and 3 students on four occasions, in 2007, 2009, 2011 and 2013. The 2007 test results revealed very low scores and the MoBSE has been conducting lower grade teacher training to improve students' literacy skills. The 2013 EGRA tests showed significant improvements in knowledge of letter sounds and word recognition, however, a large portion of students still have difficulties with reading comprehension. The average score of reading comprehension for grade 3 was 34 percent in 2013. The NAT, conducted semi-annually in grades 3 and 5 and annually in grade 8, which measures scores on English and mathematics found low learning outcomes, as well. In NAT 2012 the average score in English was 41.5 percent in grade 3 and 45 percent in grade 5.

9. Improving students' learning outcomes is MoBSE's priority. The Government has been making a significant effort to improve student learning outcomes by supporting in-service teacher training and undertaking regular assessments of student outcomes. To improve LBS teachers' content knowledge of English and mathematics, as well as pedagogy, the MoBSE has been conducting intensive in-service teacher training. The first cohort, comprised of 3,000 teachers, participated in 130 days of training during school holidays over two years, and the second cohort comprised of 940 teachers, have attended 70 days of training. At the end of training, teachers were required to take tests for which test items are linked to the pre-test, which revealed that their content knowledge has improved as a result of training but still there is room for improvement. In addition to the teacher training, the Government has supported various assessments. In some cases, this will allow a clearer look at outcomes over time. For example, the Government has taken steps to link the test items across several years to provide insight into learning outcomes over this period. Further, the Government has expressed an interest in providing additional support to ECD activities, given the growing evidence base, which highlights the important role

of ECD in improved education outcomes.

10. The national average GER in ECD was 46 percent in 2016. Although this is higher than in some Sub-Saharan Africa (SSA) countries, there are regional and socio-economic disparities in terms of access to ECD in The Gambia. In the central areas of Region 1 and 2, GER in ECD is 47 percent and 56 percent respectively, while in Regions 3-6, the rates are 40 percent, 45 percent, 25 percent, and 47 percent, respectively. In addition, GER of the lowest quintile is 27 percent while that of the highest quintile is 54 percent on average .

11. ECD programs in The Gambia. The MoBSE has been making great efforts to increase access to ECD. In The Gambia, there are different types of ECD programs ➤( private programs (mostly in relatively urban areas and serving the richer children) and public programs. There are two types of public programs - community-based programs, funded by the Japan Social Development Fund (JSDF) through a pilot project, and programs which are set up in public LBS. A new curriculum was developed and has been adopted by all three types of centers in an effort to standardize ECD provision in the country. The ECD community-based pilot project supported the implementation of community-based ECD pilot programs in Regions 2 and 6 from 2009 to 2014.

12. Evaluation of public ECD programs. With support provided by the previous ELP funding, a rigorous evaluation of the effectiveness of the two types of public ECD programs (community-based and annexed to LBS ) for children aged 3-6 was conducted in 2014. To study the impact of each of these programs, a treatment and control group was established for each type of public program. In the treatment groups: (i) a new syllabus (Gambia Open Active Learning Space (GOALS) Curriculum) was used; (ii) teachers attended training sessions to learn how to use the syllabus; (iii) materials associated with the syllabus were used; and (iv) monitoring and support was provided from the MoBSE ECD Unit. The main differences between Annexed ECD and community-based ECD are (i) all teachers in Annexed ECD are qualified whereas facilitators in community-based ECD have a lower education attainment and are not qualified teachers and (ii) annexed ECD children have opportunities to interact with LBS students and see how LBS students are learning whereas community-based ECDs often do not have LBS nearby. The evaluation showed that only the Annexed ECD program and not the program based on community-based model had a significant and positive impact on children's learning outcomes. Treatment effects on The Malawi Developmental Assessment Tool (MDAT) scores were statistically significant on both language and fine motor skills. In response to that, the MoBSE announced its policy to expand the Annexed ECD approach.

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

### **Original Project Development Objective(s) - Parent**

To increase access to basic education, improve quality of teaching and learning in lower basic schools, and strengthen education systems.

### **Key Results**

## **D. Project Description**

The READ project has made progress towards achievement of its Project Development Objective (PDO) and related outcomes and the pace of implementation has been progressing well. In the

most recent Implementation Status and Results Report (ISR), progress towards achievement of the PDO is rated Satisfactory and Implementation Progress (IP) is rated Moderately Satisfactory. The project has a disbursement rate of 67 percent under the TF16496 and a disbursement rate of 80 percent under the IDA Grant H9160 as of June 8, 2016.

Progress has been observed under each Component towards the achievement of PDO. The major activity in Component 1 is school construction, which was completed in February 2016. More and more children are enrolling in school each year in The Gambia with the annual grade 1 intake rate increasing by 9 percent, on average. Almost all activities under Component 2 are progressing well, though the Learning, Education, Activities and Resources Network (LEARNET) initiative for ICT integration in learning and teaching (supported by subcomponent 2.8) requires modifications. All activities supported under Component 3 are progressing well.

Under Component 4, the MoBSE has also been making great efforts to achieve all of the Disbursement Linked Indicators (DLIs). However, there are two DLIs that are not fully under the Government control (DLIs #5 and 8, see below). Under the proposed AF, these DLIs will be cancelled and used as intermediate indicators. In addition, three other DLIs will be cancelled and used as intermediate indicators. The allocation for the cancelled five DLIs will be moved to regular lending activities under Component 2. As each DLI weights US\$400,000, the amount reallocated to the lending components will be US\$2 million. There is an acute shortage of textbooks in the country nationwide, so US\$700,000 will be used for printing textbooks for grades 1-9 core subjects (English, Mathematics, Science, Social and Environmental Studies), national language and French language, and with this distribution of textbooks, The Gambia will achieve a textbook to pupil ratio of 1:1 for the next three years for grades 1-9 for all the above-mentioned subjects. About US\$200,000 will be used for NAT in 2017. In addition, about US \$900,000 will be used to develop digital content of English for grades 7-12, and US\$200,000 will be used for teacher training. The work to develop the digital content has been ongoing since July 2015 but there has been a shortage of funds because it was expected to use the DLI proceeds to conduct this exercise.

**Component Name**

Component 1: Increase access to basic education

**Comments (optional)**

**Component Name**

Component 2: Improve quality of teaching and learning

**Comments (optional)**

**Component Name**

Component 3: Technical and Institutional Support

**Comments (optional)**

**Component Name**

Component 4: Strengthening the education system with a focus on governance and management

results

**Comments (optional)**

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

**F. Environmental and Social Safeguards Specialists**

Upulee Iresha Dasanayake (AFCSN)

**II. Implementation**

**Institutional and Implementation Arrangements**

The Ministry of Basic and Secondary Educator (MoBSE) continues to be the implementation agency for the majority of activities. Regarding teacher salaries, for teachers who hold a bank account in a commercial bank, Treasury sends a payment advice to the Central Bank (CB) with the list of the teacher to be paid teachers. For those who do not hold a bank account in a commercial bank, payments will be made via Gambia Teacher Union ➤( Credit and Cooperative Union (GTUCCU).

**Financial Reporting**

The MoBSE will use the financial reporting arrangements in place for the initial financing. The Accountant General Office will agree with the Bank on the reporting format during appraisal. Financial reporting will be done on a quarterly basis.

**III.Safeguard Policies that might apply**

<b>Safeguard Policies</b>	<b>Triggered?</b>	<b>Explanation (Optional)</b>
Environmental Assessment OP/BP 4.01	Yes	OP 4.01 is triggered because of the potential environmental impacts resulting from project activities. However, those impacts are expected to be minimal, site-specific and manageable to an acceptable level. Due to the difficulty inherent in defining what the real environmental impacts of envisioned sub-projects, and determining what mitigation measures to put in place, an Environmental and Social Management Framework (ESMF) was developed and publicly disclosed in-country and at the Bank InfoShop prior to the appraisal of the parent project. The ESMF was recently modified to include an updated ESSC (annex 1), and re- disclosed in the country and at the Bank InfoShop on July 8, 2016. The ESMF formulates standard methods and procedures, along with institutional arrangements for screening, review, approval and implementation and monitoring of

		specific ESIA/ESMPs for schools construction subprojects, including the preparation of environmental clauses to be inserted in contractors' bidding documents.
Natural Habitats OP/BP 4.04	No	The project does not involve natural habitats.
Forests OP/BP 4.36	No	The project does not involve forestry.
Pest Management OP 4.09	No	The project does not involve the use of pesticides.
Physical Cultural Resources OP/BP 4.11	Yes	It is unknown which sub-project sites may contain Physical Cultural Resources (PCR). As a measure of prudence potential impacts on PCR are assessed in the context of the ESMF and mitigation measures commensurate to those impacts, including proper handling of chance finds, are included in the design, screening, implementation, monitoring of project activities, in accordance with national and Bank policies and procedures are included in the ESMF.
Indigenous Peoples OP/BP 4.10	No	There are no indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	Yes	The project interventions will avoid where possible adverse impacts on people, land and other economic resources and livelihoods. In situations where this cannot be avoided, the Borrower has prepared and disclosed in-country and at the Bank InfoShop a Resettlement Policy Framework (RPF) to address the needs of persons who will be affected by loss of economic activities, access to resources, land acquisition and/or involuntary resettlement.  In addition, where applicable, site-specific Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs) will be prepared and disclosed prior to school infrastructure construction.
Safety of Dams OP/BP 4.37	No	The project does not involve dams.
Projects on International Waterways OP/BP 7.50	No	There are no project activities in international waters.
Projects in Disputed Areas OP/BP 7.60	No	The project does not involve any activities in disputed areas.

#### IV. Key Safeguard Policy Issues and Their Management

##### A. Summary of Key Safeguard Issues

<b>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b>
The proposed Additional Financing (AF) would maintain the Development Objectives (PDO) of the parent Project (P133079). All activities under the proposed AF will be governed by the

project's existing Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF) that were prepared, reviewed, approved, and disclosed in-country and at the Bank InfoShop prior to appraisal of the parent project. The ESMF was recently updated to include a revised ESSC (Annex 1), and re-disclosed in country as well as at the Bank InfoShop on July 8, 2016.

The environmental and social impacts of the activities under the proposed AF would be identical to those under the parent Project. The anticipated environmental risks might include: (i) localized degradation/encroachment of natural habitats and associated loss of biodiversity; (ii) soil degradation and erosion; (iii) decline in water quality; (iv) improper disposal of waste; and (v) cutting of trees. Potential social issues identified include: loss of/damage to cultural properties and loss of access to resources/income generating activities.

The ESMF details the environmental and social screening criteria and the mechanisms to be used during site selection and school infrastructure construction. This screening tool includes a checklist (Environmental and Social Screening Checklist - ESSC) designed to detect any potential negative environmental or social impacts linked to individual sub-projects and steps to be taken to ensure that appropriate Environmental and Social Management Plans (ESMPs) and/or Resettlement Action Plans (RAPs) are prepared and appropriate mitigating measures are implemented as necessary.

With respect to involuntary resettlement, it should be noted that resettlement due to land acquisition for project activities is expected to be nil or negligible. The social impacts of the project, by the nature of its development objective are positive. However, the informal practice of cultivating unoccupied land, including land that belongs to schools, during the rainy season, when schools are out of session, by women from surrounding communities, continues throughout The Gambia. While the project will avoid where possible adverse impacts on people, land and other economic resources and livelihoods, the Involuntary Resettlement policy (OP 4.12) has been triggered and a Resettlement Policy Framework (RPF) has been prepared and disclosed in country and at the World Bank InfoShop to mitigate any adverse impacts in situations where this cannot be avoided. In addition, where applicable, site-specific Resettlement Action Plans (RAPs) or Abbreviated Resettlement Action Plans (ARAPs) will be prepared and disclosed in country and at the Bank InfoShop prior to school infrastructure construction.

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

If left unattended, potential long-term negative impacts of school building construction could include soil erosion and loss of vegetation. In addition, if proper legal titles are not acquired by the MoBSE clearly indicating ownership of land that is assigned for schools prior to construction, community disputes around land ownership may arise.

**3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.**

N/A

**4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.**

There is limited Borrower environmental and social safeguard capacity, in spite of the implementation of several projects in the sector, in recent years. This, for the most part, stems from the limited coordination among project implementers (MoBSE) and the National

<p>Environmental Agency (NEA), in particular, in carrying out projects' environmental and social function. This concerns mainly the monitoring of the implementation of mitigation measures and compliance monitoring, a role that was devolved to the NEA through a MOU for compliance monitoring signed before the effectiveness of the parent project. While the NEA is currently accompanying the PCU on site monitoring and supervision missions, they are yet to produce any reports outlining their findings and recommendations for the PCU. Steps are currently being taken to strengthen the coordination between the PCU and the NEA for better safeguards monitoring in the sector.</p> <p>In addition, these and other constraints to implementing the project safeguard requirements have been assessed and addressed in the context of the Environmental and Social Management Framework (ESMF) and Resettlement Policy Framework (RPF) of the parent project, which will apply to this AF. Like the parent project, the AF project is set out to strengthen, as necessary, relevant stakeholders' capacity to meet their safeguard requirements. In other words, this AF to the parent project shall implement any capacity strengthening measures that will be identified in environmental and social instruments applicable.</p>
<p><b>5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.</b></p>
<p>The key stakeholders include the local communities (urban and rural), ECD children, lower and upper basic and secondary students, lower basic and upper basic teachers, student teachers, school administrators, regional education offices, and the Ministry of Education (MOBSE, and Ministry of Higher Education, Research, Science and Technology - MOHERST). The two safeguards instruments governing the project, the ESMF and the RPF, include institutional arrangements and outline the roles and responsibilities for the various stakeholder groups involved for screening, reviewing as well as implementation and monitoring of mitigation measures.</p> <p>As part of the disclosure of the safeguards instruments governing the parent project (ESMF and RPF) in country, a stakeholders' workshop was organized by the Project Coordination Unit, involving relevant project stakeholder groups. The workshop presented the results of the studies, fostering ownership and seeking input from the stakeholders in order to improve quality and soundness of the instruments. Recommendations from both AFTSG and stakeholders' workshop were reflected in the final safeguard reports.</p>

**B. Disclosure Requirements**

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	15-Jun-2016
Date of submission to InfoShop	08-Jul-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
<b>"In country" Disclosure</b>	
Gambia, The	08-Jul-2016
<i>Comments:</i>	
<b>Resettlement Action Plan/Framework/Policy Process</b>	
Date of receipt by the Bank	02-Sep-2013

Date of submission to InfoShop	09-Sep-2013
"In country" Disclosure	
Gambia, The	09-Sep-2013
<i>Comments:</i>	
<b>If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

### *C. Compliance Monitoring Indicators at the Corporate Level*

<b>OP/BP/GP 4.01 - Environment Assessment</b>	
Does the project require a stand-alone EA (including EMP) report?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>OP/BP 4.11 - Physical Cultural Resources</b>	
Does the EA include adequate measures related to cultural property?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>OP/BP 4.12 - Involuntary Resettlement</b>	
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Is physical displacement/relocation expected?	Yes [ <input type="checkbox"/> ] No [ <input checked="" type="checkbox"/> ] TBD [ <input type="checkbox"/> ]
Provided estimated number of people to be affected	
Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)	Yes [ <input type="checkbox"/> ] No [ <input type="checkbox"/> ] TBD [ <input checked="" type="checkbox"/> ]
Provided estimated number of people to be affected	
<b>The World Bank Policy on Disclosure of Information</b>	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]

<b>All Safeguard Policies</b>	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]

## V. Contact point

### World Bank

Contact: Ryoko Tomita  
Title: Economist

### Borrower/Client/Recipient

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### Implementing Agencies

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## VI. For more information contact:

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## VII. Approval

Task Team Leader(s):	Name: Ryoko Tomita	
<b>Approved By</b>		
Safeguards Advisor:	Name: Maman-Sani Issa (SA)	Date: 12-Jul-2016
Practice Manager/ Manager:	Name: Kaliopé Azzi-Huck (PMGR)	Date: 12-Jul-2016
Country Director:	Name: R. Gregory Toulmin (CD)	Date: 12-Jul-2016