



Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 20-Mar-2019 | Report No: PIDA26579



BASIC INFORMATION

A. Basic Project Data

Country Guinea	Project ID P167478	Project Name Guinea Education Project for Results in Early Childhood and Basic Education	Parent Project ID (if any)
Region AFRICA	Estimated Appraisal Date 25-Mar-2019	Estimated Board Date 02-Jul-2019	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of Economy and Finance	Implementing Agency Ministry of Education MEN-A	

Proposed Development Objective(s)

The Project Development Objective (PDO) is to improve access to, and the quality of early childhood and basic education and to strengthen the capacity of the education system to deliver better results.

Components

- Improving equitable access to pre-school education
- Improving pre-school and basic education quality using technological innovation
- Strengthening education sector management capacity
- Project management, monitoring and evaluation and technical assistance

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	50.00
Total Financing	50.00
of which IBRD/IDA	50.00
Financing Gap	0.00

DETAILS

World Bank Group Financing



International Development Association (IDA)	50.00
IDA Credit	50.00

Environmental and Social Risk Classification

Moderate

Decision

The review did authorize the team to appraise and negotiate

B. Introduction and Context

Country Context

- Guinea is endowed with considerable natural resources but remains one of the ten poorest and least competitive countries in the World.** Guinea has almost 246,000 square kilometers of land with a population of 12.7 million in 2017 that increased slightly over 50 percent from 6.2 million in 1990. Sixty four percent of the population live in rural areas compared to 36 percent in urban areas. The country held its first truly democratic elections in 2010 and the new government, which was re-elected in 2015, has sought to attract foreign investment. However, the Ebola crisis (2013–2016) and the fall of international commodity prices thwarted many of these attempts. The country has abundant land and water as well as iron ore, bauxite, gold and diamonds. Mining is one of the main drivers of the economy together with agriculture. Per capita growth of Gross Domestic Product (GDP) was very low for most of the past 20 years, averaging 0.6 percent annually during 1998-2016; GDP per capita amounted to only USD508 in 2016, compared to an average of USD1,450 for the Sub-Saharan Africa region. Poverty stagnated at around 55 percent for the period between 2002 and 2012, and simulations using the 2014 census suggest a likely increase in poverty to nearly 58 percent in 2014.¹ The incidences of rural poverty are at 65 percent representing a population of 4.3 million population, compared with 35.4 percent in urban areas.² Guinea ranks 141 out of 157 according to the Human Capital Index (HCI)³ which measures the amount of human capital that a child born today can expect to attain by age 18 through five indicators⁴. This means that a child born in Guinea today will be 37 percent as productive – compared to 56 percent globally - when she grows up as she could be if she enjoyed complete education and full health. Access to basic services is low, with a small share of the population having electricity (28 percent) and improved sanitation (20 percent). Gender equity remains a work in progress with only 40 percent of girls enrolled in secondary education (against 50 percent for boys). The 2017-2018 Global

¹ Country Partnership Framework, 2018. The National Institute of Statistics is carrying out a household survey in 2018 that will provide new poverty estimates.

² Country Partnership Framework, 2018.

³ World Bank Human Capital Index Report, October 2018.

⁴ The five indicators are: the probability of survival to age five, a child’s expected years of schooling, harmonized test scores as a measure of quality of learning, adult survival rate (fraction of 15-year old that will survive to age 60), and the proportion of children who are not stunted).



Competitiveness Report ranked Guinea 119th out of 137 countries, with large gaps for the quality of institutions, infrastructure, health, education, and financial market development.

2. **In August 2016, the Government of Guinea (GoG) approved a new five-year development plan for the period 2016–2020.** The National Plan for Economic and Social Development (PNDES)⁵, aims at fostering higher and more inclusive growth during 2016–2020 **and prioritizes human development particularly education and also commits to adding resources to the sector.** Policy slippages, delays in structural reforms, and external vulnerabilities constitute the main risks to the success of the PNDES and Guinea’s outlook as they could suppress medium-term growth and threaten debt sustainability. Such delays and slippages might arise from sociopolitical tensions, especially during elections or periods of union activity and from capacity and financial constraints that make it harder to complete planned investment projects.

Sectoral and Institutional Context

3. The Guinean formal education system follows a 3-6-4-3 structure, with three years of pre-primary education, six years of mandatory primary education (*premier cycle, enseignement fondamental*), followed by four years of lower secondary (*second cycle, enseignement fondamental*) and three years of upper secondary education (Figure 1). Within pre-primary there are four different types of modalities in Guinea: (i) crèches for children between 2 and 24 months; (ii) kindergarten for children between 2 to 4 years old; (iii) preschools for children from 3 to 6 years old; and (iv) Community Centers *Centres d’Encadrement Communautaires* (CEC) for children from 3 to 6 years old in rural areas. The system is administered by three main ministries, the Ministry of Education (MEN-A), the Ministry of Higher Education and Scientific Research (MESRS), the Ministry of Employment and Vocational Training (MEFTP-ET).
4. **The education sector is characterized by inadequate financial resources, highly centralized ministerial bodies, and poor institutional capacity.** Education expenditure is only 2.4 percent of GDP and 13 percent of public expenditures; the latter is the lowest in the region, which averages 17 percent. Several different ministries oversee various areas and levels of education (Figure 1) and the central government influence extends to the regional, prefectural and sub-prefectural levels. The decentralized Ministry units have inadequate human and financial resources, as well as poor support from the central Ministries. Moreover, salaries account for 84 percent of MEN-A’s national budget, leaving little room for additional resources to enhance the quality of the education system. The decentralized levels of MEN-A such as the Regional Education Departments *Inspections Régionales de l’Education* (IRE) and Prefectural Education Departments *“Délégations Préfectorales de l’Education”* (DPE), receive practically no state resources for their functioning apart for the preparation of examinations. The resource constraints do not allow for adequate education planning, supervision, coaching and training within schools that are key to improving the quality of teaching and learning. There is also a chronic lack of recurrent resources at schools, which leaves them unable to make even the most basic expenditures such as the procurement of essential teaching-learning materials or building maintenance. Furthermore, there is a lack of accountability at each level and limited orientation around learning outcomes and results in education. The fragmented system and poor operational and resource

⁵ National Plan for Economic and Social Development: November 2017.



management contribute to disconnects between funding decisions and policy goals, policies and needs, and policies and implementation.

5. **Teacher training is administered by three separate ministries.** Preschool and primary school teacher pre-service training is housed under the Ministry of Technical and Professional Development (METFP-ET), while the Ministry of Higher Education (MESRS) is responsible for pre-service teacher training of middle and high school teachers. The Teacher College “*Ecole Normale d’Instituteurs*” (ENI) and the Higher Education Science Institute “*Institut Supérieur des Sciences de l’Education de Guinée*” (ISSEG) are responsible for preservice training of preschool and primary and lower secondary teachers and high school teachers respectively. The MEN-A however is responsible for in-service teacher training although in-service teacher training for preschool teachers has only recently fallen under its jurisdiction and is still being absorbed into the system. There is a disconnect between pre-service and in-service training, as well as between training in general and the needs that teachers have.
6. **Teacher recruitment is overly centralized leading to an inefficient distribution of human resources.** While teacher recruitment and salaries are done through the Ministry of Public Service, the Ministry of Education is responsible for the deployment of teachers, and a lack of information coming from the decentralized levels within the ministries as well as un-harmonized data systems between the ministries has led to inefficient recruitment and deployment. The Government is currently preparing a presidential decree that would transfer responsibility for the recruitment of teachers to the regional and prefectural offices of MEN-A based on local requirements, to achieve a better needs-based distribution of teachers.
7. **The Government of Guinea (GoG) has made considerable efforts to improve the access to and quality of basic education in the past 10 years.** The sector has experienced increases in enrollment to all subsectors of education. Enrolment in preschool remains low but increased substantially from 6.9 percent in 2008 to 12 percent in 2017.⁶ Between 2010 and 2017, Guinea saw an 81 percent jump in school and classroom construction which has contributed to the gradual increase in net enrollment rates from 41.6 percent in 1999 to 73.4 percent in 2017. The majority of primary schools are public, enrolling 69 percent of students. In the lower and upper secondary subsectors, enrollment decreased by 3 percent and 1 percent respectively.⁷ Despite these important advances, Guinea faces serious challenges related to improving access and quality of education.

Access and Gender Equity

8. **Enrollment rates continue to fall short of universal primary education goals, and there are large numbers of out-of-school children.** With an estimated 1.5 million out-of-school children, over 1 million of whom are youth who have never enrolled in school, the out-of-school rate stands at approximately 44 percent for school aged children between the ages of 5 and 16.⁸ Out-of-school children are more

⁶ Unless otherwise stated, all data presented in this note are derived from the provisional 2016 – 2017 Annual National Primary Cycle Statistics and 2016 – 2017 National Preprimary Statistics from the Bureau of Strategy and Development (BSD) of the Ministry of Education (MEN-A).

⁷ Rapport d’Etat du Système Educatif National (RESEN) 2018.

⁸ Public Expenditure Review, 2015.



likely to be poor and living in rural areas.⁹ As amplified below, a substantial portion of the enrollment challenge consists of a failure to keep children in school once they have enrolled.

- 9. Guinea is working to reach gender parity in basic education. The overall gross enrollment rate Gender Parity Index (GPI) is 0.83.** At the pre-primary level, the GPI is 0.47 in the private sector (predominantly urban) and 1.0 in the community pre-schools (CECs, located in rural areas). At the primary level the GPI is 0.81, while it is 0.38 at the secondary level. Girls are more likely to be out of school and to repeat grades (particularly at the end of the primary cycle) compared to boys. The largest disparities exist in rural regions, and the main issues are those of poverty and poor service delivery. For example, the regions of Faranah and Kankan have the lowest GER GPI of 0.68 and 0.62 percent, respectively. Given this, the challenge becomes: (i) maintaining parity in enrollment in regions that are close to accomplishing it; (ii) increasing gender parity in regions that are lagging; and (iii) decreasing the number of out-of-school children. This will require *inter alia* community advocacy on the benefits of education targeted at parents and girls and eliminating school-level factors that discourage female enrollment and attendance.

Limited and Inequitable Early Childhood Education Provision

- 10. Enrollment in pre-primary education remains low, despite the well-documented positive impacts early childhood education has on improving child development, school readiness, enrollment in primary education, and improved learning outcomes.** Improvements to Early Childhood Education (ECE) access and quality have the potential to bolster enrollment in primary education, particularly given the tendency for overage enrollment, as well as learning outcomes. ECE used to be housed in the Ministry of Social Action, Female Promotion and Childhood (MASPFE), which also oversees and implements the Early Childhood Development (ECD) national policy. This policy has a legal, institutional and normative framework for early education and child protection services that target children under 5 years of age and their families. In August 2017 responsibility for ECE was transferred to the MEN-A. This triggered the government's interest in strengthening preschool access and quality and updating ECE policies, which were last developed in 2007. This is critical given that efforts to improve ECE have been constrained by a fragmented and ineffective system of delivery and coordination.
- 11. Just nine percent of children attend pre-primary school, although there has been a significant increase in absolute enrolment from 89,000 students in 2006 to 256,121 in 2017.** Low participation rates reflect a lack of supply, and burdensome fees, which are significant barriers to entry particularly for poor families. ECE access is highest in three out of eight regions, predominantly in urban areas - Conakry, Kindia and N'Zérékoré. 81 percent of institutions are private, 19 percent are CECs and less than 1 percent are public institutions with just two public ECE centers in Conakry.¹⁰ In short, though nearly all communities have access to primary education, the vast majority – particularly in rural areas – do not have a pre-school classroom in their catchment areas. For all types of ECE, families have to pay tuition and matriculation fees, among other direct expenses such as uniforms and food, which pose significant barriers for lower income households. Overcrowding is common; there are on average 56.4 children

⁹ 58% of the population live below the national poverty line; the majority of them live in rural areas. Country Partnership Framework, 2018.

¹⁰ A third public ECE center is currently under construction in the department of Conakry.



per CEC classroom, ranging from 41.2 in Mamou to 85 in Conakry. Private sector pre-school classrooms are even more crowded, with an average of 60.4 students per classroom.

12. **No formal teacher-training track has existed for preschool until recently, when the ENI initiated a pre-service program for ECE teachers that trains roughly 30 teachers per year.** As a result, only 359 of the 6,125 teachers working in ECE programs have an education background in ECD.¹¹ As such, ECE tends to be treated as an addition to the early grades and prepares children to read and write; teaching practices used in class are rarely play-based, and pedagogical materials and textbooks are applied with primary school-based learning techniques. Parents lack information on the importance of early stimulation for children under 5 years of age, which constrains demand for pre-schooling.
13. **Community early childhood education centers exist in policy but have not been fully realized.** The CECs, or community centers, were created to increase access to preschool for children in rural regions and provide families with a complete ECD package of services, including good hygiene practices; early stimulation; parental education in health, nutrition and good parenting; and literacy for mothers. CECs are built on community lands and should be supported by community groups. But this modality has not been developed as a comprehensive ECD center, and CECs are used as preschool classrooms with a community teacher. Currently, there are 406 CECs in Guinea of which approximately 60 percent are not functional due to a lack of teachers and resources. This is due in part to the heavy recurrent charges associated with its multi-year model providing comprehensive services.

Limited Schools and Learning Inputs

14. **The network of basic schools is expanding but remains inadequate. From 2006 to 2016, new construction of schools increased the primary offer by 32 percent which reduced some inequalities of access between regions.** Yet, in regions outside of Conakry, 40 percent of children between the ages of six and ten are still out of school. About 61 percent of primary schools in Guinea do not offer all six grades; of these, 80 percent are public schools. These numbers indicate that approximately 31 percent of the primary student population are attending schools where they cannot complete primary schooling. This phenomenon is predominantly seen in rural areas where the percentage of schools that do not offer all six grades of the primary cycle varies from 53 (Kindia) to 80 percent (Labé). Classrooms are often overcrowded, with an average of 43 students per classroom at the primary level. The physical state of many older schools is less than satisfactory, as schools receive no budget for physical upkeep and are generally not maintained.
15. **Learning conditions and physical spaces (especially in rural areas) contribute to inadequate access to education and poor learning outcomes.** Statistics on the availability of textbooks indicate a significant deficit of reading and math textbooks especially in the first and last years of primary school, with the regions of Boké, Conakry and Kindia being those where the needs of textbooks were the most important during the 2015 - 16 school year.¹² The presence of functioning latrines favors school access especially for girls, however approximately a fourth of public primary schools do not have latrines, with large regional disparities. Furthermore, approximately 23 percent of all schools do not have access to water,

¹¹ *Annuaire Statistique Education Préscolaire, Ministère des Affaires Sociales, de la Promotion Féminine et de l'Enfance, 2016-2017.*

¹² *Rapport d'Etat du Système Educatif National (RESEN) 2018*



of which rural zones (23 percent total rural schools without water) are at a greater disadvantage than urban areas (2 percent total urban schools without water).

16. **There are high rates of late entry, drop-out and repetition, and student transition rates are low.** In 2016-17, only 78 percent of students started first grade at the appropriate age. The overall repetition rate within primary education was 10.5 percent. Repetition is more pronounced at the end of the sub-cycle grades and especially in Grade 6, with 16.5 percent of children repeating the year. The primary completion rate has been roughly 60 percent since at least 2010, with the rate for girls hovering around 50 percent. Together, these highlight a difficult transition from primary to secondary education, and high rates of over-aged students; 38 percent of students in the primary cycle are over age.
17. **Low participation rates, combined with population growth projections, especially at the secondary level, highlight the substantial demographic challenge Guinea faces moving forward.** The Guinean population is very young and rapidly growing especially in urban areas. The school age population comprises almost half of the population in Guinea. In parallel, the secondary school aged population is growing faster than the population at 3.3 to 3.4 percent annually. Given the already low participation rates, increasing, or even maintaining coverage and participation will be challenging.¹³ The challenge of expansion is exacerbated by unmet access needs in the poorest regions and communities of the country at all education levels.

Low and unequal student learning outcomes

18. **The MEN-A has basic student assessment measures in place in primary grades.** For example, the “*Certificat d’Etudes Primaires Élémentaires*” or Primary School Completion Certification (CEPE) measures student’s knowledge at the end of primary school. Additionally, the Early Grade Reading Assessment (EGRA) is implemented every year to the “*Classe Primaire*” (CP) and “*Cours Élémentaire*” (CE) cycles of primary. At the secondary level students are tested at the end of lower secondary and end of upper secondary through the Brevet d’études du premier cycle (BEPC) and Baccalauréat (BAC), respectively. There is a need to strengthen the technical capacities of the MEN-A department responsible for the development, administration and analysis of learning outcomes exercises; as well as to strengthen the link between analysis, stakeholder feedback and policy.
19. **Poor educational outcomes are a major concern.** On average, students in private schools achieve better results than their peers in public and community schools, and large differences in student achievement are seen between regions, with rural regions having the lowest student outcomes. At the basic education level, almost 90 percent of children in grades two and three cannot read simple text, which perpetuates the country’s high illiteracy rate of 30 percent.¹⁴ In public schools, the EGRA test questions administered in 2017 in the first (CP2) and second (CE1) cycles in primary education, as well as basic reading activities in these same grades show troubling outcomes. For example, results show that the CP2 students have on average a very low level with an average score in 2016 of 39 out of 100 against an average score of 24 out of 100 in 2014. The results also show significant variation in the areas of skills assessed. In 2016, the average score varied from 20 out of 100 in writing to 69 out of 100 in vocabulary. In addition, the average score does not exceed 25 out of 100 in reading text or invented

¹³ Public Expenditure Review, 2015.

¹⁴ Country Partnership Framework (CPF) 2018.



words (a measure of decoding skills). In the same year, only 68 percent of the candidates for the Primary School Completion Certification (CEPE) passed the exam.

Teachers and School Directors

20. **Although the sector has been proactive in addressing challenges related to teacher deployment and competency in the past two years, there are still remaining challenges.** To address dissatisfaction and issues related to deployment, teachers received a 40 percent increase in salary in 2017. In 2016, 51 percent of total teachers were deployed in urban areas and 49 percent in rural areas. Data shows that although staffing is positively correlated to the number of students enrolled in a school, in 2016 about 18 percent of deployment of teachers was linked to criteria unrelated to student enrolment (see below). Mamou, Kankan, Labé, and Faranah remain the most short-staffed. The student to teacher ratio in public schools was 66:1 in rural areas and 57:1 in urban areas in 2016-2017. The ratios have been deteriorating since 2010, indicating that the Government is having difficulty keeping up with demographic growth and increased participation rates. Further, these ratios conceal variations between grades, with the early primary grades suffering the most from overcrowding. The teaching corps is largely male; at both the pre-primary and primary levels, only 31 percent of teachers are female.¹⁵
21. **A strategy and accompanying formula and tool for the effective deployment of teachers, known as the “transfer scale” has been in place since 2013, however it faces many obstacles.** The purpose of the tool is to enable rational and transparent deployment of teachers. Among the obstacles in implementation reported by the Department of Human Resources (DHR) of MEN-A, are: (i) dysfunctions in the structures in charge of implementing the new tool, which has resulted in the lack of necessary information needed for informed deployment – such as sharing information regarding where student needs and teacher vacancies are; (ii) a lack of support from the central level to the decentralized level; and (iii) inadequate communication about the revised deployment tool. The analysis of needs and efficient deployment of personnel is further constrained in part by the fact that posts are not codified and tied to specific locations. The Government has, in the past year, taken measures to address the implementation of this formula and plans to transfer responsibility for the recruitment of teachers to the deconcentrated level. The new measures also include the hiring of teachers who are graduates of ENI and ISSEG only. The government will need support to implement the new policy effectively, and to move towards codifying posts.
22. **There are large disconnects in the training teachers needs and what they actually receive.** There is little or no opportunity for professional development after being hired, with some teachers never receiving any in-service training or support in the classroom. The existing in-service preschool and primary teacher training vision is fragmented and reflects the absence of explicitly articulated standards of professional practice and development. There are critical gaps in in-service training content and delivery, particularly for ECE, the CP cycle, the secondary cycle, language education, and multi-grade teaching.¹⁶ Trainings are nearly entirely donor funded, built around unsustainable models that involve professional development activities outside the school environment, and often delivered in an *ad-hoc* in nature. There is a little or no use of digital technologies as means to support professional

¹⁵ The percentage at the pre-primary level refers only to staff at the Centres d’Encadrement Communautaires (CECs).

¹⁶ In-service teacher training evaluation report, 2017, MEN-A.



development and teachers' classroom practices. Given the critical role that teachers play in the classroom, there is a pressing need for a harmonized teacher development system to be in place. The system should be based on clearly articulated standards, provide sustainable opportunities for continuous professional development and place a greater emphasis on school-based teacher development approaches that incorporate greater use of information technologies. There is substantial evidence that teacher professional practice is developed most effectively in the classroom and school settings, provided they receive sustained support from their peers and school leaders and are provided with complimentary materials.¹⁷ The supply and use of complimentary materials should take advantage of low-cost digital solutions, which provided they are used to support strengthened teaching-learning practices have been shown in different settings to lead to improved teaching practices and children's learning involvement.¹⁸

23. **School Directors are neither trained nor equipped with the skills necessary to manage a school or to take on the role of instructional coach.** The national training centers, ENI and the ISSEG, which are responsible for preservice training, do not include school management in their training programs. Moreover, School Directors are selected from groups of experienced teachers, and as a result receive no preservice or in-service training for their new roles. Their role needs to be strengthened as leaders of school-based teacher development, including their capacity to use, and facilitate the effective use of, digital technologies as means for teacher professional development and strengthening teaching-learning practices.
24. **The pool of primary school inspectors is aging, and many are leaving the service to retire.** In recent years there has not been adequate new recruitments of inspectors for the preprimary and primary subsectors and as existing cohorts age, the pool of inspectors diminishes. Moreover, school inspections take place at the sub-prefectural level, however inadequate decentralization has led to insufficient inspectors, long delays between school visits, unharmonized inspection tools that are paper-based, often outdated and are of limited utility for providing pedagogical support, and lack of means to act on any inspection observations. In parallel, no systematic inspector professional development exists, and often existing inspectors are simply senior school teachers who were hired as inspectors with no accompanying training. Nonetheless, the inspection service is keen to strengthen its pedagogical support role, which should be an integral part of teacher professional development at the school-level, leveraging technology to jump-starting strengthened quality.

¹⁷ See e.g. Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., and Salvi, F. (2013). Pedagogy, curriculum, teaching practices and teacher education in developing countries: final report. Education rigorous literature review, EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. pp. 61-62.

¹⁸ For a discussion on the successful use of digital technologies and open education resources in Bangladesh, see e.g. Power, T., Shaheen, R., Solly, M., Woodward, C., and Burton, S. (2012). English in Action: School Based Teacher Development in Bangladesh. *The Curriculum Journal*, 23(4):503–529. The Sub-Saharan African consortium 'Teacher Education in SSA, TESSA' has found that the combination of digital technologies and education resources has had a 'significant impact on changing the identity and practices of teacher educators and a profound impact on teachers themselves.' Hartley k. and Barasa F. (2012) Teacher Education in Sub-Saharan Africa: Formative Evaluation Report, p. 24. See also Wolfenden, F., Buckler, A. and Keraro, F. (2012) OER Adaptation and Reuse across cultural contexts in Sub-Saharan Africa: Lessons from TESSA (Teacher Education in Sub Saharan Africa) *Journal of Interactive Media in Education*. Pp. 16 ff.



Limited Accountability and Incomplete Data Systems

25. **The sector suffers from limited accountability with, as mentioned previously, highly centralized decision making and a lack of overall citizen engagement.** In a move to address this, school and district grants are being implemented in the multi donor-financed Pool-Funding for Basic Education Project (FoCEB) (P148127). The primary school grants were initially tied to school improvement plans aimed at improving school quality and pedagogy through specific activities that can be managed and implemented by the school community. However, there is little evidence about their effectiveness, and subsequent grants have not been conditional on improvements or results obtained through previous year school improvement plans. Further, the financing mechanism is cumbersome, and the underlying grant financing is not financially sustainable.
26. **Data and monitoring systems are established but need to be strengthened.** The MEN-A Bureau of Strategy and Development “*Bureau de Stratégie et Développement*” (BSD), which is mandated to handle education sector statistics has established an Education Monitoring Information System (EMIS) through the annual collection of school data. While EMIS has been efficient at collecting annual data, the BSD has successfully piloted a more efficient data collection methodology using tablets which allows quicker collection and analysis of data while circumventing lengthy procedural steps at decentralized levels of MEN-A. The EMIS can be accessed at central, regional and prefectural levels and can generate numerous indicators down to the sub-prefectural level. However, the system sometimes takes much longer than a year to integrate updated school data, collects too much data too frequently, relies upon outdated demographic data for certain denominators, provides limited public access, has query functions of limited power, and is not accessible through either an inter- or intra-net. Further, there is a lack of harmonization of databases across the MEN-A directorates at central and decentralized levels, which all effectively have their own uncoordinated data collection and databases.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

The Project Development Objective (PDO) is to improve access to, and the quality of early childhood and basic education and to strengthen the capacity of the education system to deliver better results.

Key Results

- Increased number of children attending public ECE (of which percentage of female)
- Improved early learning quality and outcomes as measured through the Monitoring Early Learning Quality and Outcomes (MELQO)
- Increased percentage of stakeholders who use net-accessible dashboards for decision-making, advocacy or informational purposes, as measured by an end-line sample survey of decision-makers¹⁹
- Teachers recruited or trained (of which percentage of female) – Corporate Results Indicator (CRI)
- Students benefitting from direct interventions to enhance learning (of which percentage of female) – CRI

¹⁹ Stakeholders in this case are defined as policy makers in MEN-A and other government departments in Conakry and at the district and prefectural levels.



D. Project Description

27. The Project will be implemented over a five-year period and is one of the first results-based projects in Guinea. The results-based approach in the Project side by side the financing of inputs such as tablets for teachers for example, will allow for both a dialogue with counterparts that focuses on outputs/outcomes and results and at the same time, provide key inputs that will aid in the achievement of the disbursement-linked results (DLRs). The Project will use technology to achieve better results in the classroom; to streamline and make more efficient the flow of funds to the school level and strengthen their management; and to increase the education management information system’s reliability, timeliness and usage for decision-making. The Project will support a series of promising innovations through the use of targeted and cost-effective smart solutions in three areas, to improve the quality of teaching and learning and strengthen school and system management; using approaches with technological tools based on evidence of results. First, technological tools will be provided to teachers, School Directors and school-support staff to strengthen school-based teacher development and play- and teaching-learning practices. Second, digital channels will be used to transfer non-salary recurrent budgets, which will be managed by School Directors with the aid of technological tools. Third, mobile information technologies will be developed and supplied to enable the rapid collection and entry of school-based data, as well as access to this information in formats that enable effective decision-making and greater transparency. These interventions are summarized in Box 1 and described further below.

Box 1. Harnessing Technology for Effective Teaching, Learning and Systems Strengthening

System Level	
<ul style="list-style-type: none"> Tablets for annual school census data collection, entry, and quality control; and net-accessible dashboards for decision-making Tablets and smartphone memory cards for central, prefectural- and sub-prefectural staff including school inspectors to coach/mentor School Directors and teachers for school-based teacher development 	
School Level	
<ul style="list-style-type: none"> Mobile cash for non salary budget subventions to schools Tablets and smartphone memory cards for School Directors to support school-based teacher development; and to strengthen school management (planning, financial, reporting) 	
Classroom Level	
<ul style="list-style-type: none"> Tablets and smartphone memory cards with materials for professional development and curriculum delivery, to support school-based teacher development and strengthened play- and teaching-learning practices 	

Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No



Summary of Assessment of Environmental and Social Risks and Impacts

The environmental and social risk classification for the Project is Moderate. Construction is limited to small civil works including classrooms added to existing schools, latrines and water points. Some maintenance work such as repairs to walls, stairs/ramps and roofs will also be financed. The key environmental and social impacts and risks identified at this stage are the following: (i) nuisances related to air and noise emissions, (ii) impacts on water quality, (iii) disposal and management of waste during the construction phase, (iv) traffic management during the construction phase, (v) occupational health and safety of workers, (vi) community health and safety; and (vii) minimal labor influx. Given the expanded scope of the Environmental and Social Framework (ESF) and the client's unfamiliarity with the ESF, the Borrowers institutional capacity to implement the project under the ESF is limited. A thorough Institutional Capacity Assessment in compliance with the World bank guidance, was conducted during preparation and recommendations provided to the PIU. These recommendations are also reflected in the Environmental and Social Commitment Plan (ESCP). In order to ensure that there is adequate monitoring of E&S compliance, the PIU will hire a full time environmental specialist and a social specialist for the duration of the project. This team will be provided with the resources necessary to carry out their work including transportation and IT.

Note: To view the Environmental and Social Risks and Impacts, please refer to the Appraisal Stage ESRS Document.

E. Implementation

Institutional and Implementation Arrangements

28. **Project Implementation.** The Project will be implemented over a five-year period. The MEN-A is the Government's entity responsible for implementing the Project with the administrative and fiduciary support of the existing PCU of the Education Sector Program which is also currently coordinating the multi donor-financed FoCEB project. The MEN-A is ultimately accountable for meeting the Project objectives, and providing oversight, monitoring and evaluation of Project activities. The MEN-A is also responsible for providing the overall management of the Project and guidance to the PCU as well as MEN-A Directorates and technical units that will be in charge of implementing Project activities within their functional missions (including budget action plans, terms of reference (TORs), technical report, etc.). The MEN-A Directorates and technical units will work closely with the PCU who will provide guidance on fiduciary, administrative and social and environmental aspects.



29. **Project Coordination.** The PCU, which has acquired solid experience in managing donor-funded projects, will be responsible for the coordination, monitoring and evaluation of the project, under the authority of the Secretary of the MEN-A during the overall Project implementation phase. The PCU will also be responsible for providing administrative and fiduciary support the Directorates and their technical units. The PCU is led by a coordinator, with the support of one assistant coordinator, and is currently staffed with two M&E specialists, a financial management specialist, a procurement specialist. The PCU will recruit one specialist in environment and one specialist in social safeguards who will be in charge of following-up all environmental and social safeguards activities with relevant entities at MEN-A, in particular the *“Service national des Infrastructures et des Equipements Scolaires”* (SNIES) (responsible for implementing school construction and rehabilitation activities).
30. **Project and Sector Strategic Oversight.** The Project will use the existing arrangements for strategic oversight, i.e.: two governing bodies will be responsible for the oversight of the new project: (i) the Interministerial Steering and Coordination Committee *“Comité interministériel de pilotage et de coordination”* (CIPC) which will be responsible for ensuring overall implementation of the Project and consultation with key stakeholders; (ii) the National Strategic Education Committee *“Comité Stratégique National de l’Education”* (CSNE) which will be responsible for approving and ensuring compliance of the annual budgeted plans with the project’s objectives and of the proposed activities with the selected strategies, regularly assessing the effectiveness of strategies and activities, and suggesting adjustment where necessary.

B. Results Monitoring and Evaluation Arrangements

31. The Project Results Framework will be used as the basis for monitoring and evaluation of the project. The PDO and intermediate outcome indicators will be monitored through official Government data, surveys, and progress reports produced by the PCU.
32. At the Project level, the PCU will be responsible for preparing a semi-annual report on the technical, physical, and financial progress of the project, including indicators, and will work closely with the MEN-A BSD, which is primarily responsible for collecting, analyzing, and reporting data at the central level. The existing capacity at the BSD is relatively good. The BSD is using the EMIS that can be accessed at central, regional and prefectural levels, and can generate numerous indicators down to the sub-prefectural level. The proposed Project will support, through its components 3 and 4, activities to enhance the EMIS, modernize the information systems at MEN-A through the integration of existing databases, and build the capacity of MEN-A staff in monitoring and evaluation and data analysis through its components 3 and 4.
33. **Data collection.** Data to monitor the Project will be drawn from three main sources: (a) statistical data from Government annual publications; (c) surveys; and (d) progress reports from the PCU. The BSD has the overall responsibility of providing the data needed to analyze the progress of the project, including the statistical data and surveys, with the support of the decentralized structures (IREs, DPEs, DCEs, and DSEEs) and school directors. At the decentralized level, the proposed Project will support the use of technologies such as tablets and smartphones for a more efficient, real-time, collection of data.



34. *Verification Process for Project DLIs.* For the results-based portion of the project, MEN-A will contract one or more Independent Verification Agency (ies) (IVA) with sufficient technical and sectoral expertise to handle the verification procedures of DLRs. Verification protocols have been established for each DLR (details are provided in Annex 2). The verification process will be managed by the PCU who will be entrusted to compile the project's annual financial statements and provide any ad hoc financial reports to follow on the project's financial activities. Within one (1) month of the achievement (or partial achievement) of the DLRs, MEN-A will notify the IVA to verify results. The IVA will conduct the verification of results and submit the verification report within three (3) months, using the DLI/DLRs Verification Protocol. The Bank will review the documentation submitted along with the verification report and request, as needed, any additional information considered necessary. Upon approval, the Bank will send a formal notification to the Borrower.

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