



DR Congo - Education Quality Improvement Project (EQUIP) (P157922)

AFRICA EAST | Congo, Democratic Republic of | Education Global Practice |
Recipient Executed Activities | Investment Project Financing | FY 2017 | Seq No: 6 | ARCHIVED on 11-Mar-2021 | ISR45613 |

Implementing Agencies: Ministry of Finance, Ministry of Primary and Secondary Education and Induction to New Citizenship

Key Dates

Key Project Dates

Bank Approval Date: 18-Apr-2017

Effectiveness Date: 09-Aug-2017

Planned Mid Term Review Date: 15-Apr-2019

Actual Mid-Term Review Date: 30-Sep-2019

Original Closing Date: 28-Feb-2021

Revised Closing Date: 30-Dec-2022

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objectives are to: (a) improve quality of learning in primary education; and (b) strengthen sector management.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

Yes

Board Approved Revised Project Development Objective (If project is formally restructured)

The Project Development Objectives are to improve the quality of learning conditions in primary education and to strengthen sector management.

Components Table

Name
Quality of Learning Conditions in Primary Education:(Cost \$61.60 M)
Strengthen Sector Management:(Cost \$24.70 M)
Management, Monitoring and Evaluation of the Program:(Cost \$13.70 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Unsatisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Unsatisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> High	<input type="checkbox"/> High

Implementation Status and Key Decisions

This ISR reports on a Virtual Implementation Support Mission carried out January 26 - February 3, 2021 and includes updates on all aspects of the Project.

Overview. The Democratic Republic of Congo's *Education Quality Improvement Project* (EQUIP - PAQUE in French) was approved by the World Bank Board of Directors on April 18, 2017, it became effective on August 9, 2017, and was restructured in 2020 to extend the closing date (from February 28, 2021 to December 31, 2022); change the PDOs to a) improve the quality of learning conditions in primary education and (b) strengthen sector management; and reduce the total number of indicators (PDO and Intermediate Results indicators). The restructuring also



consolidated project activities that worked well; eliminated activities that created excessive complexity and contributed to slow project implementation; and added activities that support the implementation of government policy on free primary education, including the identification of teachers and social safeguards activities.

Progress by Component and Sub-component.

Component 1: Quality of Learning in Primary Education

Subcomponent 1.1: Strengthening the Early Childhood Education (ECE) system for Quality Service Provision:

Regarding ECE service provision, the user-friendly guidance documents explaining the national standards have been printed and a plan for their distribution as part of a sensitization campaign across the PAQUE priority provinces is being developed, with an aim to complete the campaign by June 2021. Six existing ECE teacher training modules have been revised on the basis of the new standards, and will be validated and tested before being rolled out. Regarding parental education for early childhood care, the six audio instruction modules in Lingala have been adapted for radio broadcast aimed at parents caring for preschool-age children at home and will be broadcast via community radio according to a plan developed by SERNAFOR-Maternel (In-Service Teacher Training Service - ECE) with the support of SPACE (the Secretariat for Education Sector Coordination).

Subcomponent 1.2: Enhancing Teacher Effectiveness

On institutional strengthening for teacher training (both pre- and in-service), through SPACE, the Ministry continues to advocate for the elevation of DIFORE-BG (Directorate of Training and Bureaux Gestionnaires) to a General Directorate. At the same time a Teacher Training Task Force is being formed with key Ministry units (DIFORE, SERNAFOR, DIPROMAD (Directorate of Learning Materials), etc.), universities, and development partners to support the development of coherent teacher training policies and effectively coordinate with entities involved in the implementation of both pre-service training (including the Ministry of Higher Education) and in-service training (including SERNAFOR).

On pre-service teacher training, the procurement process for international technical assistance to (1) revise the *Humanités Pédagogique* curriculum based on the validated rationalization study and (2) develop the organizational specifications and curriculum for the planned teacher-training institutes is nearing completion, and a contract is expected to be signed by end March.

On in-service teacher training, SERNAFOR is revising the draft national plan for in-service teacher training. In terms of delivering trainings, SERNAFOR has trained over 12,700 teachers and directors on modules developed under the PROSEB project in the two administrative provinces that were not covered by that project (Tanganyika and Lomami). In addition, SERNAFOR has completed the development of a pedagogical leadership module for school directors, which is being reviewed and strengthened by technical experts as part of the World Bank's implementation support before it is rolled out.

Subcomponent 1.3: Supporting the supply chain of learning and teaching materials

With respect to textbooks and teachers' guides, the complete orders of the reading-writing textbooks and teacher guides for grades 1-3 in the four national languages (Lingala, Swahili, Tshiluba, and Kikongo) as well as the French-national language dictionaries have been delivered to the educational province (PROVED) headquarters. The PIU supported MEPST to develop a distribution plan based on national testing center sites, as the geolocalization of primary schools was not completed in time. Distribution is nearly completed in the five PROVEDs of Kinshasa (82% of materials picked up by school leaders), is ongoing in the 21 PROVEDs of Kongo Central, Equateur, and Katanga provinces, and will begin in the 9 PROVEDs of the Kasais in the coming weeks. An awareness campaign is an integral part of the distribution effort, both to sensitize communities to the value of teaching in national languages and to inform them of the materials that their students and teachers should be receiving. The campaign is being implemented in tandem with distribution in each province and includes radio and TV spots, billboards and other signage, informative booklets, and community meetings. Procurement processes for additional materials are also advancing – contracts for the development and printing of math, science, and French textbooks for grades 1-4 were signed in February 2021.

Over 45,000 teachers and school directors have been trained in reading and writing in national languages to date by DIPROMAD and SERNAFOR in the Project provinces (including 12,000 in December/January). Given the steady progress of the training implementation, continued travel restrictions, and limited time left in the life of the Project, the World Bank team is focusing its technical support on strengthening the leadership training module for school directors, with an emphasis on practical pedagogical leadership skills that will help directors reinforce what is taught in the national language reading-writing training. In addition, Terms of Reference for the development of the radio training modules have been developed and the procurement process is expected to begin before end March.

Component 2: Strengthen sector management

Subcomponent 2.1: Institutionalizing standardized student learning assessment

CIEAS has completed pilot evaluations in the 4 national languages, french, and math in the 2nd and 4th grades. The piloting process included the development of item banks, the establishment of organizational processes and technical resources, and the empirical validation of the assessments. This important process is laying the groundwork for MEPST to have the capacities to carry out its own national evaluations in the future, as envisioned in the national assessment framework, and the World Bank is providing close technical support.

Subcomponent 2.2: Institutionalizing Accountability in the Administrative and Pedagogical Support Chain through the Performance-based Financing (PBF) Approach/Program

1,350 schools, and their associated management offices (BGs/BdPs), are actively participating in the PBF program (from a target of 1,350). All schools have developed management plans for the 2020-21 school year, but given the late start to the school year and extended closures due to COVID, verification has been delayed and performance-based payments for the first trimester have not yet been made. They are expected to be made by end March. As COVID case numbers have been relatively limited in the provinces, and as the effects of the free schooling policy continue to be felt, PBF participating schools report an overall increase in enrollments and attachment to school. However, the continued multiplication of PROVEDs by MEPST make implementation of the program harder and more costly, as more and more administrators must be incorporated, and pandemic-related school closures disrupt learning and school capacity building activities.

Subcomponent 2.3: Support to Girls' Education

A GBV Prevention action plan was integrated into this Subcomponent as part of the project restructuring, and several actions have advanced. The training module on GBV awareness and prevention for education staff has been finalized by DEVC, 62 trainers have been trained at the national level, and awareness-raising sessions have been conducted with 180 community leaders across three PROVEDs in the PAQUE priority provinces (of 18). Awareness raising will continue across the remaining PROVEDs and a plan to implement the training is being developed. The Code of



Conduct for teachers and education staff remains under revision with the DRH, and follow-up continues in close coordination with the Bank's other education projects (PERSE and PEQPESU) with the goal of applying the Code to all education sector staff. Additional activities that were delayed, in particular mapping of available services in the Project's target provinces and carrying out additional campaigns, will be restarted and adapted for the health situation in the coming months. In particular, for campaigns against violence and in support of girls' education, the traditional means of awareness-raising via large public gatherings may not be advisable for the foreseeable future and the PIU is supporting DEVC and SGC to plan for the use of radio and other means instead. Finally, regarding reviewing textbooks for negative stereotypes, the contractors of the new textbooks in French, Math, and Science have been specifically requested to consider this aspect in the development of the textbooks and drafts will be reviewed before they are finalized.

Component 3: Management, Monitoring, and Evaluation of the Program

A sector review was not carried out in 2020 due to the travel and gathering restrictions related to COVID as well as to the lack of new data on the sector since the previous review. Development partners are working with SPACE and MEPST to gather information and plan a review, possibly hybrid in format, to occur within the first half of 2021. The Project has supported PIU and MEPST staff's capacity to work remotely with equipment and connectivity, which has been effective for staff in Kinshasa. Connectivity and communication with the provinces has been a challenge, and field visits restarted in October, with a focus on supporting textbook distribution and teacher training activities in particular.

Variable Part Indicators:

On the quality indicator and related targets, CIEAS has published the results of the EGRA baseline survey carried out in Project provinces, and the student learning assessment framework has been developed and validated.

On the efficiency indicator and related targets, the final report of a study on school dropouts in the DRC was validated by sector stakeholders during a workshop held in Kinshasa in May 2019. However, the study is not sufficiently detailed to provide clear guidance on how dropout prevention initiatives should advance, and the World Bank is working with SPACE to revise and strengthen the study.

On the equity indicator and related targets, the Government has formally abolished the SERNIE, TENAFEP, and Minerval fees. An independent auditor has validated the list of 6,400 teachers newly added to the payroll in the Project's target provinces. The auditor is also independently verifying that these teachers have been paid.

Therefore, 4 of the 7 targets have been achieved.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	High	High	High
Macroeconomic	Substantial	High	High
Sector Strategies and Policies	Low	High	High
Technical Design of Project or Program	Substantial	Substantial	Substantial
Institutional Capacity for Implementation and Sustainability	Substantial	High	High
Fiduciary	Substantial	Substantial	Substantial
Environment and Social	Low	Low	Moderate
Stakeholders	Substantial	Moderate	Moderate
Other	--	--	--
Overall	Substantial	High	High

Results

PDO Indicators by Objectives / Outcomes



Improve the quality of learning conditions in primary education				
► Percentage of 2nd grade students with a reading textbook in targeted provinces (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	30.00	30.00	30.00	70.00
Date	01-May-2019	01-May-2019	01-May-2019	30-Dec-2022
Comments:	Please note that this indicator is only measured twice (once at the beginning and once prior to the end of the Project).			
► Percentage of 4th grade students with a mathematics textbook in targeted provinces (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	29.00	29.00	29.00	45.00
Date	01-May-2019	01-May-2019	01-May-2019	30-Dec-2022
Comments:	Please note that this indicator is only measured twice (once at the beginning and once prior to the end of the Project).			
► Percentage of 2nd grade teachers in targeted provinces who report having and frequently utilizing a teachers' guide for reading (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	65.00	65.00	65.00	80.00
Date	01-May-2019	01-May-2019	01-May-2019	01-Dec-2022
Comments:	Please note that this indicator is only measured twice (once at the beginning and once prior to the end of the Project).			
Strengthen the management of the education sector				
► One large-scale standardized student learning assessment undertaken (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Once	Once	Twice
Date	16-Jan-2017	01-Jun-2020	01-Jun-2020	30-Dec-2022
Comments:	EGRA assessment completed in a representative sample of schools across 9 project provinces in May 2019.			
► Reduction in public primary school fees paid by households in targeted provinces (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	20.00
Date	16-Jan-2017	01-Jun-2020	01-Jun-2020	30-Dec-2022

Intermediate Results Indicators by Components

Quality of Learning Conditions in Primary Education				
► National Minimum Quality Standards adopted (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
Comments:	A workshop was held on September 25th, 2019 to validate the ECE standards			
► 1st, 2nd, and 3rd grade teachers trained in how to effectively teach reading in national languages nationwide (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	19,293.00	30,600.00	150,000.00
Date	16-Jan-2017	16-Sep-2019	31-Dec-2020	30-Dec-2022
► Implementation of standardized class observation method (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Textbooks in reading (1st, 2nd, and 3rd grades) in national languages distributed to schools nationwide (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	441,000.00	9,000,000.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
► French textbooks for 3rd and 4th grades distributed to schools nationwide (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,500,000.00



Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
► Textbooks in math (1st, 2nd, 3rd , and 4th grades) distributed to schools nationwide (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,000,000.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
► Textbooks in science (2nd, 3rd, and 4th grades) distributed to schools nationwide (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	3,000,000.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
► More than 70% of textbooks distributed to the schools before the start of the targeted school year (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Number of direct beneficiaries (students in grades 1-4 benefitting from textbooks and teachers benefitting from training) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	471,000.00	11,000,000.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
□ Of which percentage female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	48.50

Strengthen Sector Management

► Teacher training: MEPST elaborates a pre-service teacher training policy and a budgeted action plan (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022



► Establishment of the teacher training Directorate within MEPS-INC with clearly defined institutional mandate in coordination with the Ministry of Civil Service (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Inter-school pedagogical training networks (réseaux d' écoles de proximité - REP) in the project provinces meet regularly (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Percentage of school directors in the project provinces trained in leadership (including classroom observation, school development plans) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Communication/Sensitization campaigns on national languages (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	2.00	4.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
► Independent Unit for Learning Assessment (IULA) created and functional (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022
► Share of targeted schools receiving funds for including drop-out reduction in grade 1 as part of their management plan (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	73.00	73.00	80.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Programs and related textbooks revised for elimination of stereotypes (Number, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3.00	4.00	8.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Semi-annual communication campaigns to prevent violence against females and early child marriage (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	No	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021
► Annual campaigns for girls' education (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021

Management, Monitoring and Evaluation of the Program

► Impact evaluation of PBF scheme on learning outcomes (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N/A	Baseline survey completed	Baseline survey completed	Impact Evaluation Results available
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021

► Sector annual reviews organized by SPACE (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	No	Yes
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	28-Feb-2021

► Citizens' engagement: Share of school management plans co-signed by parent committees in targeted schools (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	100.00	60.00
Date	16-Jan-2017	01-Jun-2020	31-Dec-2020	30-Dec-2022

► Citizens' Engagement: Share of schools receiving textbooks where parent or student representative confirms receipt (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	65.00
Date	01-May-2019	01-Jun-2020	31-Dec-2020	30-Dec-2022

Performance-Based Conditions

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P157922	TF-A3052	Effective	USD	100.00	100.00	0.00	58.09	41.91	58%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P157922	TF-A3052	Effective	18-Apr-2017	19-Apr-2017	09-Aug-2017	28-Feb-2021	30-Dec-2022

Cumulative Disbursements





PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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Restructuring History

Level 2 Approved on 20-Aug-2020

Related Project(s)

There are no related projects.
