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The World Bank

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Report No: PAD1078

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL GRANT
IN THE AMOUNT OF SDR 2.26 MILLION
(US\$3.5 MILLION EQUIVALENT)

TO THE

DEMOCRATIC REPUBLIC OF SÃO TOMÉ AND PRÍNCIPE

FOR THE

QUALITY EDUCATION FOR ALL PROJECT

JUNE 4, 2014

Education – Central and West Africa
São Tomé and Príncipe
Africa Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective May 10, 2014)

Currency Unit = Dobras (STD)
US\$1 = 17,799 STD
SDR 1 = US\$0.646

FISCAL YEAR
January 1 – December 31

ABBREVIATIONS AND ACRONYMS

AAP	Annual Action Plan
AFAP	Project Fiduciary and Administrative Agency (<i>Agência Fiduciária e de Administração de Projectos</i>)
CSR	Country Status Report
DA	Designated Account
DAE	The Directorate of Administration of Equipment within the MoE
DAF	Directorate of Administration and Finance
DEB	<i>Directorate of Primary Education</i>
DPE	Directorate of Primary Education
DPEI	Directorate of Planning and Education Innovation
DSA	Debt Sustainability Assessment
EFA	Education for All
EFOPE	Teacher Training School (<i>Escola de Formação de Professores</i>)
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ESP	Education Sector Plan
FDI	Foreign Direct Investment
FM	Financial Management
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GIE	General Inspectorate of Education
GPE	Global Partnership for Education

IBRD	International Bank for Reconstruction and Development
ICS	Individual Consultant's Selection
IDA	International Development Association
IPF	Investment Project Financing
ISA	International Standards on Auditing
M&E	Monitoring and Evaluation
MoE	Ministry of Education
ORAF	Operational Risk Assessment Framework
PDO	Project Development Objective
PIM	Project Implementation Manual
PRSP	Poverty Reduction Strategy Paper
QCBS	Quality and Cost Based Selection
SE	Supervising Entity
SSSP	Social Sector Support Project
STP	São Tomé and Príncipe
TA	Technical Assistance
UN	United Nations
UNICEF	United Nations Children Fund
WFP	World Food Program

Vice President:	Makhtar Diop
Country Director:	Gregor Binkert
Country Manager:	Zouera Youssoufou
Sector Manager:	Peter N. Materu
Task Team Leader:	Geraldo Joao Martins

Democratic Republic of São Tomé and Príncipe
Quality Education for All Project – Additional Financing

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ADDITIONAL FINANCING DATA SHEET

Sao Tome and Principe

STP Quality Education for All - AF (P150828)

AFRICA

AFTEW

Basic Information – Parent									
Parent Project ID:	P146877	Original EA Category:	C - Not Required						
Current Closing Date:	30-Jun-2017								
Basic Information – Additional Financing (AF)									
Project ID:	P150828	Additional Financing Type (from AUS):	Scale Up						
Regional Vice President:	Makhtar Diop	Proposed EA Category:	C - Not Required						
Country Director:	Gregor Binkert	Expected Effectiveness Date:	30-Sep-2014						
Sector Director:	Tawhid Nawaz	Expected Closing Date:							
Sector Manager:	Peter Nicolas Materu	Report No:	PAD1078						
Team Leader:	Geraldo Joao Martins								
Borrower									
Organization Name	Contact	Title	Telephone	Email					
Democratic Republic of Sao Tome and Principe	Jorge Bom Jesus	Minister	2392223366	bjesus.jorge@gmail.com					
Project Financing Data – Parent (São Tomé and Príncipe Quality Education for All- P146877)									
Key Dates									
Project	Ln/Cr/TF	Status	Approval Date	Signing Date	Effectiveness Date	Original Closing Date	Revised Closing Date		
P146877	IDA-H9030	Effective	20-Dec-2013	06-Feb-2014	19-May-2014	30-Jun-2017	30-Jun-2017		
Disbursements									
Project	Ln/Cr/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146877	IDA-H9030	Effective	XDR	0.60	0.60	0.00	0.00	0.60	

		e						
Project Financing Data – Additional Financing STP Quality Education for All – AF (P150828)								
<input type="checkbox"/>	Loan	<input type="checkbox"/>	Grant	<input checked="" type="checkbox"/>	IDA Grant			
<input type="checkbox"/>	Credit	<input type="checkbox"/>	Guarantee	<input type="checkbox"/>	Other			
Total Project Cost:		3.50		Total Bank Financing:		3.50		
Financing Gap:		0.00						
Financing Source – Additional Financing (AF)						Amount		
BORROWER/RECIPIENT						0.00		
International Development Association (IDA) Grant						3.50		
Total						3.50		
Policy Waivers								
Does the project depart from the CAS in content or in other significant respects?						No		
Explanation								
Does the project require any policy waiver(s)?						No		
Explanation								
Team Composition								
Bank Staff								
Name	Title		Specialization		Unit			
Laura S. McDonald	E T Consultant		E T Consultant		AFTEW			
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Sonia Guilherme	Consultant				AFTPE			
Celia A Dos Santos Faias	Program Assistant				AFTEE			
Non Bank Staff								
Name	Title		Office Phone		City			

Locations					
Country	First Administrative Division	Location	Planned	Actual	Comments
Institutional Data					
Parent (São Tomé and Príncipe Quality Education for All-P146877)					
Sector Board					
Education					
Sectors / Climate Change					
Sector (Maximum 5 and total % must equal 100)					
Major Sector	Sector	%	Adaptation Co-benefits %	Mitigation Co-benefits %	
Education	Primary education	60			
Public Administration, Law, and Justice	Public administration-Education	40			
Total		100			
Themes					
Theme (Maximum 5 and total % must equal 100)					
Major theme	Theme	%			
Human development	Education for the knowledge economy	100			
Total		100			
Additional Financing STP Quality Education for All - AF (P150828)					
Sector Board					
Education					
Sectors / Climate Change					
Sector (Maximum 5 and total % must equal 100)					
Major Sector	Sector	%	Adaptation Co-benefits %	Mitigation Co-benefits %	
Education	Primary education	50			
Education	Pre-primary education	30			

Public Administration, Law, and Justice	Public administration-Education	20			
Total					
		100			
<input checked="" type="checkbox"/> I certify that there is no Adaptation and Mitigation Climate Change Co-benefits information applicable to this project.					
Themes					
Theme (Maximum 5 and total % must equal 100)					
Major theme	Theme		%		
Human development	Education for all		100		
Total					
			100		

I. Introduction

1. This Project Paper (PP) seeks the approval of the Executive Directors for an Additional Grant (AF) of SDR 2.26 million (US\$3.5 million equivalent) to the Democratic Republic of São Tomé and Príncipe (STP) for the Quality Education for All Project.

2. In 2012, the Government of STP prepared a ten-year Letter of Education Policy (LOP) (2012-2021) providing the vision and the long-term objectives for the sector. The Letter was operationalized by the Education Sector Plan (ESP) (2012-2021) which focuses on four pillars: i) improvement of quality and efficiency of primary education and consolidation of the gains obtained so far in terms of access; (ii) provision of universal and free pre-primary education of quality; (iii) expansion of access in secondary education and universal completion of lower secondary education; and (iv) strengthening of the institutional and technical capacity of the Ministry of Education (MoE) for efficient management of the sector. The priorities of the education sector are to reach the Education Millennium Development Goals (MDGs), to improve the quality of education at all levels and to improve overall governance of the education sector. The LOP was endorsed in a National Education Forum in April 2012 which brought together various stakeholders. The LOP and ESP were approved by the Government in the Council of Ministers on July 18, 2013. The Bank, along with other development partners (DPs), is supporting the Government in implementing the ESP through the Quality Education for All Project (P146877) which recently became effective. The proposed AF is expected to reinforce that support and to scale up the development effectiveness of the Original Project.

3. Under the proposed AF, there is no change to the PDO which remains to improve the system of in-service teacher training and to strengthen the management of human resources in the education sector in São Tomé and Príncipe. Specifically, the AF would help finance the costs associated with the scaling up of a set of project activities supported under the Original Project and the introduction of four new activities to enhance the Original Project's impact. Activities to be scaled up include: (i) training of 267 additional primary education teachers; (ii) supporting a learning assessment test for the 6th grade; (iii) piloting a small-scale impact evaluation (20 additional schools); and (iv) purchasing additional computers and ensuring internet connectivity of schools to the central level. New activities to be financed under the AF include: (i) training of 100 pre-school teachers; (ii) training of 100 pre-school trainers of trainers; (iii) supporting the review of pre-school curricula; and (iv) purchasing of ICT equipment, furniture and pedagogical materials for the teacher training school. Table 1 provides the estimated costs for the scaled up and new activities proposed under the AF.

Table 1: AF activities, their estimated costs and total costs

Components/sub-components/activities	Type of Activity	Initial Cost (US\$m)	AF Cost (US\$m)	Total Cost (US\$m)
1. Improving the system of in-service teacher training in primary education		1.10	3.10	4.20
<i>1.1 Setting up in service teacher training</i>		<i>0.70</i>	<i>2.80</i>	<i>3.50</i>
1.1.1. Training of 267 additional primary education teachers	Scale Up	0.70	0.50	1.2
1.1.2. Training of 100 pre-school teachers	New Activity		0.20	0.20
1.1.3. Training of 100 pre-school trainers of trainers	New Activity		0.30	0.30
1.1.4. Support curricular review for pre-school	New Activity		0.20	0.20
1.1.5. Purchase of equipment and pedagogical materials for the teacher training school and development of applications for teacher training	New Activity		1.60	1.60
<i>1.2 Developing learning assessment system</i>		<i>0.40</i>	<i>0.30</i>	<i>0.70</i>
1.2.1 Learning assessment test for 6th grade	Scale Up	0.30	0.20	0.50
1.2.2 Pilot a small-scale impact evaluation (20 additional schools)	Scale Up	0.10	0.10	0.20
2. Strengthening management of human resources in the education sector		0.90	0.40	1.30
<i>2.1 Developing information management system</i>		<i>0.64</i>	<i>0.30</i>	<i>0.94</i>
2.1.1. Purchase of additional computers and connectivity of schools with central level	Scale Up	0.64	0.30	0.94
<i>2.2 Project Management</i>		<i>0.26</i>	<i>0.10</i>	<i>0.36</i>
2.2.1 Operating costs	Scale Up	0.26	0.10	0.36
TOTAL		2.0	3.50	5.50

4. The Original Project (US\$2.0 million) is funded by the Global Partnership of Education (GPE) (US\$1.1 million) and the International Development Association (IDA) (US\$0.9 million). It was approved in December 2013 and became effective on May 19, 2014. The majority of the activities proposed under this AF were initially intended to be part of the Original (parent) Project, but this could not materialize due to insufficient availability of IDA resources at the time. As additional IDA resources have become available for STP due to shifts in project programming, the AF provides the opportunity to undertake the initial project design and also to add selected activities. The Original Project and the AF together will support the implementation of the ten-year ESP.

II. Background and Rationale for the Additional Financing

The Country Context

5. STP is currently experiencing a demographic transition, with a decrease in fertility, mortality and birth rates, resulting in reduced pressure on the education system. It is expected that, over time, the number of children of school age will stabilize or even decrease, therefore moderating enrollments in both primary and secondary education. This trend, and the fact that the country has already achieved universal primary completion (UPE) and has an 83 percent enrollment rate in lower secondary education, provides the unique opportunity to focus efforts and scarce resources on quality improvements of the primary education system with a view to

gradually focusing on making improvements in secondary and post-secondary education for employment.

6. In the last decade, STP registered the highest economic growth since independence in 1975, and became a lower middle income country in 2008. Gross domestic product (GDP) growth averaged about 5 percent per year between 2001 and 2011, compared to an average of just 1.4 percent during the 1990s. However, in the past five years the country's economy was hard hit by two consecutive external shocks, including: (i) the spike in international food and fuel prices in mid-2008; and (ii) the global financial crisis of 2009 which partially offset the effects of fiscal consolidation and inflation-reducing policies. Poverty remains a serious and pressing concern in STP as does unemployment.

7. Despite these challenges, progress has been made on social policy objectives and on some of the MDGs. STP is currently on track to achieve its targets in UPE, reducing under-5 mortality, and combatting the spread of HIV/AIDS. These achievements have been driven by substantial increases in education and public health expenditures, with the former rising from 2.7 percent of GDP in 2002 to 8.7 percent in 2012 while the latter increased from 3.6 percent of GDP in 2001 to 4.5 percent in 2012. Public financing for social protection and community services has increased modestly over the past five years and is currently equal to about one percent of GDP. The education sector has been and remains a priority in public spending. In other words, the country was able to place education at the center of its development agenda over the last eight years. The proportion of public expenditure in the sector increased from 2.7 percent of GDP in 2002 to 8.6 percent in 2012. In particular, recurrent expenditures increased from 17.3 percent in 2002 to 23.8 percent in 2005 to 37.9 percent in 2011, which places the country amongst the top performers in this category in Sub-Saharan Africa (SSA).

8. STP has virtually achieved UPE, and with that, gender parity. It is safe to say that all STP children enter primary school today, and the completion rate was estimated at 100 percent in 2011/2012. Data on intake rate show that since 2002/2003, the accommodation capacity of new students in the first cycle of primary education (1st-4th grade) was higher or equivalent to the number of children of theoretical age group (6-9 years old). For the second cycle of primary education (5th-6th grade) it was not until 2010/2011 that the accommodation capacity of new entrants became higher than the number of children of theoretical age group (10-11 years old). Progress in enrollment in primary education is impacting secondary education which consequently also registered important gains in terms of enrolment. Completion rate has increased in general secondary education, reaching 45.2 percent in 2010/11 from 19.8 percent in 2000/01. Transition rate between primary and secondary education stands at 97 percent.

9. Despite these important achievements in terms of access to education, the system faces challenges with respect to efficiency, quality and governance. Moreover, although there is evidence on the importance of preschool to support the preparedness and performance of students in primary education, preschool education is poorly developed.

10. In terms of efficiency, though repetition rates have decreased substantially at all levels of education over the last years, they still remain high. In primary education and general secondary education, repetition rates were 13.6 percent and 22 percent, respectively, in 2012/13. The quality of education is also considered low. STP does not possess a learning assessment system

nor does it participate in any regional or international assessment making it difficult to objectively assess the quality of student learning. The teaching environment has improved with the provision of new, equipped classrooms, textbooks to all primary education students and teachers' guides, but still about 60 percent of primary education teachers are unqualified lacking adequate academic and pedagogical competencies to teach. Pre-primary and primary education teacher training was interrupted when the former teacher training school closed in 1996. For more than ten years STP did not offer pre-service teacher training. New teachers were recruited from secondary schools and sent to classrooms. In 2007/08, however, some important progress was made with the creation of a new teacher training school (*Escola de Formação de Professores – EFOPE*) in which 102 students enrolled in 2010/11.

11. Overall management of the education system is also weak. Though there is an adequate allocation of teachers to schools and capacity for M&E, overall management of teachers is an issue. There is no reliable human resources management system to oversee recruitment, assignment and career development. The amount of time teachers spend on task in STP is among the worst in Africa. In primary education, teachers do not spend on average more than 3.5 hours in school and yet this time is not fully dedicated to student learning and pedagogical tasks. Almost 60 percent (57.5) of primary education and 71 percent of secondary education teachers spend less than 14 hours per week on task. This is in large part attributable to the inability of the education system to effectively manage teachers' work in a context of geographically dispersed schools. In the 4th and 6th grade where teaching is organized by subject, three teachers are needed for each classroom and many schools are small in size and the reduced number of classrooms makes it difficult for teachers to complete more than two or three hours a day. Absence of an education management information system (EMIS) (linking central and decentralized structures) combined with flawed administrative and pedagogical supervision of classrooms are considered to be the root causes of the problem. Inspectors and pedagogical advisors rarely visit schools and classrooms and when they do visit, they lack management and reporting tools to effectively support teachers' development. Education statistics are regularly published, but institutional capacity for data analysis and production of education indicators is weak and indicators are seldom used for policy purposes.

12. Pre-school education is also underdeveloped in STP. In the school year 2011/2012, 8,591 were enrolled in preschool structures of the country (6 percent in private institutions) and about 100 pre-school teachers were working in those structures. This enrollment represents only a 30 percent coverage rate of children aged 3-6. Moreover, the quality of learning in pre-school education is low. Poor facilities, lack of pedagogical materials and weak qualification of pre-school teachers are the main reasons of the lack of quality. The preschool GER stands at a mere 33 percent and the system is in dire need of qualified teachers and staff. The Government, with support from the United Nations Children's Fund (UNICEF), has undertaken a set of activities (e.g., studies, a survey of parents, etc.) as a first step towards the development of a comprehensive Preschool Education Plan. The idea is to integrate preschool into primary education and to ensure, by 2022, universal and free access to a quality preschool education.

13. ***Rationale for the proposed AF.*** The AF will finance activities to maximize the development effectiveness of the Original Project by scaling up activities supported under the Original Project and by funding a number of new activities. The benefits of the provision of AF are usually assessed on the basis of the implementation performance of the Original (Parent)

Project. The Original Project has just become effective (and is expected to close on June 30, 2017). However, the merit of this AF should be measured on the benefit that it would bring in terms of strengthening the expected development effectiveness of the original project. The new proposed activities will better support the achievement of the PDOs of the original project as these activities (e.g., introduction of training activities to pre-school, new curricula for pre-schools, development of textbooks and pedagogical materials, purchase of ICT equipment and the training of teacher trainers) would clearly strengthen the system of in-service teacher training.

14. The US\$2.0 million Original Project focuses on in-service teacher training. Because of the limited financing amount, the Original Project was very selective with only 400 teachers (60 percent of unqualified teachers) targeted. The AF will allow the Project to include an additional 267 teachers, in turn, covering all unqualified primary education teachers. By the same token, support will be provided to pre-school teachers which were not covered under the Original Project. Specifically, 100 pre-school teachers and 100 trainers of trainers will be trained. In addition, the AF will support review of pre-school curricula as well as textbook development and printing for pre-school. Finally, the AF will scale up the planned development of the EMIS by providing additional computers to schools and central level structures and by ensuring internet connectivity between schools and the central level and the use of Information and Communication Technology (ICT)-based approach for teacher training.

15. The education system in STP is relatively small. As such, scaling up teacher training to cover nearly all unqualified teachers (60 percent of primary education teachers) would address a critical bottleneck in the delivery of quality education at the primary level. In addition, the development of a pre-school system, which is critical for better student learning at the primary level, requires the existence of adequate curriculum, textbooks and pedagogical materials and qualified trainers of trainers –all of which are in short supply today in STP. All in all, interventions to be supported by both the Original Project and the AF would contribute to better teacher training and improvements in the quality of learning in pre-school and primary school.

16. The proposed AF will be implemented as part of the Government's education strategy, as outlined in the LOP and operationalized in the ESP. It will focus on the quality of primary education, which is a declared priority objective in primary education. A Country Partnership Strategy (CPS) is being currently prepared by the Bank to support implementation of the Second poverty reduction strategy paper (PRSP) 2012-2016, which targets the promotion of quality education for all in STP through its third pillar (Human capital development and Improvement of social service delivery). The Project, by proposing to tackle the issues of quality of education and learning outcomes, aligns itself with one of the key priority areas of GPE.

17. In STP there are few donors active in the education sector. They comprise a few bilateral donors (Portugal, Brazil and Taiwan, China) and UN agencies (UNICEF and the World Food Programme (WFP)). Portugal supports quality intervention in secondary education, especially curricula review, textbooks provision and equipment of secondary schools. Brazil supports in-service teacher training for secondary teachers, literacy programs for out-of-school children and adults, and vocational training. Taiwan, China has been active in secondary school construction. UNICEF supports interventions in early childhood education and WFP provides meals for primary education students. Government funding and current donors' support to the education

sector cover only partially the needs expressed in ESP. By providing additional resources, the proposed project will complement those interventions and will contribute to fill the financing gap identified in the Plan.

18. The Bank has a strong presence and tradition of dialogue in the social sectors in STP. Over recent years, it financed the Social Sector Support Project (SSSP) in the amount of US\$6.5 million (2004-2010) for education, health and HIV/AIDS, which was coupled with a US\$1.1 million AF (2010-2012) for the health sector. The Bank was also the supervising entity (SE) of the first GPE-funded Project (2008-2011) in the amount of US\$3.6 million. These projects have been rated satisfactory or moderately satisfactory in terms of their performance. Recently, the Bank provided technical and financial support to the preparation of the education Country Status Report (CSR) 2012, and for the development of the LOP 2012-2021 and the ESP 2012-2022.¹

19. **Coordination Mechanisms:** Strong donor coordination through annual joint sector reviews will ensure that implementation of each donor "Project" is consistent with the Education Sector Strategy. Each year, a joint donor/Government annual review will take place to: (i) assess the extent to which ESP objectives are being achieved; (ii) identify, through qualitative and quantitative analysis, those aspects of the implementation of ESP that are behind or ahead of schedule and recommend adjustments according to annual implementation plans; (iii) identify reasons for any shortfalls in meeting targets and suggest possible strategies for action; (iv) review performance indicators and assess the functioning of the M&E system; and (v) review expenditure for the previous year, and draft action plans and budgets for the coming year.

20. The following is the expected impact of the AF:

- a. All unqualified primary education teachers will receive adequate training tailored to their specific needs;
- b. Trainers of trainers will be trained. It is expected that with this training, the teacher training school will be able to develop and offer a full-fledge pre-service training for pre-school and primary education teachers;
- c. The curriculum of pre-school education will be developed and key textbooks and pedagogical materials for teachers and students printed and/or purchased; and
- d. All primary schools will have IT connectivity, including internet, with the MoE allowing for the timely transfer of data and information on students, teachers, books, etc.

III. Proposed Changes

Summary of Proposed Changes

The components of the Original Project remain unchanged. The changes being proposed under the AF include the following: (i) training of 267 additional primary education teachers; (ii) supporting a learning assessment test for 6th grade; (iii) piloting a small-scale impact evaluation (including 20 additional

¹ The SSSP and the previous GPE project played important roles in increasing enrollment in primary education, by building and equipping about 30 additional classrooms and by providing textbooks for all primary education students.

schools); and (iv) purchasing additional computers and ensuring internet connectivity of schools to the central level. New activities to be financed under the AF include: (i) training of 100 pre-school teachers; (ii) training of 100 pre-school trainers of trainers; (iii) supporting the review of pre-school curricula; and (iv) the purchase of equipment and pedagogical materials for the teacher training school.

Change in Implementing Agency	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Project's Development Objectives	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Results Framework	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>]
Change in Safeguard Policies Triggered	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change of EA category	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Other Changes to Safeguards	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Legal Covenants	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Loan Closing Date(s)	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Cancellations Proposed	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Disbursement Arrangements	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Reallocation between Disbursement Categories	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Disbursement Estimates	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change to Components and Cost	Yes [<input checked="" type="checkbox"/>] No [<input type="checkbox"/>]
Change in Institutional Arrangements	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Financial Management	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Procurement	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Change in Implementation Schedule	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]
Other Change(s)	Yes [<input type="checkbox"/>] No [<input checked="" type="checkbox"/>]

Development Objective/Results

Project's Development Objectives

Original PDO

The Development Objective of the proposed operation is to improve the system of in-service teacher training and to strengthen the management of human resources in the education sector in São Tomé and Príncipe.

Change in Results Framework

Explanation:

The Results Framework (RF), including the PDO-level and intermediate results indicators of the Project, was amended. For those activities that are scaled up, the indicator target values were revised upward to take into account the incremental activities financed from the AF. Two intermediate indicators were added (number of preschool teachers trained and number of trainers of trainers trained) to reflect the inclusion of the two new training activities to be supported at the preschool level.

Compliance						
Covenants - Additional Financing (STP Quality Education for All - AF - P150828)						
Source of Funds	Finance Agreement Reference	Description of Covenants	Date Due	Recurrent	Frequency	Action
IDA	Schedule II. Section A.2	The Recipient shall, not later than six (6) months after the Effective Date, cause AFAP to recruit external auditors for the purpose, in accordance with the provisions of Section III of this Schedule	31-Mar-2015	<input type="checkbox"/>		New
Conditions						
Source Of Fund		Name		Type		
IDA		Project Implementation Manual		Effectiveness		
Description of Condition						
The Recipient has adopted the updated Project Implementation Manual in form and substance satisfactory to the Association.						
Finance						
Loan Closing Date - Additional Financing (STP Quality Education for All - AF - P150828)						
Source of Funds			Proposed Additional Financing Loan Closing Date			
IDA Grant			30-June-2017			
Allocations - Additional Financing (STP Quality Education for All - AF - P150828)						
Source of Fund	Currency	Category of Expenditure	Allocation		Disbursement % (Type Total)	
			Proposed	Proposed	Proposed	Proposed
IDA	XDR	Goods, non-consulting services, consultants' services, Training and Operating Costs for the		2.26		100.00

		Project				
		Total:		2.26		
			Current	Proposed	Current	Proposed
IDA-H9030	XDR		0.00	0.00	0.00	0.00
		Total:	0.00	0.00		

Components

Change to Components and Cost

Explanation:

The components of the Original Project will remain unchanged. The changes being proposed include the following: (i) training of 267 additional primary education teachers; (ii) supporting a learning assessment test for 6th grade (was only planned for 4th grade); (iii) piloting a small-scale impact evaluation in 40 schools (was only planned for 100 schools); and (iv) purchasing additional computers and ensuring internet connectivity of schools to the central level. New activities to be financed under the AF include: (i) training of 100 pre-school teachers; (ii) training of 100 pre-school trainers of trainers; (iii) supporting the review of pre-school curricula; and (iv) the purchase of equipment and pedagogical materials for the teacher training school.

Current Component Name	Proposed Component Name	Current Cost (US\$M)	Proposed Cost (US\$M)	Action
Component 1. Improving the System of In-Service Teacher Training in Primary Education	Component 1. Improving the System of In-Service Teacher Training in Primary Education	1.1	4.2	Revised
Component 2: Strengthening Management of Human Resources in the Education Sector	Component 2: Strengthening Management of Human Resources in the Education Sector	0.9	1.3	Revised
	Total:	2.0	5.5	

Appraisal Summary

Economic and Financial Analysis

Explanation:

The assumptions for the economic analysis under the AF would remain the same as those of the original credit (see Annex 6 – Economic Analysis). The cost-benefit analysis conducted for the Original Project

remains relevant. As teachers in Sao Tome and Principe have never been tested to evaluate their performance, a proper cost-benefit analysis is not possible here but a unit-cost comparison is still possible. Unit costs of training at EFOPE (the teacher training school) are estimated at US\$33 while under the original funding (and this AF) the unit costs are lower (US\$27).

Technical Analysis

Explanation:

The design of the AF builds on the Government's positive experience of the original Project and therefore the technical design of the project would still remain the same.

Social Analysis

Explanation:

Though no social (and environmental) safeguards policy is triggered, due diligence will be done by ensuring that gender and vulnerable groups dimensions (i.e., women, youth, students and teachers with disabilities, PTAs, etc.) are fully taken into account during consultations and project implementation. From the social development perspective, the project will directly benefit pre-primary and primary education teachers and indirectly pre-primary and primary education students as well as their parents. The Social Development Specialists will work closely with the MoE to ensure the project is socially sound throughout the project life.

Environmental Analysis

Explanation:

The Original Project is an environment Category C project and no safeguards policy is triggered. The project category – Category C –remains unchanged under this AF.

Risk

Explanation:

The overall project implementation risk has been rated moderate. The risks associated with the proposed AF are not significantly different from those under the Original Project. The summary of the main risks for the AF and their mitigation measures are presented in the Operational Risk Assessment Framework (ORAF). There is a moderate risk for the project not being implemented as designed if there is a change in the Government during the implementation process. However, São Tomé and Príncipe has a proven track record of implementing social sector projects even in a context of political and institutional instability. The Project design includes specific mitigating measures. There are no controversial issues or reputational risks for the Bank. In terms of fiduciary implementation, AFAP has considerable experience in terms of procurement and financial management (FM) of different Bank-financed projects. It is expected that the AF activities will not present any significant challenge in this regard.

21. The total cost of the activities financed under the proposed AF would be US\$3.5 million, including taxes and duties. The detailed project costs can be found in Annex 5.

Annex 1
Revised Results Framework and Monitoring Indicators

A. Summary of Changes to Results Framework

Indicator	Revisions to the Results Framework	Comments/ Rationale for Change
PDO		
<i>Current (PAD)</i>	<i>Proposed</i>	
To improve the system of in-service teacher training and to strengthen the management of human resources in the education sector in the Recipient's territory	Continued	
PDO indicators		
<i>Current (PAD)</i>	<i>Proposed change*</i>	
Direct project beneficiaries	Continued – Change in the end of project target value Original target: 2,000 Revised target: 2,500	
Female beneficiaries	Continued	
Number of additional qualified teachers resulting from project intervention	Continued Original target: 400 Revised target: 667	
Competency based training framework developed	Continued	
Students learning assessment established	Continued	
Daily working hours by teachers	Continued	

Indicator	Revisions to the Results Framework	Comments/ Rationale for Change
Intermediate Results indicators		
<i>Current (PAD)</i>	<i>Proposed change*</i>	
<i>Component 1: Improving the quality of teaching</i>		
<i>Sub-Component 1.1 Setting Up of an In-Service Teacher Training System</i>		
Assessment of critical competency needs of teachers finalized	Continued	
Training plans for in-service teacher training developed	Continued	
Certification process for pre-primary and primary school teachers developed and approved	Revised	Revised to include information on both primary and pre-primary school teachers.
Training of pre-school teachers	New. Target = 100	This indicator will be added to the RF as it is a new activity planned under the AF.
Training of pre-school and primary school trainers of trainers	New. Target = 100	This indicator will be added to the RF as it is a new activity planned under the AF.
<i>Sub-Component 1.2 Development of a Student Learning Assessment</i>		
At least one student learning assessment conducted for the target grades (4th and 6th grades)	Continued. Target modified to including 6th grade.	Addition for a scaled up activity. In addition to the 4th grade assessment planned under the Original Project, the AF will support an assessment for 6th grade
At least one EGRA testing conducted for 3rd grade students	Continued	
<i>Component 2. Strengthening management of human resources in the education sector</i>		

Indicator	Revisions to the Results Framework	Comments/ Rationale for Change
<i>Sub-component 2.1 Development of a Management Information System</i>		
Percentage of primary education schools that benefit from 4 annual school-level supervision and mentoring program offered to teachers in every primary school (cumulative);	Continued	
Education management information system in place and functional.	Continued	
<i>Component 2.2: Support to Project Management</i>		

B. Revised Results Framework

Project Name:	STP Quality Education for All - AF (P150828)	Project Stage:	Additional Financing	Status:	FINAL
Team Leader:	Geraldo Joao Martins	Requesting Unit:	AFCC1	Created by:	Laura S. McDonald on 27-May-2014
Product Line:	IBRD/IDA	Responsible Unit:	AFTEW	Modified by:	Laura S. McDonald on 28-May-2014
Country:	Sao Tome and Pr	Approval FY:	2014		
Region:	AFRICA	Lending Instrument:	Investment Project Financing		
Parent Project ID:	P146877	Parent Project Name:	São Tomé and Príncipe Quality Education for All (P146877)		

Project Development Objectives

Original Project Development Objective - Parent:

The Development Objective of the proposed operation is to improve the system of in-service teacher training and to strengthen the management of human resources in the education sector in São Tomé and Príncipe.

Proposed Project Development Objective - Additional Financing (AF):

There is no change to the PDO under the proposed AF.

Results

Core sector indicators are considered: Yes

Results reporting level:

Project Development Objective Indicators

Status	Indicator Name	Core	Unit of Measure		Baseline	Actual(Current)	End Target
Revised	Direct project beneficiaries	<input checked="" type="checkbox"/>	Number	Value	0.00		2500.00
				Date	20-May-2014		30-Jun-2017
				Comment			

No Change	Female beneficiaries	<input checked="" type="checkbox"/>	Percentage Sub Type Supplemental	Value	0.00		50.00
Revised	Number of additional qualified primary teachers resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00		667.00
				Date	20-May-2014		30-Jun-2017
				Comment			
No Change	Competency based training framework developed	<input type="checkbox"/>	Text	Value	No		Yes
				Date	20-Dec-2013		30-Jun-2017
				Comment			
No Change	Students learning assessment established	<input type="checkbox"/>	Text	Value	No		Yes
				Date	20-Dec-2013		30-Jun-2017
				Comment			
No Change	Daily working hours by teachers	<input type="checkbox"/>	Hours	Value	3.50		4.50
				Date	20-Dec-2013		30-Jun-2017
				Comment			

Intermediate Results Indicators

Status	Indicator Name	Core	Unit of Measure		Baseline	Actual(Current)	End Target
No Change	Assessment of critical competency needs of teachers finalized	<input type="checkbox"/>	Yes/No	Value	No		Yes
				Date	20-May-2014		30-Jun-2017
				Comment			
No Change	Training plans for in-service teacher training developed	<input type="checkbox"/>	Yes/No	Value	No		Yes
				Date	20-May-2014		30-Jun-2017
				Comment			
Revised	Certification process for pre-primary and primary school	<input type="checkbox"/>	Yes/No	Value	No		Yes
				Date	20-May-2014		30-Jun-2017

	teachers developed and approved			Comment			
Revised	At least one student learning assessment conducted for the target grades (4th grade and 6th grade)	<input type="checkbox"/>	Yes/No	Value	No		Yes
				Date	20-May-2014		30-Jun-2017
				Comment			
No Change	At least one EGRA testing conducted for 3rd grade students	<input type="checkbox"/>	Yes/No	Value	No		Yes
				Date	20-May-2014		30-Jun-2017
				Comment			
No Change	Percentage of primary education schools that benefit from 4 annual school-level supervision and mentoring program offered to teachers in every primary school (cumulative)	<input type="checkbox"/>	Percentage	Value			100.00
				Date	20-May-2014		30-Jun-2017
				Comment			
No Change	Education management information system in place and functional.	<input type="checkbox"/>	Yes/No	Value	No		Yes
				Date	20-May-2014		30-Jun-2017
				Comment			
New	Training of pre-school teachers	<input type="checkbox"/>	Number	Value	0.00		100.00
				Date	20-May-2014		30-Jun-2017
				Comment			
New	Training of pre-school trainer of trainers	<input type="checkbox"/>	Number	Value	0.00		100.00
				Date	20-May-2014		30-Jun-2017
				Comment			

Annex 2

Operational Risk Assessment Framework (ORAF)

Sao Tome and Principe: STP Quality Education for All - AF (P150828)

Project Stakeholder Risks						
Stakeholder Risk	Rating	Moderate				
<p>Risk Description:</p> <p>A Letter of Education Policy and an Education Sector Plan were widely discussed and endorsed in the country in April 2012. The letter was approved on July 18, 2013, but frequent turnover in Government may create a risk of possible change in Government priorities.</p>	Risk Management:					
	<p>Although there is no guarantee against possible changes of Government priorities, the new Government has declared support to the education strategy and has approved the Education Sector Plan in Council of Ministers. The project fits into the strategy with a focus on quality of primary education.</p>					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:
	Client	Not Yet Due	Implementation	<input checked="" type="checkbox"/>		CONTINUOUS
Implementing Agency (IA) Risks (including Fiduciary Risks)						
Capacity	Rating	Moderate				
<p>Risk Description:</p> <p>The Ministry of Education has no experience in managing investment projects and there may be a risk of fiduciary mismanagement.</p>	Risk Management:					
	<p>The fiduciary Agency (Agência Fiduciária e de Administração de Projectos - AFAP) will handle fiduciary responsibility of project implementation.</p>					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:
	Client	Not Yet Due	Implementation	<input checked="" type="checkbox"/>		CONTINUOUS
	Risk Management:					
	<p>The Bank will carry out regular supervision of project implementation.</p>					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:
	Bank	Not Yet Due	Implementation	<input checked="" type="checkbox"/>		Quarterly
Governance	Rating	Moderate				

<p>Risk Description: MoE and the AFAP have gained experience during the past WB operations and there have never been any governance issues reported.</p>	Risk Management: In spite of past performance, close supervision of Bank staff in collaboration with the MoE central and de-concentrated structures can help reinforce and ensure accuracy of tracking information and reception by intended beneficiaries.					
	Resp: Bank	Status: Not Yet Due	Stage: Implementation	Recurrent: <input checked="" type="checkbox"/>	Due Date:	Frequency: CONTINUOUS
	Risk Management: MoE will ensure regular supervisions to the schools in order to detect and manage any issue related to misuse of equipment and materials					
	Resp: Client	Status: Not Yet Due	Stage: Implementation	Recurrent: <input checked="" type="checkbox"/>	Due Date:	Frequency: Quarterly
Project Risks						
Design	Rating	Moderate				
<p>Risk Description: The design is simple and straightforward. The Project focuses on in-service training. A pilot is planned on school-based learning management. No relevant risks are expected in terms of project design.</p>	Risk Management: An active communication strategy will put in place to explain the objectives and rationale of the Project.					
	Resp: Client	Status: Not Yet Due	Stage: Implementation	Recurrent: <input checked="" type="checkbox"/>	Due Date:	Frequency: CONTINUOUS
Social and Environmental	Rating	Low				
<p>Risk Description: The Project is not expected to have major environmental and social impacts as there are no construction activities. Rather, the project is expected to have more positive impacts on beneficiaries.</p>	Risk Management: The project is rated as an environmental and social category C project, which means that no safeguards policy is been triggered; however, from the social development point of view, Government will ensure that project is socially sound by ensuring that gender and vulnerable groups issues are dealt with adequately (i.e. inclusion of women, handicapped and youth in the consultation process, and their concerns are dully taken into consideration in the decision making process: selection of trainee, school material and accessibility, as well as in the policy review, etc.).					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:

	Both	In Progress		<input checked="" type="checkbox"/>		CONTINUOUS
Program and Donor	Rating	Low				
<p>Risk Description:</p> <p>Donors may not be fully supportive to education, especially if a turnover in the government puts at risk implementation of the Education Sector Plan</p>	Risk Management:					
	The Bank team will work closely with the government and development partners to ensure the approval and implementation of the Education Sector Plan.					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:
	Both	Completed	Preparation	<input type="checkbox"/>	18-Jul-2013	
	Risk Management:					
	Development partners have endorsed the Education Sector Plan. The Local Education Group will maintain a permanent dialogue with the government and will encourage Annual Sector reviews to take stock of progress and plan the way forward.					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:
	Both	In Progress	Both	<input checked="" type="checkbox"/>		CONTINUOUS
Delivery Monitoring and Sustainability	Rating	Moderate				
<p>Risk Description:</p> <p>The sector has been able to collect data and produce reliable indicators. M& E capacity is average. The country allocates an important share of its budget to the education, but intra-sectorial allocation is still skewed to higher education.</p>	Risk Management:					
	The project will support the implementation of an adequate monitoring system and support training of staff to improve collect and analysis of quantitative and qualitative data. The government has already taken steps to reduce the bias of budget allocation towards tertiary education, through the reduction of scholarships abroad. The Bank will continue dialogue with the government in this area and will encourage further progress in this front.					
	Resp:	Status:	Stage:	Recurrent:	Due Date:	Frequency:
	Client	Not Yet Due	Implementation	<input checked="" type="checkbox"/>		CONTINUOUS
Other (Optional)	Rating					
Risk Description:	Risk Management:					

	Resp:	Status:	Stage:	Recurrent: <input type="checkbox"/>	Due Date:	Frequency:
Other (Optional)	Rating					
Risk Description:	Risk Management:					
	Resp:	Status:	Stage:	Recurrent: <input type="checkbox"/>	Due Date:	Frequency:
Overall Risk						
Overall Implementation Risk:	Rating	Moderate				
<p>Risk Description:</p> <p>Overall, risks are deemed Moderate for Project implementation. There is a moderate risk for the project not being implemented as designed if there is a change in the Government during the implementation process. Mitigation measures include the strong linkage of the project with the Country's strategy, with focus on quality of learning; annual joint sector reviews between the government and donors to stake stock on implementation and set the way forward; and the use of AFAP as fiduciary agency because of its considerable experience in terms of procurement and financial management (FM) of different Bank-financed projects.</p>						

Annex 3

Summary of Project Description

1. The Original Project – the Education for All Project (Phase II) has two components: Component 1: Improving the system of in-service teacher training in primary education; and Component 2: Strengthening management of human resources in the education sector. Component 1 has two inter-related sub-components: (i) setting up in-service teacher training system; and (ii) building a student learning assessment in primary education. Component 2 has two sub-components: (i) strengthening management of human resources in the education sector, and (ii) project management. There are no changes to the PDO or to the Components under the proposed AF. The AF is expected to reinforce support which will be provided under the Original Project and to scale up its development effectiveness.

Component 1: Improving the system of in-service teacher training in primary education (estimated AF cost: US\$ 3.1 million)

2. There will be no major changes in the components as mentioned above (only scale-up of activities and introduction of a few new interventions). The proposed AF activities will be as follows:

Sub-Component 1.1: Setting up in service teacher training (estimated AF cost: US\$ 2.8 million)

3. This sub-component, under the Original Project, consists of training of approximately 400 primary education teachers out of 667 unqualified teachers in primary education (or about 60 percent of unqualified teachers). These training courses will be coordinated by EFOPE (*Escola de Formação de Professores* – the teacher training school) and certification will be awarded upon completion. The proposed training will be preceded by an assessment of competencies of all primary education teachers and training programs will be tailored to the needs of individual teachers or group of teachers. The sub-component will also support development of tools for management of training, including setting up a database for training management; training of MoE staff on the use of the management tools for teacher training; and cleaning and analysis of training data. Under the AF, this activity will be scaled up by enrolling an additional 267 primary education teachers as beneficiaries of training and by adding four new activities as follows:

- (a) In-service training for about 100 pre-school teachers currently working in the system; those pre-school teacher will also be assessed in terms of their competencies, the training programs will be developed to meet their specific needs and they will benefit from the teacher certification system upon completion of their training;
- (b) Training of 100 trainers of trainers at the pre-school level;
- (c) Support curricula review and development of key textbooks and pedagogical materials for teachers and students at the pre-school level; For this purpose, the AF will explore digital content freely available for educational purposes.

(d) Purchase of ICT equipment, furniture and pedagogical materials for the teacher training school.

(e) The AF would allow introduce ICT-based approaches and materials on teacher training, including specific modules on teacher training on ICT, or how to teach better with ICT tools.

Sub-component 1.2: Developing a learning assessment system (estimated AF cost: US\$ 0.3 million)

4. This sub-component, under the Original Project, aims at supporting the development of a system that will allow administering the first learning assessment test for 6th grade in 2015/2016. By the same token, an early grade reading assessment (EGRA) for the 3rd grade will be administered during the 2015/2016 school year. The sub-component will also pilot a small-scale impact evaluation in 20 schools (25 percent of primary education schools) whose teachers will benefit from specific training and pedagogical tools to improve the teaching of reading in early grades of primary education. The pilot will then compare results of the second EGRA test in the sample of 20 pilot schools with the results of non- participating schools.

5. The sub-component will scale up the learning assessment and the impact evaluation activity. A student learning assessment will be extended to the 4th grade and the impact evaluation on reading will involve additional 20 schools covering a total number of 40 schools (50 percent of primary schools in the country). At the time of preparation of the Original Project, learning assessment in the 4th grade was considered and then abandoned because of limited resources. It is also expected that scaling up the impact evaluation to 40 schools will ensure better coverage of different category of schools (rural/urban and in terms of socio-economic environment reducing disparities in access to education) and will likely allow for the provision of more consistent data and information for analysis and comparison.

Component 2: Strengthening management of human resources in the education sector (estimated AF cost: US\$ 0.4)

Sub-component 2.1 Developing an information management system (estimated AF cost: US\$ 0.3 million)

6. The Original Project supports the development of a new EMIS to allow information/data to flow from the school-level to the central level (MoE) and vice-versa. This will enable the close monitoring of data and performance and will ensure teacher's presence in the classrooms and the provision of appropriate pedagogical support to teachers' activities. It will be particularly important to ensure a more effective deployment of teachers among schools so as to reach the intended average of 4.5 hours per day on task. The sub-component also supports improvement in the management practices through the development of management and pedagogical tools for directors and teachers as well as a school report card. The roles and responsibilities of inspectors and pedagogical advisors, somewhat unclear today, will be re-defined and they will be able to access needed training which will strengthen their capacity to carry out supervision and support tasks close to schools.

7. The sub-component will be reinforced through the provision of information technology

(IT) connectivity between all primary education schools with the MoE allowing the timely transfer of data and information on students, teachers, books, etc. The inclusion, of resources to fund connectivity to schools (that would be complementary to what CAB2 is doing) as well as the purchasing of ICT equipment and end user devices (which possibly could cover teachers) and also applications (namely the Education Management Information System – EMIS) in the proposed AF will contribute to the achievement of the project development objective. It will also be a valuable complement to the activities already initiated and financed by the Bank in the CAB2 operation (in the context of designing information systems, digital content, or remote e-learning solutions. This is in line with the Government’s current priorities in terms of: (i) developing teacher training specifically in ICT matters (and to better teach using ICT); (ii) providing teachers with their own devices to access the internet, other educational materials and applications targeting improved learning; and (iii) allowing distance teacher training with a network connectivity between the Islands of Príncipe and Sao Tomé.

8. Because of the complexity for the development of effective EMIS, especially in developing countries, the AF will explore open source solutions, such as Open EMIS developed by UNESCO which not only meets the needs of various levels of management and stakeholders, but is also user friendly and within a reasonable budget.

Sub-component 2.2 Project management (estimated AF cost: US\$ 0.1 million)

9. Under the Original Project, the sub-component supports fiduciary management of the project, by financing the operating costs associated with project implementation, including: (i) the salaries of the staff of AFAP (excluding civil servants); (ii) per diem and travel expenses of the said staff to perform their responsibilities under the Project; (iii) fuel and vehicle maintenance and insurance; (iv) communication technology (including, without limitation, internet and telephone); (v) building security and maintenance; (vi) translation services, photocopies and publications; (vii) bank commissions; and (viii) utilities and office supplies. This sub-component will be reinforced with additional resources (US\$100,000) in order to face the expected increased operating costs associated with the scaling up of a few activities and the introduction of new activities.

10. The total estimated cost of the AF is US\$3.5 million. The following table below summarizes the AF activities and their estimated costs.

Table 3: Cost of Additional Financing Activities by Year (USD)

Component	2014	2015	2016	2017	Total
Component 1: Improving the system of in-service teacher training in primary education	500,000	1,500,000	900,000	150,000	3,050,000
Component 2: Strengthening management of human resources in the education sector	50,000	200,000	100,000	100,000	450,000
Total	550,000	1,700,000	1,000,000	250,000	3,500,000

Annex 4

Implementation Arrangements

The implementation arrangements under the AF will remain unchanged. The following gives an update on the existing implementation arrangements, and provides more information on project costs and financing and disbursements.

1. Project implementation will be fully integrated into the MoE structures. The technical directorates at the center, as well as EFOPE will be given full responsibility for implementing their activities according to agreed Annual Action Plan (AAP). A review of AAP implementation achievements and constraints will be carried out annually and will form the basis for the preparation of the following year's AAP, according to priorities and potential economic and social changes.

2. To assist the MoE with project implementation, *Agência Fiduciária e de Administração de Projectos* (AFAP), a Fiduciary Agency, will be recruited, respectively for procurement and financial management tasks. AFAP will liaise with the directorates responsible for the implementation of agreed activities (Directorate of Planning and Education Innovation (DPEI), Directorate of Primary Education (DPE), General Inspectorate of Education (GIE) and *Escola de Formação de Professores* (EFOPE)) and will report on the progress made on a quarterly basis. Likewise, AFAP will work closely with the MoE to ensure that the issues of gender, disability and vulnerability are fully factored into project implementation. Ensuring equity in this regard is critical in ensuring that the project is social sound.

Roles and responsibilities

3. ***The Directorate of Planning and Education Innovation (DPEI)*** is responsible for compilation and publication of data to inform education policy and investments. DPEI will be the MoE entity responsible for ensuring planning and coordination in the implementation of project activities in liaison with all the relevant structures of the MoE and AFAP. In that capacity, DPEI will ensure technical coordination in the development of Annual Action Plans, development of terms of reference of consultancy and training activities, and implementation and reporting of activities. DPEI will also be directly responsible for implementation of activities under Sub-component 1.2. (Development of learning assessment system) and Sub-component 2.1 (education management education information system). The role of DPEI will include the development of systems, tools and practices for an effective assessment of students' achievements in close collaboration with the relevant structures of the MoE. Based on inputs received from schools, DPEI will be responsible for providing consolidated monitoring data, including status reports on project implementation by component, with a summary description of activities detailed M&E reports (annually).

4. ***Teacher Training Institution (EFOPE)*** is the MoE structure responsible for pre-service and in-service teacher training of pre-primary and primary education teachers. EFOPE will be responsible to implement activities under Sub-component 1.1 (Setting up in service

teacher training). A steering committee composed of representatives of relevant structures of the MoE, will be set up to oversight training. Among other tasks, the Committee will be in charge of setting priorities for training, approving annual training plans and evaluate training activities to be implemented by EFOPE.

5. ***The General Inspectorate of Education (GIE)*** is responsible for ensuring administrative and pedagogical monitoring of schools, principals and teachers. Currently GIE is unable to develop its mission due to lack of qualified staff, lack of inspectors in the field, lack of resources and necessary tools for supervision. GIE's mission will be clearly defined through the definition of roles and responsibilities for each position in the structure. Teachers' supervision will facilitate the development of a culture of supervision at the school level by the director and its pedagogical team. Regular visits to schools will allow for assessment and identification of training needs, the analysis of teaching practice and reporting, through the use of report cards and computer tools.

6. ***The Directorate of Primary Education (DEB)*** is the MoE structure responsible for implementing the Government program and guidance for the primary school level. The DEB will be responsible for ensuring that project activities related to these areas, including teachers' training, are technically sound, and will closely monitor implementation and follow up.

7. ***The Directorate of Pre-School Education*** is the MoE structure responsible for defining and implementing Government Program on early childhood education. The Directorate will be responsible for ensuring that project activities at the pre-school level (teacher training, training of trainers, curriculum review and textbooks development) are technically sound, and will closely monitor implementation and follow up.

8. ***The Directorate of Administration of Equipment within the MoE (DAE)*** has the mandate to administer and manage all the infrastructure and equipment of the Ministry. In that capacity it will be responsible for the management of equipment to be procured under the project, such as computers and computer materials, as well as furniture and other equipment.

9. ***The Fiduciary and Implementation Agency (AFAP) (Agência Fiduciária e de Administração de Projectos)***, an autonomous Project Implementation Unit, under the oversight of Ministry of Planning and Finance will assist the MoE with fiduciary implementation of the project and will operationally respond to the DPEI. The AFAP Coordinator will have the authority to sign contracts on behalf of the Ministry of Education. The fiduciary role will include procurement and financial management of the Project. AFAP is currently implementing the Bank-financed Central African Backbone Program – CAB 2. The performance of AFAP on this operation and the two recently closed operations is found to be satisfactory. The Agency is resourced with an experienced and qualified Procurement Officer and a Project Coordinator among other core staff. It is expected that no additional staffing will be required to manage the Quality Education for All Project, considering the limited number of high value contracts expected to be procured for the proposed operation.

10. *The Directorate of Administration and Finance (DAF)* is responsible within the MoE for financial management (FM) of education resources, comprising budget planning, execution and reporting. The DAF will be responsible for providing information on budget execution and working with AFAP on issues pertaining to FM and reporting of the project.

Financial Management, Disbursements and Procurement

Financial Management

11. An FM assessment was conducted at AFAP, the fiduciary entity of the project. The objective of the FM assessment was to determine whether the financial management arrangements (a) are capable of correctly and completely recording all transactions and balances relating to the project; (b) facilitate the preparation of regular, accurate, reliable and timely financial statements; (c) safeguard the project's entity assets; and (d) are subject to auditing arrangements acceptable to the Bank. The assessment complied with the Financial Management Manual for World Bank-Financed Investment Operations that became effective on March 1, 2010 and AFTME Financial Management Assessment and Risk Rating Principles.

12. The assessment was also favorably impacted by the fact that the AFAP has a vast experience in handling Bank-financed operations.

Financial Management Arrangements for the Project

13. *Budgeting arrangements:* The budgeting process is deemed to be adequate, and will take into account all relevant aspects of the project. AFAP will be instrumental in working with the MoE's technical team in the elaboration of the respective annual budgets. The budget will be monitored through the customized TomPro accounting software which is already in use as well as through the unaudited quarterly financial reports, which will measure actual performance against target for each period. The budget execution reports will also be shared with the MoE for their information.

14. *Accounting arrangements:* AFAP already has an experienced FM team composed of a FM manager and an experienced accountant which have also obtained training on a regular basis. They are both very familiar with Bank disbursements and financial management procedures which will be fundamental to ensuring the project initiates without issues related to financial management.

15. The accounting transactions will be recorded and summarized on the customized TomPro accounting software, which will also be used for the production of quarterly and annual reports and elaboration of statistics of the project. AFAP will need to coordinate with the providers of the software to add the GPE project on the system as soon as the categories are finalized. Appropriate backup arrangements of information will also need to be implemented by AFAP to avoid any loss of information.

16. In addition, AFAP will need to update its procedures manual which amongst others will include appropriate procedures to ensure safeguard mechanisms to be used by the beneficiary Ministry of Education institutions and schools. This includes procedures for inventorying, safeguarding, transferring, accounting for fixed assets such as computers and other equipment to be purchased in the project as well as their disposal. The manual will also include appropriate procedures to be followed in the carrying out workshops, trainings and AFAP will be required to enforce the procedures.

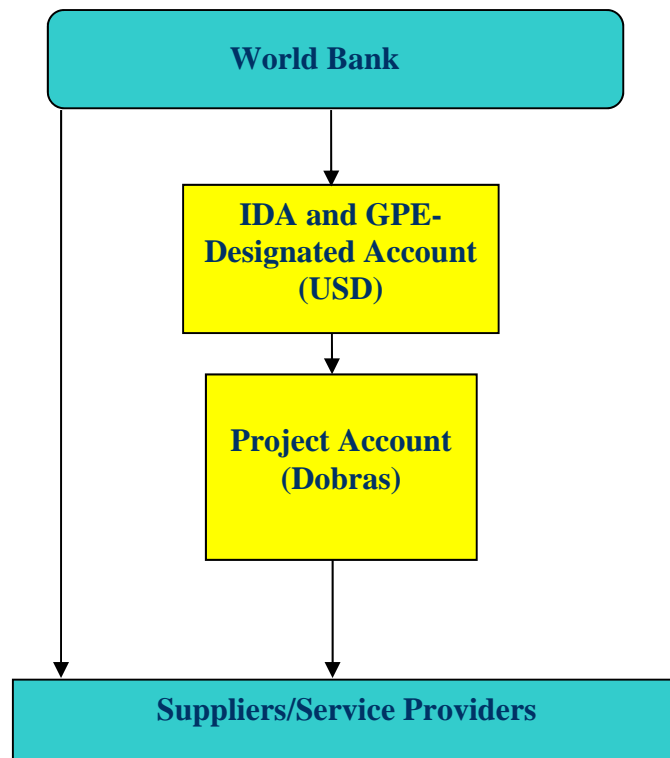
Internal Control Arrangements

17. **Internal Control Systems:** AFAP will be responsible for ensuring the adequacy of the internal control and accountability system of the project. Audits of projects implemented by AFAP have not identified any significant reportable conditions on its internal control systems. Internal control procedures will be documented on the FM procedures manual and enforced by AFAP. The manual already documents some responsibilities related to the project transactions, approval process, funds flow and disbursement processes. It will be updated to include other relevant information such as accounting records, supporting documents and filing and detailed processes from budgeting to auditing requirements of the project. It will also summarize procedures related to the financial reporting process, including the agreed format of quarterly reports, contract administration and management, as well any other issues that may be relevant with regards to the accounting software program.

Flow of Funds and Disbursement Arrangements

18. **Banking arrangements:** AFAP will open one Designated Account (DA) denominated in United States Dollars for the project, and may also open one additional Project Account denominated in Dobras. Signatories for the client connection account will be submitted soon after negotiations, and AFAP will register the DA details on client connection soon after the project account is created therein.

19. **Funds flow arrangements:** The project will submit an initial withdrawal application to the Bank based on the ceiling to be agreed during negotiations and documented on the Disbursement Letter and will prepare cash flow projections based on work plans and budgets.



20. **Disbursement arrangements:** The Project will make use of e-Disbursement arrangements where applications and their respective supporting documentation will be submitted electronically. The project will use the traditional transactions based disbursement procedures. It may also make use of other methods of disbursement which include direct payments, special commitments and reimbursements. Details concerning disbursements will be spelt out in the project’s Disbursement Letter.

21. **Financial reporting arrangements:** AFAP will prepare combined quarterly un-audited financial reports (which have already been agreed with the Bank) which will be submitted to the Bank within 45 days after the end of the quarter to which they relate. This report will also be shared with the relevant parties of the MoE. Details of the reporting requirements, including content, format as well as frequency will also be defined on the procedures manual.

22. **Auditing arrangements:** The project will have annual audits covering the entire project. The audited financial statements with the management letter will be submitted to the Bank within six months of the end of such a period and will be submitted by AFAP. The audits will be conducted in accordance with International Standards on Auditing (ISA) and the auditors will issue a single opinion on the financial statements of the project. The Annual Financial Statements for the project will incorporate all activities, and include:

- A Statement of Sources and Uses of Funds showing funds from IDA and how they were applied;
- A Summary of Expenditures analyzed by both Component and Category;
- The supporting Notes in respect of significant accounting policies and accounting standards adopted by management;
- Designated Account Activity for the Year showing deposits and replenishments received, payments substantiated by withdrawal applications, interest that may be earned on the account and the balance at the end of the fiscal year; and
- Summary listing of withdrawal applications by reference number, date and amount.

23. The auditor for the project will have to be hired within six (6) months of effectiveness, as a dated covenant, and the audit terms of reference will be agreed prior to negotiations.

Table 7: Audit Compliance Requirements

Action	Periodicity	By whom
Submit audit report within 6 months after every one and a half calendar year	Yearly	AFAP

Financial Management Action Plan

24. The following actions need to be taken in order to enhance the financial management arrangements for the Project:

Table 8: FM Actions Needed

	Action	Date Due by	Responsible
1	Update the FM procedures manual	By Effectiveness	AFAP
2	Hiring of Independent Auditor	Within 6 months of effectiveness	AFAP

Conclusion of the Assessment

25. The conclusion of the assessment is that the financial management arrangements meet the Bank’s minimum requirements under OP 10.00. The overall residual risk rating for the project is Moderate; hence the project will have an on field supervision at least once a year. The financial management action plan outlines the mitigating measures, which, if implemented, would strengthen the financial management arrangements.

Disbursements Arrangements

26. The project will disburse using transactions based procedures through submission of SOEs. The Advance disbursement method will be used to operate effectively through the DA. Upon effectiveness of the Financing Agreement, an initial advance, based on the ceiling will be disbursed into the DA to cover eligible expenditure.

27. The project may also make use of other disbursement methods/procedures such as (i) Reimbursement disbursement method, whereby the Bank reimburses the Borrower for eligible expenditures that the Borrower has pre-financed from its own resources; (ii) Direct Payment method, by which at the borrower's request, the Bank makes direct payments to suppliers and contractors from the Credit account; (iii) the Special Commitment method, whereby the Bank will issue special commitment to commercial banks for payment of eligible expenditures.

28. The Bank will issue the "Disbursement Letter" which will specify the additional instructions for withdrawal of the proceeds of the Credit.

Procurement

29. Procurement for the proposed Project will be carried out in accordance with the World Bank's "*Guidelines: Procurement of Goods, Works and Non-consulting Services under IBRD Loans and IDA Credits and Grants by World Bank Borrowers*" dated January 2011, and "*Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits and Grants by World Bank Borrowers*" dated January 2011; and the provisions stipulated in the Legal Agreement. *Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants,*" dated October 15, 2006 and updated in January 2011, shall apply to this project.

30. The Implementation of the procurement activities for the proposed AF will be entrusted to AFAP (*Agencia Fiduciária de Administração de Projecto*) within the Ministry of Planning and Finance which is currently implementing the Bank financed Central African Backbone Program – APL2. The performance of AFAP on this operation and the two recently closed operations is found to be satisfactory. The Agency is resourced with an experienced and qualified Procurement Officer and a Project Coordinator among other core staff. It is expected that no additional staffing will be required to manage the Quality Education for All Project, considering the limited number of high value contracts expected to be procured for the proposed operation.

31. The assessment of AFAP was recently conducted and it is concluded that AFAP has adequate experience and capacity to carry out procurement activities related to the proposed Project and the risk associated with carrying out the project is rated as Moderate.

Procurement Review Thresholds

32. Prior-review and procurement method thresholds for the project are indicated in the procurement plan and guided by the Table below.

Table 9: Procurement Thresholds

	Prior Review Thresholds Proposed (USD million)	Procurement Method Thresholds Proposed (USD million)					
		ICB	Shopping	QCBS	CQS	Least Cost	ICS
Goods	≥0.3 Shopping: ≥0.1 contracts DC: ≥0.1	≥0.3	<0.3				
Consulting Services	for firm ≥0.1: <0.1: first two contracts External Audit: all SSS: ≥0.1			≥0.1	<0.1	<0.1	
	for Individuals ≥0.05: Project staff: all SSS: ≥0.1						Any amount

Procurement Plan and Procurement Arrangements

33. **Procurement Plan:** A draft procurement plan for the first 18 months of AF implementation was prepared by AFAP during pre-appraisal, which was reviewed by the Bank and approved on May 23, 2014. It will be updated at least annually or as required to reflect project implementation.

34. **Procurement Arrangements:** International Competitive Bidding are expected for very few activities under the Project. Most of the contracts for Goods will be procured under shopping procedures. Goods to be procured will include among others information technology, office equipment, didactic materials, teacher training materials, school equipment, and printing and reproduction of didactic materials. Consulting services will normally be selected under Quality and Cost Based Selection (QCBS) method. Relatively small value assignments for firms will be selected under Selection Based on Consultants' Qualifications (CQS), while for assignments of a standard or routine nature (audit services) will be selected under Least Cost Selection (LCS). When justified, and with Prior approval by the Bank, Single Source Selection method may be used. In this regards, it is envisaged to have two single source contracts with institutions (Calouste Gulbenkian, Portugal and the Secretary of Education of Pernambuco, Brazil) that are currently partners of the MoE in issues that contribute to the Project Objectives (sub-components 1.1 and 1.2 respectively). Consultancy services, may include Technical Assistance (TA) to setting-up the national system of in-service teacher training; TA to support the preparation and implementation of i) the

institutional and pedagogical framework; ii) the legal and regulatory reform; iii) the development of a student learning assessment, and iv) the training programs and materials; TA to development a website; TA to collect, prepare and analyze data; TA for MoE staff's capacity building, among others. Individual Specialists will be selected under Individual Consultant's Selection (ICS). Furthermore, the project will finance the cost associated with the AFAP core staff and operational expenses. Works contracts are not expected to be procured under the project. In addition, the project will finance the costs associated with workshops, training and cross visits to improve the management capacity at MoE level and incremental operating expenses.

35. **Standard Bidding Documents:** The World Bank Standard Bidding Document for Goods and Non-consultant Services will be used for ICB and the Standard Request for Proposals will be used for consulting service.

36. **Operating Costs:** Incremental operating costs shall consist of (i) office equipment and supplies; (ii) office utilities and reasonable communications expenses; (iii) office rental expenses; (iv) Project's vehicle maintenance costs, fuel and spare parts and car rental required for project activities; (v) travel expenses and per diems for official Project staff (excluding salaries of Recipient's civil servants); (vi) bank charges; (vii) insurance costs; (viii) operation and maintenance of office equipment; (ix) communication materials, including courier services; and (x) press releases and (xi) project administration and monitoring.

37. **Training and Workshops:** Training and workshops shall include the reasonable cost of (i) training materials and rental of training and workshop facilities and equipment; (ii) tuition fees, travel, accommodation and per diem of trainers, trainees and workshop participants; and (iii) any other reasonable expenses related to training, study tours, and workshops to be carried out under the Project.

38. **Frequency of Procurement Supervision:** In addition to prior review supervision to be carried out from Bank offices in Luanda and Maputo, semi-annual procurement supervision missions will be undertaken and post review of procurement actions will be carried out at least once per year.

**Annex 5
Project Costs**

The following provides an overview of costs of activities (including new activities and those to be scaled up) under the AF.

Table 1: Cost by AF activities

Components/sub-components/activities	Type of Activity	Cost (US\$ million)
1. Improving the system of in-service teacher training in primary education		3.10
<i>1.1 Setting up in service teacher training</i>		<i>2.80</i>
1.1.1. Training of 267 additional primary education teachers	Scale Up	0.50
1.1.2. Training of 100 pre-school teachers	New Activity	0.20
1.1.3. Training of 100 pre-school trainers of trainers	New Activity	0.30
1.1.4 Support curricular review for pre-school	New Activity	0.20
1.1.5. Purchase of equipment and pedagogical materials for the teacher training school and development of applications for teacher training	New Activity	1.60
<i>1.2 Developing learning assessment system</i>		<i>0.30</i>
1.2.1. Learning assessment test for 6th grade	Scale Up	0.20
1.2.2. Pilot a small-scale impact evaluation (20 additional schools)	Scale Up	0.10
2. Strengthening management of human resources in the education sector		0.40
<i>2.1 Developing information management system</i>		<i>0.30</i>
2.1.1. Purchase of additional computers and connectivity of schools with central level	Scale Up	0.30
<i>2.2 Project Management</i>		<i>0.10</i>
2.2.2. Operating costs	Scale Up	0.10
TOTAL		3.50

Table 2: Costs by component

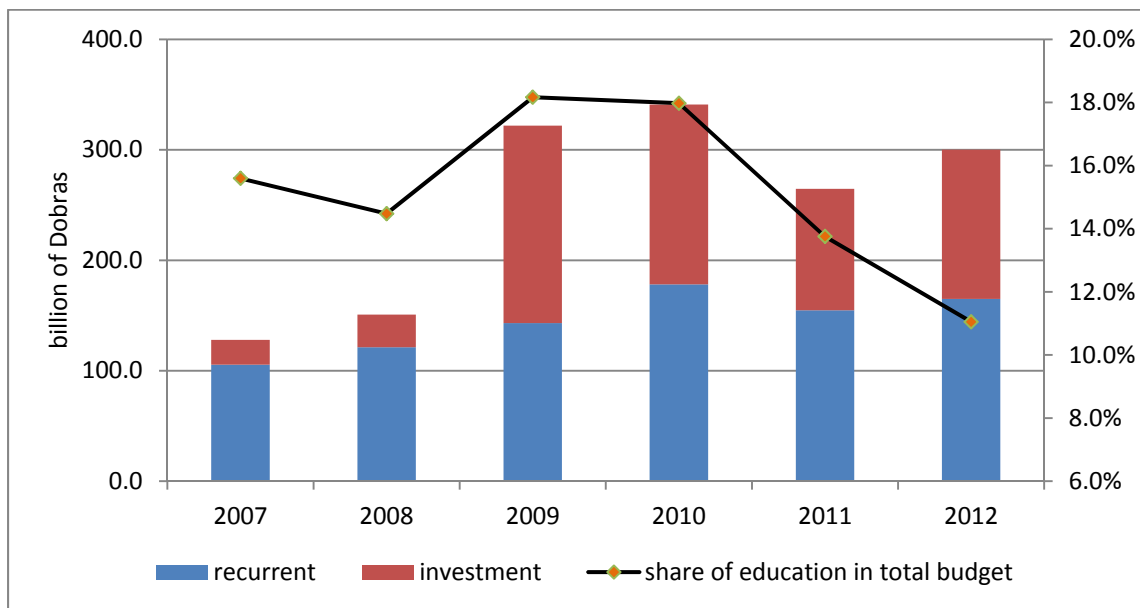
Component	Original cost	Changes with AF	Revised Costs
1. Improving the system of in-service teacher training in primary education	1.1	3.1	4.2
2. Strengthening management of human resources in the education sector	0.9	0.4	1.3
TOTAL	2.0	3.5	5.5

Annex 6 Economic Analysis

Macroeconomic context

1. The assumptions for the economic analysis under the AF would remain the same as those of the original credit. Subsequent governments of São Tomé and Príncipe have devoted a significant share of its resources to education over the last years. Between 2002 and 2012, public expenditures on education were increased almost fivefold, from STD 65.9 billion to 300 billion. This dramatic increase was due to massive investments, notably since 2009. However, those investments were mostly financed externally, which enhances the vulnerability of the sector to external shocks. The graph below presents the budget allocated to education (recurrent and investment) and its share in the government total budget. That share is quite volatile because of huge variations of external funding over the years.

Figure 2: Education Budget (Recurrent and Investment) as a Share of Government Total Budget



Source: Ministry of Finance, department of budget; and authors' calculation.

2. São Tomé and Príncipe presents an unusual pattern in terms of public spending on education. The significant level of resources allocated to education hides the fact that most of those resources go to higher education, more specifically to scholarships to students abroad. In 2010, higher education expenditures absorbed about 46.8 percent of the recurrent education budget. The government is aware of the fact that this financing path is problematic and unsustainable in the long term. A gradual downgrade of the number of eligible students is underway in order to decrease the amounts spent and balance spending between the different levels of education.

Component 1: Improving the quality of teaching

3. Quality of education in São Tomé and Príncipe is hard to measure because of lack of quality assessment tools. Various signs, however, point to low quality of learning. For example, the 2009 DHS showed that 18 percent of individuals who completed the 6 years of primary school were not able to read easily. There is therefore an obvious room for improvement. Hanushek and Wobman (2007) argued that, despite the importance of education access and globally education supply in growth, it is “ultimately the degree to which schooling fosters cognitive skills and facilitates the acquisition of professional skills that matters to development”. This Project intends to improve the quality of education via one of its most predominant determinants, which is teacher training and the development of a student learning assessment.

4. In-service teacher training: There are currently 1,113 teachers in primary school in STP. Most of those teachers are believed to be unqualified. There is only one teacher training school in STP called EFOPE with a capacity to train only 50 teachers a year. There are various options to training teachers. They include pre-service training, in-service training, distance education, or different combinations of them. The choice of in-service training in the case of STP is justified by two main reasons: (a) given the low capacity of EFOPE, in-service training of the current teachers seems to be the most efficient way to solve the issue of low skills of the primary education teaching body in STP in the short run; and (b) given the ongoing demographic transition in STP, whose evident implication is the reduction of the 6-11 children in the population over the next decade. Therefore, the demand for new teachers will reduce. It is then more cost-effective to focus on in-service teacher training rather than on pre-service.

5. The total cost of this teacher training program is US\$350,000 (additional US\$350,000 are allocated to support development of tools for management of training), spread over the three years of the project execution. Since teachers in STP have never been tested to evaluate their performances, a proper cost-benefit analysis is not possible here but a unit-cost comparison is still possible.

Table 3: Comparison of Unit Costs of Training at EFOPE and The Proposed Training by the Project

	<i>EFOPE</i>	<i>GPE project</i>
Total budget	US\$115,000	US\$350,000
Number of teachers	50	1,113
Number of days	68	10
Unit cost	\$33	\$27

Source: EFOPE and author's calculation.

6. By comparing the unit costs of in-service training and pre-service training, it is clear that their values are quite similar. However the proposed project does not intend to replace the traditional pre-service training at EFOPE but will rather provide complementary training since most of current teachers in the system (about 65%) did not complete pre-service training. The

table below presents the current stock of primary school teachers according to the training received:

Table 4: Stock of Primary School Teachers according to the Training Received

<i>Primary school teachers (2012-2013)</i>	
Completed EFOPE training	390
Still training at EFOPE	434
Without EFOPE training	289
<i>Total</i>	<i>1,113</i>

Source: Ministry of Education, Department of Financial Affairs.

7. Financial sustainability of a premium in salary for certified teachers: In order to value the certification of teachers that will benefit from in-service training, considerations are being made about a possible increase in their salaries. In fact, teachers' salaries in STP vary according to the level of training. The difference between the monthly salaries of two teachers (with different level of training) is never less than STD70,000. So it may be suggested that teachers who will receive certification will incur a salary increase of STD50,000 (equivalent to about US\$2.70). The premium shall be less than STD70,000 to avoid that in-service training becomes a substitute of in-service training at EFOPE. The lowest amount in the salary scale is about STD1.72 million (equivalent to about US\$92). The Ministry of Education has agreed with this proposition which, if applied, will trigger a slight increase of the wage bill of primary school teachers. Over the next 3 years, the total wage bill of primary school teachers should at least evolve as follows:

Table 5: Evolution of the Total Wage Bill of Primary School Teachers

	<i>2014</i>	<i>2015</i>	<i>2016</i>
Number of teachers trained	0	200	200
Increase of monthly salary	US\$2.70	US\$2.70	US\$2.70
Increase of total wage bill	US\$25,920	US\$9,720	US\$6,480
In percentage of the 2013 teachers wage bill (\$1.97 million)	1.4%	0.5%	0.33%

Sustainability of the salary premium for certified teachers.

Source: Ministry of Education, Department of Administration and Finance.

8. The US\$2.7 monthly premium will then result in an increase in wage bill by no more than 1.4 percent. Assuming that a share of this wage bill in the education budget remains the same and the education share in the GDP and budget also remains similar, this premium is absolutely sustainable in the projected average growth scenario of São Tomé e Príncipe over the next years.

9. **Developing student learning assessment:** This sub-component will finance the first learning assessment in STP and a reading assessment for the 3rd grade of primary school. It will also pilot a small scale impact-evaluation of the use of new methodologies and tools to improve reading at early grades. The cost of this sub-component is distributed as follows:

Table 6: Breakdown of Costs of Learning Assessment

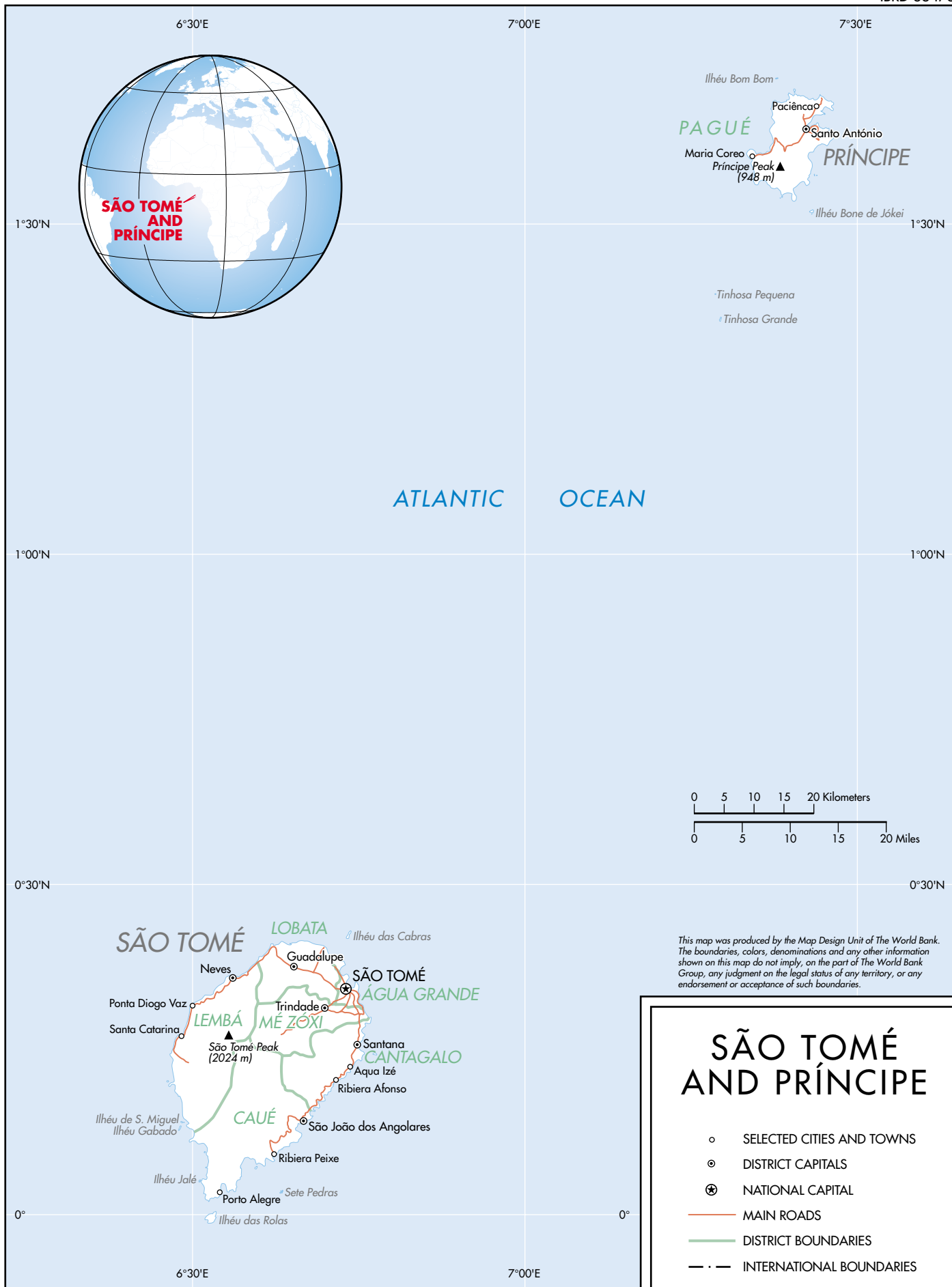
<i>Developing Student Learning Assessment</i>	<i>Cost (in US\$)</i>	<i>Percentage</i>
Learning assessment PASEC	112,830	28%
Reading assessment EGRA	71,190	18%
Pilot project	215,980	54%
<i>Total</i>	<i>400,000</i>	<i>100%</i>

10. The PASEC and EGRA tests, which will be performed in all primary school, will give an insight in learning and reading skills of students in STP. The idea is that learning outcomes will nurture the design of teacher training programs, therefore allowing a more efficient allocation of resources.

11. Concerning the pilot, it will cover 25 percent of primary schools, whose teachers will receive specific training and pedagogical tools to improve teaching of lecture in early grades of primary education. A similar experience implemented in Pernambuco, Brazil, has shown satisfactory results. The impact evaluation will compared the EGRA results in the schools who receive special treatments and the results in the other school. However since the initial EGRA test has not yet been perform; at this stage it is hard to quantify the impact of such policy in terms of reading scores of early graders.

Component 2: Improving Management of the Education System

12. This component of the Project aims at strengthening management of the education system and to cost expensed relating to fiduciary management of the Project. Strengthening managerial capacity of the education sector is expected to lead to a more efficient management of human resources in the sector, which is one of the main bottlenecks for the development of education system in STP.



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SÃO TOMÉ AND PRÍNCIPE

- SELECTED CITIES AND TOWNS
- ⊙ DISTRICT CAPITALS
- ⊛ NATIONAL CAPITAL
- MAIN ROADS
- DISTRICT BOUNDARIES
- - - INTERNATIONAL BOUNDARIES