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STAFF APPRAISAL REPORT

REPUBLIC OF ZAIRE

EDUCATION SECTOR REHABILITATION PROJECT

FEBRUARY 7, 1990

Population and Human Resources Division
South Central and Indian Ocean Department
Africa Region

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CURRENCY EQUIVALENTS

| | | |
|---------------|---|---|
| Currency Unit | = | Zaire (Z) |
| US\$ 1.00 | = | Z 450.073 (November 1989) |
| Z 100.00 | = | US\$ 0.222 (November 1989) |
| SDR 1.00 | = | US\$ 1.321 (January 1990, Negotiations) |

MEASURES

Metric System

FISCAL YEAR

January 1st - December 31st

ACADEMIC YEAR

September - June

ABBREVIATIONS

| | |
|----------|--|
| ABA | Additional Budgetary Allocation |
| AfDB | African Development Bank |
| AGCD | Administration Générale de la Coopération au Développement (Belgian Cooperation Agency) |
| BPE | Bureau des Projets Education (Project Implementation Unit) |
| CEREDIP | Centre de Recherche et de Diffusion de l'Information Pédagogique (Center for Pedagogical Affairs) |
| CPTD | Centre de Perfectionnement aux Techniques de Développement |
| CSS | Comité de Stratégie Sectorielle (Sectoral Strategy Committee) |
| DEPS | Département de l'Enseignement Primaire et Secondaire (Ministry of Primary and Secondary Education) |
| DESURS | Département de l'Enseignement Supérieur et Universitaire et de la Recherche Scientifique (Ministry of Higher Education) |
| DPSMD | Direction des Programmes Scolaires et des Matériels Didactiques (Directorate for Pedagogy) |
| DPSS | Direction de la Planification et des Statistiques Scolaires (Directorate for Planning and Statistics) |
| FAC | Fonds d'Aide et de Coopération (French Cooperation Agency) |
| IFCEPS | Institut de Formation des Cadres de l'Enseignement Primaire et Secondaire (Institute for Training of Education Staff) |
| PRAIGEFI | Projet d'Appui aux Institutions de Gestion Economique et Financière (Assistance to Economic Management) |
| Reged | Regional Representative of the DEPS |
| SECOPE | Service de Contrôle et de la Paie des Enseignants (Teacher Pay Service) |
| SERNAFOR | Service National de la Formation (Training Institute) |

This report is based on the findings of an appraisal mission that visited Zaire from June 20 to July 4, 1989, and consisted of Benoît Millot (economist, mission leader), Gustave Chéné (consultant, educator), Baudoin Duvieusart (UNESCO, education planner), Jean-Christophe Laederach (implementation specialist), Michel Moisan (consultant, education specialist) and Peter Smoor (consultant, architect).

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EDUCATION SECTOR REHABILITATION PROJECT
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REPUBLIC OF ZAIRE

EDUCATION SECTOR REHABILITATION PROJECT

STAFF APPRAISAL REPORT

Credit and Project Summary

- Borrower: Republic of Zaire
- Beneficiary: Département de l'Enseignement Primaire et Secondaire (DEPS) (Ministry of Primary and Secondary Education)
- Amount: US\$49.0 million equivalent (SDR 37.1 million)
- Terms: Standard IDA, with 40 years repayment
- Description: The credit has two main objectives:
- (a) to help the Government implement its sector education strategy to restore the conditions needed for long-term balanced development of a more viable and adequately financed education sector, and
 - (b) to stop the deterioration and improve the quality of primary education, by taking immediate steps to increase the availability of main educational inputs.
- Policy Measures The education strategy includes the following policy measures:
- (a) reallocation of incremental budgetary resources for recurrent expenditures in the sector,
 - (b) creation of the Sectoral Strategy Committee (CSS), with representatives from both the DEPS and the Ministry of Higher Education (DESURS), to monitor sectoral developments,
 - (c) control and adjustment of enrollments (through admission, transition and examinations), based on educational priorities and financial constraints,
 - (d) organization of a progressive scaling down of repetition at the primary level,
 - (e) redefinition of the conditions of school management by NGOs (in particular church networks), and
 - (f) regular preparation of sectoral public expenditure programs (PEP) and public investment programs (PIP).

Key Components:

The project will have three components:

- (1) Support to the Government's Sectoral Strategy through :
 - (a) technical assistance to the CSS,
 - (b) strengthening of DEPS planning and programming capabilities (including PEP and PIP).
- (2) Promotion of quality, efficiency and coverage of education -- especially primary education -- through:
 - (a) the provision of basic textbooks and teacher guides in primary education,
 - (b) in-service training related to the textbooks,
 - (c) rehabilitation of the local education environment (multi-level classrooms in rural areas, two pilot teacher training schools and incentive schemes for teachers) in Haut-Zaire, and
 - (d) construction of about ten primary schools in the crowded periphery of Kinshasa.
- (3) Institutional reinforcement by:
 - (a) rationalizing the working conditions of the central administrative staff (office consolidation, training, computerization, and support to the office of statistics) and
 - (b) improving the working conditions at local levels (training and equipment of regional and subregional administrators and supervisors).

The project, to be carried out over six years, is designed in two parts. The first provides for essential educational inputs and other basic sectoral needs -- a kind of deferred maintenance. A joint mid-term review of project implementation, including the execution of agreed sectoral measures, would precede the second part.

Justification and Risks:

The project will ultimately boost student achievement at all levels, and help to restore Zaire's human capital base. The risks stem from the fact that Government may not make sufficient budgetary allocation to the sector, either for sectoral or macroeconomic reasons, or because of DEPS' weak managerial performance. The project addresses these risks by strengthening the Ministry's planning, programming and budgeting capacities with external assistance, equipment, and training and by sectoral policy measures. Other risks are associated with textbook distribution in a large country with poor communication. Relying on well-organized church networks will help reduce this risk (as it has in the ongoing project).

Project Cost SummaryEstimated Costs

| <u>Project Component</u> | <u>US\$ Million</u> | | | <u>% Base Cost</u> |
|------------------------------------|---------------------|----------------|--------------|--------------------|
| | <u>Local</u> | <u>Foreign</u> | <u>Total</u> | |
| 1. Sector Strategy | 0.7 | 1.0 | 1.7 | 4 |
| 2. Quality of Instruction | 10.1 | 25.9 | 36.0 | 72 |
| 3. Administrative Capacity | 1.8 | 6.3 | 8.1 | 16 |
| 4. Operating Costs | 1.0 | 3.3 | 4.3 | 8 |
| Total Base Costs (1-4) | 13.6 | 36.5 | 50.1 | 100 |
| 5. Contingencies | 4.5 | 12.2 | 16.7 | |
| TOTAL PROJECT COST (1-5) <u>1/</u> | 18.1 | 48.7 | 66.8 | |

Financing Plan

| | | | |
|----------------------|------|------|------|
| IDA | 8.4 | 40.6 | 49.0 |
| Belgium | 0.9 | 5.0 | 5.9 |
| France | 0.6 | 3.1 | 3.7 |
| Government <u>1/</u> | 8.2 | - | 8.2 |
| TOTAL <u>1/</u> | 18.1 | 48.7 | 66.8 |

1/ Including taxes and duties estimated at US\$ 1.3 million.

Estimated IDA Disbursement

| <u>Years</u> | <u>IDA Fiscal Year</u> | | | | | |
|--------------|------------------------|------|---------------------|------|------|------|
| | 1991 | 1992 | <u>US\$ Million</u> | | | |
| | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
| Annual | 3.0 | 8.0 | 13.0 | 12.0 | 8.0 | 5.0 |
| Cumulative | 3.0 | 11.0 | 24.0 | 36.0 | 44.0 | 49.0 |

Economic Rate of Return: Not applicable

REPUBLIC OF ZAIRE

EDUCATION SECTOR REHABILITATION PROJECT

I. INTRODUCTION

1.01 Although richly endowed with natural resources, Zaire, with 32 million inhabitants, remains one of the poorest countries in Africa, with a stagnating per capita GDP of \$170. A period of civil strife followed Independence; then economic and financial reform triggered expansion from 1967 to 1974. But an attempt to radicalize and "zairianize" the economy, a badly considered investment program financed largely with commercial funds, and a sharp decline in copper prices ended this relative prosperity. What followed was a fall in private investment, the deterioration of the country's infrastructure, and an intractable debt burden, which in turn led to a decline in real per capita GDP, loss of creditworthiness, huge budget deficits, and high inflation rates.

1.02 In 1983, Zaire launched a stabilization program and reform of the price and exchange rate system, to eliminate the main distortions in the economy. In 1987, the authorities began implementing a structural adjustment program with the support of IDA (SAL) and the Fund (SAF). In the following years, however, Government spending was excessive and tax collection declined, which derailed the program. Early in 1988, both institutions had to decide to withhold temporarily further balance of payments aid. After the appointment of a new government, agreement was reached in early 1989 on a new macroeconomic framework, including a three-year public expenditure program and a limit on current expenditures by the administration. As a result, disbursements were resumed again. IDA is currently reviewing performance in 1989 and discussing a macro-economic framework for the next three-year period.

1.03 Currently the economy is characterized by a decrease in per capita income, low private sector investment, strong financial constraints, and high public spending for nondevelopment purposes. The second phase of adjustment will address those issues.

1.04 The social sectors have been hurt by these changes. The demand for health and education services increased as a result of strong population growth (3% a year) and because of low initial delivery levels, but resources to finance these services became less available. Public expenditures to education and health have dropped to less than 15% of the current budget, and despite enormous household financial efforts, the decline in coverage and quality of services has been unavoidable. Given the high labor intensity of social sector activities, the drastic erosion of civil servants' wages played an important role in the decline in social services.

This is particularly true of education, where severe underfinancing makes it impossible to retain teachers and to purchase even minimum teaching materials.

1.05 The Government has recently shown its awareness of population issues, and has expressed concern about the threats posed by the deterioration of the social infrastructure. The Government has recognized the need to mobilize substantially more resources for social services, and is designing an overall social sector policy which aims at redressing public expenditures for the social sectors, while improving the quality, efficiency, and equity of services in these sectors, thus re-establishing the social conditions important for economic recovery.

1.06 In this context, the Government has requested IDA's assistance in financing a project aimed at taking the urgent actions needed to rehabilitate primary education, and restore the conditions for long-term development of a more efficient education sector. Total project costs are estimated at US\$66.8 million equivalent, with a foreign exchange component of US\$48.7 million (73%). The project would be exempt from taxes and duties. The Government would contribute about US\$8.2 million equivalent. France would finance about US\$1.2 million and IDA US\$49.0 million. The project will also rely on technical assistance already provided and to be further developed by Belgium (for US\$5.9 million equivalent), and France (US\$2.5 million equivalent).

II. THE EDUCATION SECTOR

A. Overview

1. Organization of the Sector

2.01 The formal education system consists of 6 years of primary education, and 3 to 6 years of secondary education, including general, technical and professional streams (e.g. Ecoles d'Art et Métiers, 3 years, and Cycles Professionnels, 4 years) and teacher training (Ecoles Normales, 6 years). Upon completion of primary education, students receive a "Certificat de Fin d'Etudes Primaires", while they take the "Examen d'Etat" at the end of secondary school. Higher education is delivered in three sorts of public institutions: universities (Kinshasa, Lubumbashi and Kisangani), structured into three cycles ("graduat", 3 years; "licence", 2 years; and doctorate), 18 institutes of technology ("Instituts Supérieurs Techniques", with two cycles), and 14 secondary education teacher training institutes (Instituts Supérieurs Pédagogiques, with two cycles). In addition, the private sector operates about thirty technical institutes. Annex 2-1 shows the structure of the education system.

2.02 Although the State retains its sovereignty over the entire system of education, a variety of institutions deliver educational services. First, more than 95% of the students in both primary and secondary education are

enrolled in public education. This subsector consists of (i) purely public schools (these enroll a sixth of the total primary and a third of the secondary education student population), which are operated entirely by the "Département de l'Enseignement Primaire et Secondaire" (DEPS, Ministry of Primary and Secondary Education), and (ii) subsidized schools, administered by the main religious organizations (Catholic, Protestant, Kimbanguist and Muslim) which have national school networks ("réseaux") and a longstanding historical involvement in the sector. After a long period of confusion (including the nationalization of all church properties), the division of administrative, pedagogic and financial responsibilities between the State and the churches has been redefined in the Loi-Cadre of 1986. Second, purely private, (nonsubsidized) schools enroll less than 4% of the students at both primary and secondary levels, and are mostly run by churches (e.g. Jesuits) or, in the case of professional training, by large corporations (e.g. Gecamines). The "Département de l'Enseignement Supérieur et Universitaire et de la Recherche Scientifique" (DESURS, Ministry of Higher Education) handles matters related to postsecondary education.

2.03 The DEPS is structured into eight "Directions" (Directorates), under the control of the Permanent Secretary ("Secrétaire Général"), as shown in Annex 2-2. The "Direction des Programmes Scolaires et des Matériels Didactiques" (DPSM, Directorate for Pedagogy) plays a key role in developing curricula and disseminating pedagogic advice and information. Supervision services are in a single Directorate ("Inspection Générale de l'Enseignement"). In addition, various other services are semi-autonomous: among them, the "Service de Contrôle de la Paie des Enseignants" (SECOPE, Teacher Pay Service) manages the teachers' wage bill and has undertaken a comprehensive census of (real and fictitious) teachers, under the direct control of the Cometat. The DEPS has 11 regional offices (headed by the "Reged"), and subregional offices (headed by a "Sous-Reged"). Supervision is regionalized (one "Inspecteur Principal Régional," or Chief Regional Supervisor, leads a group of supervisors), and so is the SECOPE (Annex 2-3 shows the decentralized structure of the Ministry and Annex 2-4 charts the regional organization of supervision). Schools have relative de facto autonomy, because the country is so immense.

2.04 The higher education sector is administered by three bodies: (i) the DESURS (its structure is shown in Annex 2-5), which has its own specialized services such as the "Commission Permanente des Etudes" (CPE, Permanent Studies Commission) and a distinct Planning Service (Direction de la Planification), (ii) one administration Board for each of the three sets of Institutions (Universities, Institutes of Technology and Secondary Teacher Training Centers) and (iii) the institutions themselves, which, formally, have an autonomous management.

2.05 In the public primary and secondary schools administered by religious NGOs, a parallel hierarchy is to be found: at the top, the "Coordinations Nationales" directly emanate from the four main churches. At the regional level, local "Coordinateurs" (paid out of the State budget, like the administrative and teaching staff of these schools) complement the work of the supervisors, and ensure adherence to the objectives of their respective churches.

2. Main Enrollment Patterns

2.06 Educational achievements in primary education, measured in gross enrollment rates (76%), are comparable to the average in other countries of Sub-Saharan Africa (75%). Enrollments at this level (Annexes 2-6 and 2-7 provide detailed statistics) -- presently 4.1 million -- have been leveling off for the last decade, and have failed to keep pace with population growth (enrollment rates dropped from 92% in 1978/79 to their current level). Gender inequities at the primary level are less marked on average than in other countries of Sub-Saharan Africa (enrollment rates were an estimated 90% for boys and 64% for girls in 1986/87). Geographical disparities persist, however. Primary enrollment rates approach universality in some regions (such as Kinshasa and Kasai-Oriental), but have remained less satisfactory in relatively disadvantaged regions such as Kivu (62%) and Haut-Zaïre (70%). These regional averages probably mask even wider disparities at the subregional level.

2.07 At the secondary level, enrollment (see Annexes 2-8 and 2-9) has expanded moderately since 1978/79, up to about 960,000 students, or a gross 22% (the Sub-Saharan average is 24%). This expansion is entirely accounted for by technical and vocational education, in which 24% of secondary students are currently enrolled. Gender and geographical disparities are greater than at the primary level, with male enrollment nearly three times that of female, and close to fourfold differences among regions (Kinshasa enrolls 40%, and Haut Zaïre 11% of their respective cohorts). Private, unsubsidized schools are principally geared toward well-to-do segments of the urban population. Enrollment in higher education has soared from 15,000 in 1971/72 to 46,000 in 1986/87, mostly as a result of the development of technical institutes which represented 35% of total enrollments in 1986/87 compared with 12% fifteen years earlier (Annex 2-10).

B. Sectoral Issues

1. Decline in the Quality of Education

2.08 The quality of instructional services provided in public schools has fallen to an unacceptable level. Most inputs are either insufficient or in poor condition mostly because of lack of funds to buy/maintain them. There are strong indications that the pedagogic value of the education received has dangerously deteriorated. High rates of repetition in primary education (para. 2.13 and 2.14) show that the problem starts at this level, and gets worse as students progress to secondary and higher education. Students leaving the system after completing primary school often are ill-prepared to benefit from vocational training in skills needed in the modern sector, and often have not mastered basic skills needed to be more productive in the informal sector. In short, despite relatively high enrollment rates, there is a serious risk of undereducating the current generation of Zairian youths and of eroding the country's human capital base.

2.09 Shortages of textbooks and teacher guides have reached crisis proportions, hindering the effectiveness of teachers and student performance. Notable exceptions are: unsubsidized private schools and some church-operated public schools that have access to external funds. Parents are responsible for purchasing textbooks in primary education. This practice raises a serious issue of equity as students from underprivileged families invariably lack access to textbooks. Also of concern is the limited institutional capacity for developing textbooks and teaching materials. Even when educational materials are available, lengthy distribution delays occur, especially in rural areas. When books are in the classroom, teachers often may not make the best use of them, because of improper training. In higher education, libraries lack books and laboratories lack basic scientific equipment.

2.10 Underqualified, underpaid, and demoralized teachers are highly unstable and unprepared to make up for the lack of teaching materials. Initial salaries are low (about US\$240 a year in 1988 for a qualified primary school teacher) and earning profiles are very flat (the maximum/minimum ratio does not exceed 1.9), giving teachers little incentive to stay in the trade, and even less to perform well. Average wages (US\$348 and US\$650 for primary and secondary school teachers, or 2.0 and 3.08 times per capita GNP, respectively, in 1988), are not competitive with those offered for equivalent levels of training in the modern sector. The work conditions and remuneration of Zaire's roughly 180,000 teachers are probably among the poorest on the continent. The dramatic erosion in public salaries (the index of real salaries plummeted from 100 in 1975 to 16 in 1985) has resulted in low productivity, high absenteeism and attrition, and unethical practices -- including extortion of contributions from students. Teachers commonly pursue alternative income-generating activities, which hurts the quality of their services. (In Kinshasa, 39% of the 10,200 primary school teachers on the payroll in 1987 had resigned by October 1989). Despite Government measures taken in 1987/88 and October 1989 to redress the drastic erosion of civil servants' purchasing power, current salary levels still account for probably less than a fourth of urban households' basic expenditures (Annex 2.11 documents the salary structure). Teacher salaries in some church-operated schools are topped with private funds collected by the churches.

2.11 The other major issue concerning teachers is their low level of qualification. There are no genuine teacher training institutes at the primary level. Future teachers enroll in the "pedagogic" stream of secondary schools, which are considered more as a relatively easy route to university than as professional schools. There, only general curricula are taught, and there are few opportunities for classroom teaching experience. This inadequate training is compounded by a lack of well-developed in-service training programs, and poor supervision (para. 2.22). Because of these poor conditions, it is increasingly difficult to recruit the best students in the ISP for the training of secondary school teachers. Student/teacher ratios are rather low (1:35 and 1:22 in primary and secondary schools, respectively), but these are averages. Some rural (primary) schools have fewer than 30 pupils per teacher, but there may be as many as 180 students per teacher in highly populated urban areas.

Physical facilities are generally ill-maintained and often overcrowded. The financial disengagement of the State in recent years has meant an increased reliance on parents and local communities for school construction and maintenance. The result has been poor maintenance of existing capital stock by local communities with limited resources and uneven access to educational facilities -- with remote rural areas falling further behind. Recent efforts by the DEPS to assess the status of physical facilities (12,000 primary and 4,200 secondary schools), and to rationalize their use reveal that some schools have deteriorated beyond repair, and many others are in need of immediate rehabilitation to prevent further non-recoverable losses. In urban areas, where population pressures are particularly acute, the salient issue is overcrowding (150 students per class is not uncommon in Kinshasa) and the need to expand classroom capacity. In higher education, overcrowding of existing buildings (44% over capacity at the University of Kinshasa in 1985/86) greatly reduces the quality of teaching, let alone research.

2. Low Internal Efficiency

2.13 The pedagogical and financial burden of repetition and the waste of dropouts have reached intolerable levels and divert scarce resources from the normal processing of students through the system. The poor quality of education services contributes to high repetition and dropout rates. At the primary level, repetition rates reach about 19% (the average in other countries of Sub-Saharan Africa is 14%). On average, an estimated 795,000 students repeat each year (Annex 2-12 shows repetition and dropout rates by level and grade) in primary education. These repeaters occupy scarce school places and prevent eligible candidates from entering the school system. The cost per graduate is 60% higher than it would be without repetition. Another sign of low efficiency in primary schools is that dropouts represented a sub-population of 487,000 in 1986/87. Factors contributing to high repetition and dropout rates include: seasonal demands for child labor and a negative perception of the utility of education in some rural areas (the low economic status of teachers does not help), inability to pay school fees, and the poor nutritional/health status of students. In addition, teachers are inadequately prepared to deal with students of different endowments.

2.14 In secondary education, repetition rates average 22% in general streams, 17% in teacher training and technical/commercial streams, and 14% in technical/engineering streams. Data suggest that repetition at the secondary level has worsened significantly in the last decade; it currently affects 195,000 students. The highest rates are found in sixth grade, because many students fail the "Examen d'Etat," the examination that paves the way to higher education.

2.15 No control of student flows. The selection of students at various entry points in the educational hierarchy and their orientation through the system, are not harmonized. They do not prevent the movement upward of an education sector which is almost entirely targeted toward the university,

nor do they reflect a policy linking enrollments and costs. As many as 73% of those who successfully complete their primary education continue in secondary schools, jamming the general/teacher training streams. The high failure rate at the Examen d'Etat reflects the inadequate preparation of most students: in 1985, 46% of candidates passed the exam without distinction ("certification"), and only 3% received a score entitling them to proceed to higher education in the stream of their choice (Annex 2-13). The screening device has been somewhat softened, however, and internal efficiency in tertiary education is dangerously low: the success rate at the end of the primary year was 68% in 1986, and 37% of students admitted dropped out before graduating.

3. Underfinancing of the Education Sector

2.16 Public expenditures in education, which are heavily skewed in favor of university, have eroded both in real terms and as a share of total expenditures. This has thwarted improvements in quality, and prevented enrollments from keeping up with population growth. Education's share of the Government's total recurrent budget (including debt servicing) was reduced from about 24% in 1980 to less than 10% in 1989, so public financing of primary and secondary education in Zaire has declined in real terms to one of the lowest levels in Africa (Annex 2-14). This disinvestment in human capital is likely to harm productivity and economic growth in the long run. It is probably the single most important issue facing the education sector. Its resolution requires a commitment from the highest authorities in the country to a radical revision of the current allocation of public resources. A chief reason for the drastic reduction in education resources was the country's large debt servicing payments, which during 1984-88 claimed more than 50% of the Government's recurrent budget. In addition, other, non-developmental sectors have consistently been given priority over education and other social services.

2.17 Although insufficient (para. 2.10), teachers' salaries absorb more than 90% of education's current budget, leaving only meager amounts for nonsalary expenditures (Annex 2-15), and resulting in an increased reliance on alternative sources of financing. Investment execution rates in the sector typically fall below 50%, and physical implementation of development programs remains far behind schedule (Annex 2-16). The intrasectoral allocation of public resources is markedly detrimental to primary and secondary education, which, in 1986, together received only 66% of the total education budget (the Sub-Saharan average was 75%), compared with 34% received by higher education. Public expenditures alone represented only \$8 per capita in primary education, and less than \$20 in secondary education in 1987. Low unit costs (an estimated US\$ 22 for primary education, US\$55 for general education, and US\$96 for technical secondary education) reflect this underfinancing and suggest limited possibilities for further cost reduction. Unit costs in higher education reach only US\$350 (two times per capita GNP, as compared with a median eight times per capita GNP in Sub-Saharan Africa), suggesting that even in this relatively advantaged subsector, there is little room for savings (with the possible exception of reducing the scholarship budget). Regional resources are extremely limited. They do not allow local administrators to count on even minimum materials to

operate (Annex 2-17). Further deterioration of the education system will be avoided only if education's share in the Government budget is restored to a viable level, allowing decent teachers' salaries and the purchase of basic materials.

2.18 Public underfinancing of education is unlikely to be compensated for by an increase in users' contributions, which are already among the highest in Sub-Saharan Africa and are probably already prohibitive for most households. Parents' contributions represent an estimated 60% of total primary and 67% of secondary education expenditures. Parents' contributions take three forms: (i) compulsory financial fees ("minerval," "frais de fonctionnement," and "intervention ponctuelle"), aimed mainly to support operating and administrative costs; (ii) student-related expenses (transportation, uniforms, textbooks) and (iii) financial or in-kind supplementary payments to teachers. All together, in 1987 these payments represented roughly US\$13 a pupil per year at the primary level, and three times as much at the secondary level. There is limited scope for expanding parental contributions, without creating gross inequities (Annex 2.18). In fact, both stagnating enrollments and high drop-out rates found in some regions appear to stem in part from families' inability to pay school fees. Moreover, the collection and use of parental contributions are often inefficient and unstandardized. The situation is different in private schools, where student fees twenty times higher than those charged in the public sector have been observed. In higher education, parental contributions represent a smaller share of current expenditures. An increase in university fees is desirable for efficiency and possibly equity..

2.19 External assistance, which also favors higher education, is grossly insufficient, both as compared with other sectors in Zaire and with the same sector in other African countries (see Annexes 2.19 and 2.20). Education's share in international concessional aid to Zaire, presently less than 20%, has been steadily declining. External assistance is predominantly directed toward higher education (which absorbed 40% of the assistance allocated to the sector in 1981-86) and vocational secondary education, virtually bypassing primary education. Most official aid is channelled through the technical assistance programs of a few bilateral agencies (mostly Belgian), subject to political factors. The recurrent budget situation and the subsequent lack of governmental counterpart funds severely constrain external financing of investment. Non-Governmental Organizations (NGOs), especially international religious groups, seem to play a more and more important role, but little is known of their mode of operation and their financial contributions.

4. Lack of Planning and Managerial Capacities

2.20 The central administration for primary and secondary education lacks mechanisms for planning, programming, and monitoring sectoral long-term development. Political decisions are taken at the highest levels of the DEPS without enough input from technical divisions. These decisions are more often a reaction to the pressure of facts than the translation of a well-defined long-term sectoral strategy. Investment budget preparation is done in isolation by political appointees, without standardized methods.

The resulting problems are compounded by the nonexistence of reliable current expenditure forecasts for the medium term. The Department does not have well-established, transparent criteria for validly selecting from the requests forwarded by its various services for current and investment expenditures. As a result, the DEPS is typically in a weak bargaining position in budget negotiations, and is often short cut by either the Ministry of Finance (current budget) or that of Planning (investment budget).

2.21 Duplicate efforts and the lack of communication between services (especially the Planning Division, the Teacher Pay Unit, or SECOPE, the Computer Unit, and the General Services Division) also hinder administrative efficiency. Similarly, the DESURS does not perform well in staff management, sectoral programming, and the production of statistics. Furthermore, lack of systematic coordination between the planning divisions of the two departments hinders the development of coherent sectorwide policies on overlapping or common issues such as the transition from secondary to higher education or secondary school teacher training.

2.22 Poor working conditions at the central and regional levels hamper intradepartmental communications, generate attitudes and practices that are prejudicial to productivity, and prevent the full operation of both administrative decentralization and pedagogic supervision mechanisms. Lacking transport, too many DEPS civil servants arrive late to work, leave early, and spend a good deal of time traveling between the 22 buildings located in 5 sites scattered around the capital -- thus devoting only a few hours to their actual duties. Isolated and without the basic infrastructure to work and travel in their administrative territory, the DEPS representatives in the provinces ("Reged") and at the subprovincial level ("Sous-Reged") play only a passive role in the management of the school system, which remains highly centralized. Likewise, supervisors and "coordinateurs", their local counterparts from church hierarchies, rarely visit their schools; thus, they cannot exert significant pedagogic role, and often limit themselves to purely bureaucratic activities. In higher education, administrators and technicians at all levels are widely underqualified.

C. The Government's Sectoral Objectives and Strategy

2.23 To make up for the virtual absence of university graduates needed to staff its higher administration after Independence, Zaire invested in higher education at the expense of primary and secondary education, which were somewhat abandoned to religious missions. Nationalization in 1974 marked an abrupt reversal of church involvement in education, with neither a corresponding increase in state involvement, nor a larger allocation of public resources. In the early 80s, a National Committee for Primary and Secondary Education was created, and started working on new structures and programs to professionalize primary and secondary education.

2.24 More recently, the DEPS has taken a few corrective actions. The most important of these have been (1) the streamlining of the teacher force, (2) the rationalization of the teacher pay system and procedures, and (3) the progressive and systematic implementation of the school map. Other significant actions include the adoption of four national languages as teaching languages in the first four years of primary school, and the strengthening of syllabus preparation and textbook development capabilities within DEPS. But language practices still vary greatly depending on the teachers, the area, and the social composition of the classroom. Textbook development is limited mostly to secondary education. The Government promulgated a "Loi-Cadre" in 1986 to lay out the legal framework covering the education system from pre-primary to higher levels. This law defines the responsibilities of the State and private operators (mostly the churches and their networks), as well as those of parents. However, delineations remain ambiguous and the former system of "conventions" has not really been replaced by a clear-cut structure. Uncertainties left by the law hamper the restoration of a climate favorable to private education initiatives. The Government also took steps to increase cost recovery for welfare services in higher education. Subsidies for student lodging, food, and transportation were discontinued in 1986/87, but growing student dissatisfaction diverted the Government from this policy. Although officially closed, student lodgings are fully occupied and subsidized transport is again being provided.

2.25 With the quality and quantity of primary and secondary education seriously deteriorating, financial resources shrinking, and social pressures increasing, the Government has come to recognize the need for a long-term, financially sustainable sectoral strategy. The Department is finalizing a strategy that is closely in line with the conclusions and recommendations of the 1988 Bank Sector Review. It has been extensively discussed with the project preparation team, in close coordination with general macroeconomic discussions. Simultaneously, the Government is pursuing a multisectoral public expenditures review. In the education sector, this review reflects macroeconomic constraints and budget priorities on the one hand, and technical parameters specific to education, on the other.

2.26 The sectoral strategy, presented in more detail in para. 3.03 to 3.12 and in Annex 3.1, is the product of a concentrated effort. It reflects a consensus within the Government and among nongovernment educators that education, along with other social activities, should regain its position as a top priority investment, and thus should benefit from incremental financing and be made more efficient. The strategy specifies the most realistic development scenario within which to achieve clearly defined and sectoral objectives compatible with budgetary constraints and consistent with labor market absorptive capacities. The strategy is organized around four themes: (i) adjusting enrollment targets (intakes, transitions, and outputs) at each level and stream, according to priorities, taking into account financial, physical and human resources, needs and equity; (ii) improving the quality and internal efficiency of education, starting with primary education, on which the entire system rests; (iii) coordinating and rationalizing the work of all constituencies active in education (including NGOs), and upgrading staff working conditions; (iv) mobilizing additional

resources in the education sector and strengthening their programming and management. The document lays out objectives, measures to be implemented, and indicators for monitoring and evaluation.

D. The Bank's Role

Previous Bank Involvement

2.27 IDA has supported Zaire's education sector through four credits. The First Project (Credit 272-ZR, approved in 1971 and closed in 1981) provided US\$6.5 million, mainly to help train teachers for primary, secondary, and technical education. Lack of timely provision of counterpart funds, a considerable rise in construction costs, and widespread civil strife reduced the scope of the project by half, a result described as positive but mixed in the Project Completion Report prepared by Unesco/Government. The Second Project (Credit 624-ZR, for US\$21.0 million), was approved in 1976 and closed in 1982. It aimed to construct and equip primary teacher training schools, agricultural technician training schools, and one higher agricultural institute, and to provide technical assistance to these institutions. The rising costs of civil works, and Government's failure to carry out measures that would have allowed continuation of the amended project resulted in cancellation of a large undisbursed balance. The Project Performance Audit Report (Report No.5678) pointed out that project preparation and appraisal were unnecessarily rushed.

2.28 The Third Project (Education Technical Assistance and Training Project - Credit 1519-ZR - approved in 1984 for US\$9.0 million, to be closed in March 1990) helps the DEPS improve its planning, management, and administrative capacity. In particular, the project aims to (i) strengthen education planning through systematic data collection and a pilot program of school mapping, (ii) improve the relevance of education by preparing programs to upgrade technical teachers, a pilot textbooks operation and a survey of technical schools, and (iii) strengthen education management and administration (e.g., through training of DEPS staff, school principals, and supervisors and providing better communication and transportation equipment). Various delays -- particularly of counterpart funds -- have weakened implementation, which is nevertheless more satisfactory than in the previous projects. Some operations, such as the textbook experience and the gathering of education statistics, suggest that sustainable activities can be undertaken in the current framework. The Third Project has been instrumental in facilitating the preparation of the proposed operation. All three projects show that: (i) the department's managerial capacity is still weak, (ii) project implementation can be jeopardized by the unavailability of counterpart funds, and (iii) operations must be paralleled by sectoral measures.

2.29 The Higher Education Rationalization Project (Credit 1839-ZR, signed in 1987), aims to formulate and adopt a long-term strategy and supports independently justified, high-priority measures. The project is implemented by the Ministry of Higher Education and Scientific Research and comprises: (i) improving administration and management, (ii) upgrading

teaching/learning, (iii) strategy development, and (iv) providing teaching materials. The project also introduces a program to improve cost-sharing, to support earlier measures taken by the DESURS. Another important element in Bank assistance to the sector is the work on Public Expenditure Program (PEP) currently being executed under the PRAIGEFI project, which has already helped clarify budget classifications and identify clear-cut criteria on specific sectoral grounds. Finally, the UNDP-financed, Bank-executed Study on Human Resources (released in July 1989) is a key input in the analysis of long-term changes in Zaire's labor market. Based on a representative sample of employers from the modern sector, the study provides an accurate breakdown of modern employment, and forecasts skilled manpower needs by level and type of qualification, and by sector and subsector. The study also projects the demand and supply of skilled manpower in the modern sector for the next 15 years. First findings suggest large and deepening shortages in middle-level technicians in many fields, and an increase in the oversupply of high-level generalists.

Sectoral Lending Objectives and Policy Dialogue

2.30 Sustained development in Zaire depends on maintaining an adequate and stable macro-framework. It also requires the rehabilitation of physical and social infrastructure. IDA's country dialogue is currently focused on reaching agreement on a macroeconomic program, following the mixed implementation record under the first SAL. Nonetheless, IDA's involvement in rehabilitating the long-neglected education sector will be highly beneficial under any macroeconomic scenario: the project supports policy measures aimed at increasing budgetary allocations to the sector to alleviate past underfunding, and at shoring up the legal framework for NGO participation to reduce uncertainties and improve the delivery of educational services. The proposed operation would build upon previous IDA involvement in the sector (Educational Technical Assistance and Training Project -- Credit 1519-ZR), and would complement the ongoing Higher Education Rationalization Project (Credit 1839-ZR). In particular, it will intensify efforts to strengthen planning activities in the DEPS, and bolster collaboration between the DEPS and the Ministry of Higher Education (DESURS) to harmonize control of student flows and resource allocation policy in the two education sub-sectors. Efficient and equitable education services not only permit direct productivity gains, but also help to alleviate poverty and are critical to long-term progress on the status of population, health and nutrition, and women.

2.31 IDA should therefore give its support to rehabilitation and reform of the education sector. The strategy has two channels at its disposal. The first one is the macroeconomic dialogue, to address the issue of intersectoral budget allocation and such cross-sectoral issues as the structure and level of civil servant wages. These two problems are outside the education sector, but will affect its future development. If education is to mean more than simple school attendance, teachers' real incomes must be re-evaluated and current expenditures re-allocated in favor of the education sector. IDA will encourage the Government to address these public finance and employment issues. The second channel is the sectoral strategy and operations, which address both immediate needs and long-term issues.

The current state of emergency in the education sector and the weakness of administration call for immediate action under the proposed investment operation to restore the quality of basic education, while supporting the definition and launching of rationalization measures needed to trigger the adjustment in the sector. Because of the long-term nature of adjustment, IDA assistance to the sector will be needed well beyond the proposed project to ensure the sustainability of the measures.

2.32 IDA support to the education sector will be complemented by related actions to increase efficiency and equity in the delivery of social services. We are discussing with Government a common policy framework for the major social sectors, in line with the macroeconomic adjustment. Such a policy would encompass health, education, population, and employment issues.

2.33 The project will buttress line ministries in their efforts to regain minimum levels of resources needed to operate. To this end, it will promote public expenditure programming as a tool to boost and monitor spending on social infrastructure. Under the project, the Government would also allocate targeted incremental public resources to the education sector, starting with the 1990 budget. These specific allocations are meant to finance non-salary recurrent costs in the field as well as salary incentives for teachers. Besides encouraging an increase in and a restructuring of public spending on education and health, the project will also foster NGO involvement in the sector, and encourage the Government to make the sector more attractive to these organizations which often have extensive experience and expertise in the field.

2.34 Finally, IDA should catalyze other donors' contributions, which have been quite modest so far and decreasing, to help mobilize the resources needed for rehabilitation of the sector, especially at the primary level. The Round Table on Social Sectors, held in Kinshasa in October 1989 with the active help of UNDP, was a good opportunity for coordination among donors. With its sectoral strategy ready and its PEP drafted, the Government should be in a much better position to attract new external funding to the sector.

III. THE PROJECT

A. Project Objectives and Description

3.01 The proposed investment project has two objectives: (i) to take immediate actions to stop the deterioration of primary education and to rehabilitate the basic system of instruction, and (ii) to help the Government restore the conditions needed for long-term, balanced development of a more efficient education sector. To this end, the project will aim at the following actions: (a) to help the Government gradually implement sectoral adjustment measures aimed at regenerating internal efficiency and financial relevance in the sector and mobilizing necessary resources from private and public sources; (b) to promote the quality, coverage, and internal efficiency of education (mainly at the primary school level) by providing textbooks and teacher guides, organizing in-service training, and launching pilot actions to improve the education environment in the region of Haut-Zaïre, and (c) to strengthen the DEPS' ability to perform its basic tasks at both central and regional levels by rationalizing and reinforcing key services and improving work conditions.

3.02 The project will be implemented in two parts (operations are detailed in para. 3.36). The first provides for essential educational inputs and other basic sectoral needs --a kind of deferred maintenance. A joint mid-term review of project implementation, including the execution of agreed sectoral measures, would precede the second part. The first set of operations corresponds to a core program (amounting to US\$28 million of IDA financing) which is "adjustment-proof" and focused on the most urgent operations aimed at basic needs. The second part will be launched only after the mid-term review shows satisfactory implementation of the agreed sectoral measures (see paras. 3.03 and 5.05a).

1. Sectoral Adjustment Support

3.03 The Government has adopted a strategy for development of the education sector. The strategy (Annex 3-1) was reviewed and agreed at negotiations. It provides for redirection of resources toward the education sector, with a special emphasis on primary education. The strategy contains a series of policy measures described below, and spells out the educational priorities that the proposed operation, along with other projects, intends to support. The most crucial adjustment measures in the strategy, condition the financing of investments by the Credit, both through effectiveness conditions and during implementation. The strategy is based on a development scenario, which meshes financial and technical parameters with enrollment objectives. Monitoring of the strategy will be facilitated by the use of a monitoring table that includes key performance indicators. Implementation of the strategy will be jointly reviewed on an annual basis (para. 5.02), and disbursements on the second part of the project will be contingent upon satisfactory mid-term review of the strategy (para. 5.05a). A comprehensive list of measures to be implemented is synthesized in Annex 3-2, and the scenario is shown in Annex 3-3. However, for this process to be successful,

a significant effort has to be made by the Government. This is why the Government will allocate incremental recurrent resources to the sector (see measure 1 of the sectoral strategy). This Additional Budgetary Allocation (ABA), to come from the central Government, will be spent according to precise mechanisms to be monitored by IDA. Proof of the annual inscription of the ABA and presentation of its utilization scheme is incorporated in the conditionality of the proposed operation (see paras. 3.08 and 5.02).

3.04 Adjusting Student Enrollment Under Clear Priorities. The Government's first priority is to stop the decline in primary education enrollment rates and to allow enrollments to increase at the same pace as demographic growth (3% a year), paying special attention to rural areas. Student flows will be monitored throughout the system so that enrollment in each stream and at each level is adjusted to existing capacity, financial constraints, the need for teacher training, and known absorptive capacities of both the modern and informal sectors. Measures to be implemented include:

- (a) Creating multigrade classes in rural areas -- to be started under the proposed project (see para. 3.19);
- (b) Keeping intakes in secondary general education at their current level -- this measure to be closely monitored in annual joint reviews;
- (c) Limiting enrollment in primary school teacher training to projected needs -- this measure to be under special scrutiny during joint IDA/Government reviews;
- (d) Encouraging enrollment in short vocational courses;
- (e) Strengthening the selection nature of the "Examen d'Etat", to keep intakes into higher education in line with the limits set up in the Higher Education Rationalization Project and to prevent an overproduction of graduates -- evidence of this measure would condition disbursements in the second part of the project (see para. 5.05d).

3.05 Raising Internal Efficiency by Improving the Quality of Education. School attendance without books and skilled teachers serves little purpose. Similarly, repetition without the inputs that assure quality of instruction is not worthwhile. The Department will thus ensure that enrolled students receive more, move faster, and perform better. Measures to this end will be taken at all levels, but primary education will be a priority since most youths will not go beyond this level and the achievements of those who continue in the education system will depend on what and how well they learned in primary school. Improving the quality of instruction will ultimately boost internal efficiency; but, for efficiency to be increased without long delays, administrative steps will have to be taken. Measures to be implemented include:

- (a) Departmental measures limiting the repetition rates in primary and secondary education, especially in intermediate grades that are not at "knowledge thresholds" (1st, 3rd and 5th grades).
- (b) Reinforcement of pedagogic discipline and practical experience in primary school teacher training classes.
- (c) Stabilization of the number of primary school teachers by limiting access by teacher training colleges to higher education, and career promotion after minimum in-service training. As an incentive to encourage teachers to stay in the profession and to fight excessive mobility (para. 2.10), seniority will be granted and teachers with a minimum of three years in the profession will be allowed a special "fidélisation" premium under the ABA scheme (see para. 3.08b).
- (d) Providing textbooks and teacher guides in primary and secondary education. The first generation of books and teacher guides will be organized under the proposed project (para. 3.15).
- (e) Providing basic classroom equipment in primary and secondary schools through the special budget line (ABA) to be credited to the DEPS regularly on a progressive basis (see para. 3.08a).

3.06 Improving Cooperation and Working Conditions. The Department will take steps to improve management of the education system. The thrust of these actions will be to define more clearly the responsibilities of constituencies and to bolster the productivity of a more compact, better equipped staff. The Department will:

- (a) Pursue the cooperation the DEPS initiated with its partners of NGOs (notably church-affiliated "réseaux") by finalizing official documents, completing the 1986 Loi-Cadre, and mapping each party's responsibilities and roles for the management, financing, and operation of schools. Documents should clearly encourage private initiatives in education. Draft of a presidential "Ordonnance" setting up the new legal framework was transmitted to IDA before negotiations (para. 5.01c); however, this text is still too general, and does not yet provide serious incentives for churches to take school management in charge. Transmission of the final text(s), including "mandat-type" is a condition of effectiveness (para. 5.04b).
- (b) Complete a detailed inventory of the staff needed to efficiently operate key divisions of the Department (to be undertaken by an external agency/consultant) and subsequent decisions to implement the recommendations of the study. Transmission of the study/decisions to IDA is included as a legally binding action the DEPS has agreed upon (see para. 3.23 and 5.031).
- (c) Continue the inventory of teachers, elimination of fictitious staff, and improvement/computerization of the payroll, as successfully undertaken by the SECOPE.

- (d) Upgrade the regional and subregional administrative staff -- to be undertaken under the proposed project (see para. 3.24).

3.07 Resource Mobilization, Programming, and Budgeting. To compensate for the current underfinancing of education and allow its revitalization, the Government will show its commitment to the sector through appropriate budget reallocations. Meanwhile, the two Departments in charge of the sector will jointly improve sectoral planning, and the DEPS will program and rationalize expenditure allocation. To achieve the quantitative and qualitative objectives set forth in the program, the DEPS budget will be increased by 5% a year in real terms and the intrasectoral budget allocation will be modified to reflect the new priority given to basic education. By 1997, the budget should tend toward the following distribution:

| | | |
|---|---|-----|
| Primary | : | 76% |
| Secondary, general and teacher training | : | 18% |
| Secondary, technical and vocational | : | 6% |

3.08 To allow the schools to function, the Department's budget will be allocated a special credit line (ABA) which will supplement regular recurrent resources. The ABA will be split into two categories. First, it will buy more nonsalary inputs for schools. Second, it will be used to fight the high teacher mobility which plagues education at the primary level, by rewarding teachers' stability (Annex 3-4).

- (a) Category 1 of the ABA (about US\$3.0 million in 1990) will be channeled entirely to schools for the purchase of basic teaching materials. This allocation, linked to projected enrollments, will be based on a progressive per pupil budgetary entitlement, as follows:

| | | | | |
|--------------------|----------|------------|-----------|-----------------|
| Primary education: | US\$0.50 | equivalent | per pupil | in 1990 |
| | US\$0.75 | " | " | in 1991 |
| | US\$1.00 | " | " | in 1992 |
| | | | | and thereafter. |

| | | | | |
|----------------------|----------|------------|-----------|-----------------|
| Secondary education: | US\$1.00 | equivalent | per pupil | in 1990 |
| | US\$1.50 | " | " | in 1991 |
| | US\$2.00 | " | " | in 1992 |
| | | | | and thereafter. |

- (b) Category 2 of the ABA (about US\$2.1 million in 1990) is meant to provide an incentive for teachers to stay in the profession (para. 3.05c). It would be allocated to the target population of primary school teachers with at least 3 years seniority (about 47,000 teachers.)

These measures are expected to have a direct impact on the quality of instruction. Transmission to IDA of an operational plan of physical and financial execution of the ABA during the 1990-93 period is a condition of effectiveness of the project (para. 5.04d). Implementation of these measures

will be entrusted to the SECOPE, which has an efficient regional network (SECOPE), and successfully manages the teacher salary system. These incremental resources will be reflected in the PEP. They are already part of the draft 1990 budget. The ABA shows the Government's commitment to finance the mix of inputs needed to produce primary and secondary school graduates. It will also prepare the DEPS to progressively pay for books and guides, the first provision of which will be financed by the proposed project. By 1992, the allotment for pedagogic input would amount to US\$2.50 equivalent per primary pupil, assuming that books will be made available under the proposed project at a cost of US\$1.50. This amount is only half the provision considered minimum by African standards. Inclusion of the ABA in the 1993-95 PDP will be a condition of disbursements for the operations programmed in the second part of the project (para. 5.05b).

3.09 A Sectoral Committee ("Comité de Stratégie Sectorielle", CSS) will be instituted under the joint responsibility of the DEPS and the DESURS, but hosted by the DEPS, with assistance from the proposed project. This Committee will ensure that the sectoral strategy is implemented. It will be responsible for monitoring overall sector performance and evolution. It will commission specific studies (essentially to the respective planning units of the two Departments), and recommend corrective measures of an institutional, financial and pedagogic nature. The Committee has already been created. The nomination of its high-level staff (one economist-coordinator, one DEPS staff, and one DESURS staff) is a condition of credit effectiveness, as stipulated in para. 5.04a (for a description of the committee's tasks and composition, see Annex 3-5).

3.10 The Planning Unit of the DEPS will prepare annually a three-year Public Expenditure Program (PEP) including recurrent and investment items, with a financing schedule including public and private domestic and foreign sources. The program will be presented each year to IDA for discussion and approval (para. 5.02). A draft PEP was submitted at negotiations for review, and will be updated by the Department before effectiveness (para. 5.01d and Annex 3-6).

3.11 The investment budget will be prepared by the DPSS and coordinated by the cabinet, following strict, transparent criteria agreed upon with the Ministry of Planning. The Department will commit itself to adopting acceptable procedures (para. 5.03b).

3.12 Current budgets will be prepared and expenditures managed by the General Administration Services (Services Généraux) of the DEPS with a methodology and procedures to be agreed upon (para. 5.03a).

3.13 Support for Implementation of the Strategy. The project will help the Government, especially the DEPS and the DESURS, monitor progress in application of the strategy and the balanced and rational development of the sector. To this end, the project will finance technical assistance for a high level economist/education planner who will act as Coordinator of the Sectoral Committee for the duration of the project. The expert's draft terms of reference were transmitted to IDA, as a condition of negotiations (para. 5.01k), and his/her effective recruitment is a condition of credit

effectiveness (para. 5.04a). In addition, the project will assist the unit with basic equipment. It will contribute to the equipment of the planning unit and to overseas training for selected staff of this unit.

2. Restoring the Quality of Instruction

3.14 To improve student achievement and reduce repetition, the project will help authorities increase and improve the factors most important to the education process. To have a full impact, activities and investments financed under this first component by IDA, other donors, and the Government will be paralleled by the various measures designed for the same purpose in the sectoral strategy (measures 4 to 14, Annex 3-1).

3.15 Provision of Textbooks and Teacher Guides in Primary Education. The project will make available one set of textbooks in basic subjects (math, French, and national languages) for each two pupils, and guides for every teacher (in the same and additional subjects). To this end, the unit responsible for selecting and adapting textbooks (Division de l'Enseignement Primaire) will be reinforced, and its functions redefined (see para. 3.18). The project will also strengthen the editing capacity of the DEPS (Cellule Edition). The staffing of these units, a condition of negotiations (para. 5.01i), has started. A special committee was appointed to make a final selection of books, those to be (i) printed, (ii) adapted, and (iii) created. Only those books deemed printable without major changes will be produced during the first part of the project; the provision of books requiring substantial alterations will be financed under the second part of the project. A list of readily printable books presented by the DEPS as a condition of negotiations (para. 5.01e) was discussed and agreed. Financing of operations on the second group of books will be contingent upon release of the list of titles to be adapted and/or created (para. 5.05c). Books will not be produced on Government printing facilities, unless they are demonstrated to be competitive. To make sure that the books selected and bought will be appropriate for the programs entire lifespan, the Department will promulgate the programs that are the basis for book evaluation and selection, and will commit itself not to modify these programs during the project (a written commitment was transmitted to IDA before negotiations; see para. 5.01.h). The project will also finance textbook distribution to the schools. Distribution will be entrusted to NGOs and private transporters whose capacities have been demonstrated by the textbook experience undertaken by the ongoing project (Annex 3-7). Full cost recovery will not be a goal, given the level of resources in most Zairian households and the cost of other basic (primarily health) services they must contribute to, but parental contributions will be sought and allocated under the authority of local school committees to improve teachers' conditions. In the pilot zone, parental contributions (Z. 100 per textbook each year) will go to the local teachers' credit union that is to be created (para. 3.19). In the rest of the country, the proceeds of the contributions will be managed, and their use determined by local school committees, under the authority of each school director, who will see that they are allocated to operations that improve teachers' living conditions. Final decisions on the

amount, allocation, and management of the proceeds will be made after completion of a study on student fees. The Department's commitment to commission this study was given during negotiations (para. 5.03d).

3.16 The project will finance the printing, distribution and storage of books and teacher guides, as well as equipment and incremental operating costs of the Division de l'Enseignement Primaire and of the Cellule Edition. The FAC would provide technical assistance for the first of these units (2 education specialists, possibly to be joined by 4 others in the next two years. It would also finance books worth the equivalent of up to US\$1.0 million, to the extent that a certain proportion of the books selected are edited (or co-edited) by French firms. AGCD will continue to offer technical assistance to the Cellule Edition; AGCD experts currently working at either CEREDIP (Centre de Recherche et de Diffusion de l'Information Pédagogique) or SERNAFOR (Service National de la Formation) play a key role in the functioning of those institutions and will contribute to the project. At negotiations, the Department gave assurances that both French and Belgian agencies will be asked to continue/reinforce their cooperation in these specific activities (para. 5.02). Letters of intention from the agencies themselves will be required before credit effectiveness (para. 5.04c).

3.17 At the same time, the Government will finance basic school material, on the special budget line to be opened for the DEPS (para 3.08a). The spending program under this incremental budget will be monitored by the DEPS and subject to review by IDA. Distribution of the fungibles will be organized by the unit responsible for book distribution and supervised by the SECOPE.

3.18 In-Service Training for the Use of Textbooks. To ensure that teachers can make the best possible use of the books as teaching tools, the project will support a targeted in-service training operation designed to help teachers adapt their teaching to the pupils' use of books. The principle and structure of the training could be replicated later, on a larger scale and more systematically. The operation will be triggered at the central level of the Département, by the Division de l'Enseignement Primaire, and in collaboration with the SERNAFOR. Once its own training is completed (through several rounds of "animation-formation"), the National Unit will then disseminate its experience with books to supervisors (Inspecteurs and Conseillers Pédagogiques) at the regional level in interactive workshops (ateliers pédagogiques). Supervisors will then organize workshops for school directors and teachers, at the school level (nearly 100,000 people). The project will finance per diem and travel expenses of the "animateurs", and AGCD will continue its support to SERNAFOR, mostly through technical assistance (Annex 3-8). To ensure the proper management of these tasks (paras. 3.14 -3.18), the Department had to restructure its "Direction de la Pédagogie," and to redefine the respective roles of the "Unité Pédagogique Primaire" and of the "Cellule Edition." Evidence of restructuring of these two key services was given during negotiations (paras. 5.01g), and their staffing has started (para. 5.01i). Coordination of all pedagogical activities will be the task of a "Comité Pédagogique" recently created by the Department (as a condition of negotiations; see para. 5.01f).

3.19 Rehabilitation of the Local Education Environment. Improving the quality of instruction requires mobilizing many complementary factors. The project will assist operations aimed at enhancing the overall education environment. These experimental operations will be launched in the sub-region of Bas-Uele and the adjacent zone of Banalia (both in the region of Haut-Zaire). They will include:

- (a) Organizing (and when necessary, building/rehabilitating) multi-grade classrooms or schools, to allow pupils of different levels to gather in a single teaching session. This would both reduce the likelihood of repetition and alleviate the strain of crowded classes by making better use of existing facilities. The Department would make available the list of the sites and a standard layout of the schools within four months after the date of the Credit Agreement; (see para. 5.03g).
- (b) Launching two pilot primary school teacher training centers ("Ecoles Normales") in Banalia and Bondo, to provide more professionally oriented training and to equip teachers with the skills and awareness needed in a multigrade classroom (texts defining student recruitment and status should be released in due time; see paras. 5.03e and 5.03f. Annex 3-9 describes the basic principles to be applied in the organization of the new schools).
- (c) Implementing an incentive package for teachers to encourage their stability and productivity. This package would include: (i) teacher housing in multigrade schools; (ii) the creation of a teachers' credit union ("Mutuelle") for financing basic goods and services, (the "mutuelle," to be managed locally, would receive technical assistance under the project); and (iii) the provision of basic school materials, as scheduled in the countrywide operation to accompany textbook distribution, and to be financed by the special budgetary allocation (ABA -- see para. 3.08a).

Activities in the pilot zone will be supervised by Institut de Formation des Cadres de l'Enseignement Primaire et Secondaire (IFCEPS), with the assistance of an architect provided by Belgian Cooperation; the Department will reach a formal agreement with this institution (paras. 3.34 and 5.03j). Local communities will help build primary schools.

3.20 Rehabilitation of Urban Education Facilities. Two of the most crowded and dilapidated secondary schools in Kinshasa (Institut Namba-Lemba, a general school, and Institut du Fleuve, a technical school) draw most of their students from outside the business/residential area where they are located (Gombe). And the presence of these schools hampers the rational consolidation of administrative buildings to be completed by the project (para. 3.23). Students of the general secondary school will be relocated in better-suited catchment areas: half of the student population will be transferred to existing schools, for which some additional classrooms will

be constructed, and financed by the project; the other half will be accommodated in the building currently occupied by the DEPS Planning Division, which will be rehabilitated by the Government after this division vacates the building under the consolidation component of the project (see para. 3.23). A similar operation will be undertaken for the technical school, under an upcoming AfDB Project. Similarly, in a second part, the IDA project will finance the construction of about 10 primary schools on the periphery of Kinshasa, where dwellings have been soaring without a parallel development of basic infrastructure, so that scarce existing facilities are saturated. (Sites and standard layout plans should be made available within 24 months after the date of the Credit Agreement -- see para. 5.03k).

3.21 Education of Girls. Operations to be financed by the project are mainly focused on primary education, where gender distortions are relatively small in terms of enrollment. But because it emphasizes internal efficiency (by improving the quality of instruction and by relaxing repetition regulations and practices), the project would mostly benefit girls -- who are affected more than boys by school attrition. The Department will be encouraged to introduce population, health and family planning units in secondary school curricula. The project will finance studies judged necessary for this purpose (for example, a study of why there is more repetition among girls).

3. Reinforcing Managerial Capacities

3.22 Achievements from the ongoing project need reinforcement to yield full and lasting effects. The proposed project will therefore develop the most important aspects of IDA ongoing assistance to the Department (through Credit 1519-ZR), both in central administration and in decentralized units, whose responsibilities need to be strengthened, to improve DEPS's outreach services. At the same time, rationalization measures spelled out in the sectoral strategy will be implemented, to complement the envisioned assistance and to give it long-term significance.

3.23 Restoring of Minimum Working Conditions in Central Administration. In an effort to raise central staff's productivity, the project will improve working conditions and standards through:

- (a) The consolidation, rehabilitation/partial reconstruction and equipment of the Department's currently scattered administrative offices on four sites in the Gombe district of Kinshasa, where several Department's services are already concentrated (see Annex 3-10; the final layout and work plan will have to be submitted to IDA within twelve months after the date of the Credit Agreement; see para. 5.03h). In addition, and not later than eighteen months after the date of the Credit Agreement, the Department will commission a study on human resources management aimed at identifying the number and type of personnel needed to staff the main services (PSMD, Planning Unit, General and Teacher Training Education Division, and General Services). After review by IDA, the Government will adjust its staff as recommended by the study (see condition in para. 5.03i).

- (b) Support to the Planning Unit (Direction de la Planification et des Statistiques Scolaires- DPSS) so that this service can sustain such key activities as organizing the annual education survey, producing basic education statistics, and preparing studies, as requested by the Sectoral Committee (para. 3.09). The project will contribute office equipment, staff training, and the launching of a pilot experiment to collect local statistics in the Haut-Zaire region.
- (c) Technical assistance in the Computer Center, created under the ongoing project, and for the progressive computerization of the Department, following a coordinated and rational development path (Central Data Bank, pursuit of the teacher pay management by the SECOPE).
- (d) Support of a Departmental Business Center, to eliminate inefficiencies, waste, and duplication of effort, and to centralize typing/word processing, copying, mailing, and filing of DEPS documents (equipment and incremental salary costs).
- (e) Strengthening the departmental capacity to manage and monitor current spending procedures (technical assistance will be supplied by the "Centre de Perfectionnement aux Techniques de Développement" (CPTD) with possible support from the FAC).

3.24 Strengthening Local Administration. For local administration to recapture the significant role appropriate in so vast a country, minimum working tools must be put at its disposal. This is why the project will assist two parallel operations geared toward regional ("Reged") and subregional ("Sous-Reged") staff: (a) minimal equipment and in-service training for administrators and (b) transportation and basic equipment for supervisors (to complement their role in the primary school teacher in-service training component).

3.25 Environmental Issues. Civil works to be completed under the project (construction of two teacher training colleges and about 50 primary schools in the Haut-Zaire region, construction of six secondary school classrooms and about 10 primary schools on the periphery of Kinshasa, rehabilitation of DEPS offices in Kinshasa-Gombe) will have a minimal environment impact. Rural primary schools will be built using traditional techniques, and will be located along the main road, in already inhabited areas. The relocation of urban schools from the center to the outskirts of Kinshasa will reduce the opportunity costs of students who have had to commute long distances, and will ease dangerous traffic conditions in the central urban areas.

B. Project Cost and Financing Plan

3.26 Project Cost. Project costs have been calculated in US dollars equivalent. The total project cost is estimated at US\$66.8 million equivalent with a foreign exchange component of US\$48.7 million (73%). Taxes and duties amount to US\$1.3 million (2%). Base cost estimates have been calculated in US dollar equivalent on the basis of April 1989 prices adjusted to January 1990 (negotiations). The estimated project costs, given in Annex 3-11, are summarized below.

| | <u>US\$ Million</u> | | | <u>% Base Cost</u> |
|-------------------------------------|---------------------|----------------|--------------|--------------------|
| | <u>Local</u> | <u>Foreign</u> | <u>Total</u> | |
| 1. <u>Sector Strategy</u> | 0.7 | 1.0 | 1.7 | 4 |
| 2. <u>Quality of Instruction</u> | | | | |
| Teacher training | 4.2 | 2.3 | 6.5 | 13 |
| Textbooks/educ. material | 3.2 | 19.3 | 22.5 | 44 |
| Pilot region | 1.0 | 2.0 | 3.0 | 8 |
| Urban primary schools | 1.7 | 2.3 | 4.0 | 7 |
| 3. <u>Administration Efficiency</u> | | | | |
| Central administration | 1.4 | 2.2 | 3.6 | 7 |
| Regional administration | 0.4 | 4.1 | 4.5 | 9 |
| 4. <u>Operating Costs</u> | 1.0 | 3.3 | 4.3 | 8 |
| Total base cost (1-4) April 1989 | 13.6 | 36.5 | 50.1 | 100 |
| 5. <u>Contingencies</u> | | | | |
| a. Physical (10%) | 1.3 | 3.7 | 5.0 | |
| b. Price increase (20%) | 3.2 | 8.5 | 11.7 | |
| Sub-total | 4.5 | 12.2 | 16.7 | |
| TOTAL PROJECT COST | 18.1 | 48.7 | 66.8 | |
| of which taxes | 1.3 | 0.0 | 1.3 | |

3.27 Contingency Allowances. An average of 10% (US\$5.0 million) for physical contingencies has been applied to project costs. Price contingencies are based on the implementation schedule and the following expected annual price increases:

| | <u>89</u> | <u>90</u> | <u>91</u> | <u>92</u> | <u>93</u> | <u>94</u> | <u>95</u> | <u>96</u> |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Foreign & Local | -0.4% | 4.9% | 4.9% | 4.9% | 4.9% | 4.9% | 3.7% | 3.7% |

3.28 Financing Plan. The project would be financed by an IDA Credit of SDR 37.1 million (US\$49.0 million equivalent). Belgium and France would provide technical assistance estimated at US\$5.9 million and US\$ 2.5 million equivalent, respectively. In addition, France would provide textbooks for an estimated amount of US\$1.2 million equivalent. The Government would finance the balance of US\$8.2 million equivalent, including US\$1.3 million

in taxes (not taking into account the incremental budgetary allocation to benefit the DEPS which would represent about US\$5.1 million in 1990 and about twice that in 1995). During negotiations (attended by a representative of the AGCD), the Department indicated its willingness to formally and rapidly request French and Belgian commitment to participate to the operations of the project. Prior to credit effectiveness, the Government would submit to IDA signed agreements confirming the availability of the cofinancing (para. 5.04c). In addition to contributing taxes, the Government would contribute about US\$5.1 million equivalent to include cash for local salaries, project administration, cash-in-kind contributions of local communities for unskilled labor and local materials, and about US\$1.8 million equivalent in cash, to be deposited in a project account (para. 3.45). The financing plan would be as follows:

| | US\$ Million | | |
|----------------------|--------------|---------|-------|
| | Local | Foreign | Total |
| IDA | 8.4 | 40.6 | 49.0 |
| BELGIUM | 0.9 | 5.0 | 5.9 |
| FRANCE | 0.6 | 3.1 | 3.7 |
| Government <u>1/</u> | 8.2 | - | 8.2 |
| Total | 18.1 | 48.7 | 66.8 |

1/ Including taxes and duties estimated at US\$1.3 million.

Estimated IDA Disbursement

| | IDA Fiscal Year | | | | | |
|------------|-----------------|------|------|------|------|------|
| | 91 | 92 | 93 | 94 | 95 | 96 |
| Annual | 3.0 | 8.0 | 13.0 | 12.0 | 8.0 | 5.0 |
| Cumulative | 3.0 | 11.0 | 24.0 | 36.0 | 44.0 | 49.0 |

3.29 Recurrent Cost Implications. The project's investment components will entail minimal recurrent costs at the primary school level, since the project will not finance any additional capacity beyond the approximately 50 primary schools to be built in the pilot zone, and 10 others on the periphery of Kinshasa. Teachers will be recruited for these schools at well within the current pace as the multilevel class system allows a higher pupil/teacher ratio. Recurrent costs at the secondary level will also be minimized because recruitment in teacher training schools (other than the two pilot Ecoles Normales to be financed under the project) will be discontinued in the pilot zone (this point will be the subject of a specific agreement; see para. 5.03f).

3.30 Recurrent cost arising from the book provision component will be far more important. A second round of books will have to be financed for the following reasons: (i) book availability is not a passing need, but a permanent one in any primary school system, (ii) the lifespan of textbooks

limited, (iii) the proposed project does not envision a replenishment plan, and (iv) the proposed project will not make books available for the entire primary education cycle. Pursuit of the book operation would represent annually about 7% of the Department's after-project current budget if it was to be financed by the Department. If the experimental teacher incentive scheme associated with the introduction of textbooks were to be renewed, it would not put additional pressure on the current budget, since the idea of the experiment is to encourage parental participation, however small.

3.31 One of the most important adjustment measures supported by the project is the promotion of public spending for education (para. 3.8). This is reflected in the incremental 1990 budget allocation that benefits the DEPS. This allocation will eventually be increased from 10% of the recurrent Government budget at base year to 15% at the end of the project. Its aim is sustainability, so that the Department will be able to provide the resources needed to operate public schools with a minimum of equipment and with a more committed staff. Therefore, the allocation will have to be programmed in the sectoral PEP, well beyond completion of the proposed project. Adjustment measures aiming at increasing internal efficiency in the system will tend to reduce public spending on education, but only in tending to reduce unit costs per graduate. By reducing money currently wasted because of repetition, efficiency gains will increase the amount available to students who might not otherwise have been enrolled.

C. Project Implementation

1. Project Preparation and Management

3.32 Status of Preparation. Project preparation, which was financed under the ongoing Credit (1519-ZR), is completed. Implementation of all components included in the first part of the project can start as soon as financing is available. Working papers have been prepared by Government officials representing a wide array of skills and competence, from technicians up to the Minister's closest staff. Working teams were set up for each component, with subgroups for more specific activities, and consultants were called when needed. Civil servants who participated in the teams regularly reported to the Department executives, especially the "Secrétaire Général" (Permanent Secretary), to ensure political awareness and commitment. A high-level steering committee, including main department decision makers (especially cabinet members), was created to prepare the sectoral strategy and adjustment measures and discuss the conditions linked to the project. This group regularly reported to the Minister. Thorough involvement of the Department staff in project preparation was sought to increase incentives for the personnel to participate in implementation. It has already yielded positive effects, as reflected in the quality and organization of the working papers.

3.33 Sites for the two teacher training colleges in the pilot zone were identified and found acceptable by IDA. The Government will submit within four months after the signing of the credit agreement all pertinent documents confirming the availability of the sites for the two pilot schools (para. 5.03g). Sites for the new multigrade primary schools will be made available by the Government free of cost and will be located in accordance with a school map under preparation. The selection of professional service consultants is well advanced. As a result, architectural designs, and lists of furniture and equipment will be started before project effectiveness. Books on the list submitted by the Government (para. 3.15) will be printed and distributed under the first part of the project.

3.34 Management. The existing Education Project Unit (BPE) will be reorganized, strengthened, and moved to the Ministry of Education headquarters site. The BPE will be responsible for coordinating implementation of all aspects of the project. It will also be responsible for supervising procurement problems related to the distribution of fungibles to be distributed under the incremental budget allocation and to be implemented by the Direction IV of the DEPS (para. 3.08). To help the BPE with specific tasks, the project includes short-term consultancies (one architect and one educator) for the duration of the project. Draft terms of reference including draft agreements for these experts have been submitted to the Association during negotiations (para. 5.01j). The "Institut de Formation des Cadres de l'Enseignement Primaire et Secondaire" (IFCEPS) in Kisangani, where a seasoned technical assistance team from Belgium can be called upon, will coordinate the major educational actions in the pilot zone. In addition, an architect provided by the AGCD, and stationed in Kisangani, will supervise all construction activities in the pilot zone. The architect will also design the other civil work components of the project, except the DEPS administration buildings, which will be designed by a private consulting firm. Before the appointment of key personnel (including consultants) to the BPE, the Government will submit to IDA the curriculum vitae of recommended candidates, for review and comments. Finally, the government has submitted during negotiations a salary structure to be applied to the staff of the BPE (para. 5.01l). Contribution of the Association to salaries of the BPE staff will be limited, and remain consistent with the practices followed in other projects financed by the Association. IDA contribution to salaries of the BPE high level staff (as agreed upon at negotiations) will be below the amount agreed for the Higher Education Project at the time of negotiations of this project, for staff of a comparable profile.

3.35 Specialist services and fellowships. The project will provide 108 man-years of specialist services (not including time DEPS staff will spend in the nationwide retraining of primary school teachers). It will also include 1400 man-years of training (99% locally, mostly for teacher training). Terms of reference for technical assistance to serve in the CSS, the "Unité Primaire" (Primary Education Service), the "Unité d'Édition" (Editing Service) and the BPE were agreed upon during negotiations (paras. 5.01i and 5.01k). Details regarding specialist services are in Annex 3-12.

3.36 Parts. Investment components of the project are grouped into two distinct parts. The first part corresponds to a core of basic sectoral needs -- a kind of deferred maintenance (disbursements of about US\$28.0 million). Disbursement for the second part will follow a joint mid-term review of project execution (including implementation of agreed sectoral measures -- para. 5.05). Operations started under the first part will be carried out during the entire life of the project.

The first part would cover:

- (i) Component A (policy framework support, US\$1.9 million):
 - all operations.
- (ii) Component B (quality improvement, US\$21.9 million):
 - textbook and pedagogic material: provision of readily printable textbooks;
 - in-service teacher training: all operations;
 - rehabilitation of local educational environment: all operations;
 - school infrastructure in Kinshasa: secondary school classrooms.
- (iii) Component C (reinforcement of managerial capacities, US\$0.9 million):
 - administrative efficiency: all operations but civil works;
 - local administration: training operations.
- (iv) Component D (operating costs, US\$3.3 million):
 - all operations.

The second part (to start January 1st, 1994) would include the remaining operations:

- (i) Component B (quality improvement, US\$11.5 million):
 - textbooks not readily printable;
 - urban primary schools.
- (ii) Component C (reinforcement of managerial capacities, US\$9.5 million):
 - administrative efficiency: civil work operations;
 - rehabilitation and equipment of Regeds.

2. Procurement

3.37 Procurement Methods. The project procurement arrangements are summarized in the table below.

| <u>Project Element</u> | <u>Procurement Method</u> | | | <u>N.A.</u> | <u>Total Costs</u> |
|--|---------------------------|----------------------|------------------------|---------------------|------------------------|
| | <u>ICB*</u> | <u>LCB**</u> | <u>Other</u> | | |
| | (US\$ million) | | | | |
| Civil Works: | | | | | |
| (a) Primary and secondary educ. | | 4.2 (3.8) | 3.2 (1.6) | | 7.4 (5.4) |
| (b) Bldg materials | 1.0 (1.0) | | | | 1.0 (1.0) |
| (c) DEPS | | 1.9 (1.7) | | | 1.9 (1.7) |
| Furniture, equip., vehicles, mater., textbooks | 22.6 (22.4) | 2.4 (2.0) | 0.4 (0.2) | 2.5 (-) | 27.9 (24.6) |
| Textbook Distribution | | 0.9 (0.9) | | 1.0 (-) | 1.9 (0.9) |
| Technical assistance and studies | | | 4.8 (4.8) | 8.7 (-) | 13.5 (4.8) |
| Training | | | 8.9 (7.8) | | 8.9 (7.8) |
| Operating costs | | | 4.3 (2.8) | | 4.3 (2.8) |
| TOTAL | 23.6 (23.4) | 9.4 (8.4) | 21.6 (17.2) | 12.2 (-) | 66.8 (49.0) |

Note: Figures in parenthesis represent the amounts financed by IDA.

* ICB = International Competitive Bidding

** LCB = Local Competitive Bidding

3.38 Primary Schools and Teacher Training Colleges (TTC). Construction of about 10 urban primary schools (US\$200,000 per school), the two rural teacher training colleges (US\$0.8 million each), the about six urban secondary classrooms (US\$0.3 million), and the Reged's office in Buta (US\$ 0.3 million) would be awarded after local competitive bidding (LCB) (US\$4.2 million) acceptable by IDA. LCB requirements would include advertising, evaluation criteria, and award to the lowest evaluated bidder. Interested foreign firms would be allowed to participate, and the first LCB documents would need to be cleared by IDA. The 50 small, scattered primary schools (US\$50,000 per school) and the 11 offices for the Regeds (US\$60,000 each) - - to be constructed or rehabilitated in remote areas -- may not interest

major contractors because of the low value of the work involved. Neither local nor foreign firms would be interested in such construction. Work for the rural primary schools would therefore be undertaken by the communities under the supervision of the BPE and an architect located in Kisangani (US\$3.2 million). Building materials would be procured by the BPE and awarded on the basis of international competitive bidding (ICB) in accordance with IDA guidelines for procurement (US\$1.0 million equivalent). The Credit would also finance labor, transport costs, and locally available materials (such as crushed stones and sand, US\$0.9 million) with prudent shopping from local sources with three quotations.

3.39 DEPS Rehabilitation. The civil works contract for the rehabilitation (roof repairs, electrical, water, sewerage, painting) of the DEPS facilities would be awarded after LCB (US\$1.9 million).

3.40 Contracts for furniture, equipment, materials, and the printing of textbooks would be awarded after ICB except for contracts of less than US\$100,000 equivalent each, which would be awarded after LCB. The aggregate total of such contracts is not expected to exceed US\$2.0 million equivalent. Transport contracts for textbooks distribution would be awarded on the basis of LCB (US\$0.9 million). When ICB procedures are used, domestic manufacturers would be allowed a 15% margin of preference over the c.i.f. price of competing foreign suppliers or the existing applicable rate of import duties, whichever is lower. Items that cannot be grouped, or groups of items, estimated to cost less than the equivalent of US\$50,000 per contract up to an aggregate amount not to exceed US\$500,000 may be procured after local shopping. Technical assistance and training would be awarded in accordance with IDA guidelines. Operating costs would be financed through statements of expenditures (SOEs).

3.41 Procurement for the education material to be financed by the Government under the incremental budget allocation (para. 3.08a) would be done in accordance with Government procedures acceptable to IDA, with BPE responsible.

3.42 IDA Review. Sketches of plans, draft bid documents, and master lists of furniture, equipment, and vehicles, including grouping and cost estimates, would be reviewed by IDA. Items would be grouped to the extent practicable to encourage competitive bidding and permit bulk procurement. Prior IDA review of documents would be required for contracts exceeding US\$200,000 equivalent for civil works, and US\$100,000 for furniture, equipment, vehicles, and building materials. As a result, about 75% of the contracts would be submitted to IDA for prior review.

3. Disbursements, Special Account, and Project Account

3.43 Disbursements under the proposed IDA credit will be made on the basis of (a) 90% of expenditures under civil works contracts awarded after competition and 100% of expenditures under other civil work contracts or for force account works; (b) 100% of foreign expenditures and 80% of local expenditures for vehicles, equipment, materials and furnishings; and (c)

100% of total expenditures for the production and the distribution of textbooks and manuals, for consultants' and specialists' services, and for training and operating costs. Textbooks not readily printable, and textbooks to be developed would be financed under the second part of the project. Construction and equipment of the urban primary schools, and rehabilitation and equipment of the Regeds' offices would also be financed under the second part (para. 3.36). (The estimated quarterly disbursement schedule list is shown in Annex 3.13.) All disbursements would be fully documented except for: (a) civil works (excluding building materials), done through force account and contracts costing less than US\$200,000 equivalent; (b) furniture, equipment, materials and vehicles costing less than US\$100,000 equivalent; (c) training; and (d) operating costs, for which disbursements would be made against SOEs which would be certified by the Project Director. The documentation of SOEs would not be submitted to IDA for review, but would be retained by the Government and made available for inspection by IDA during project supervision.

3.44 Special Account. To ensure that funds for the Education Project Unit would be available when needed, a Special Account in US dollars run by BPE will be established in a commercial institution acceptable to IDA, with an initial deposit of about US\$3,000,000 equivalent to cover about four months of expenditures, which would be withdrawn from the credit account after credit effectiveness. The Special Account would be replenished on the basis of documentary evidence, provided to IDA by BPE, of payments made from the account for goods and services required for the project that are eligible for financing under the credit.

3.45 A Project account in local currencies, operated by the BPE, will be established in a commercial institution acceptable to IDA, with an initial deposit by the Government of about US\$200,000 equivalent to cover the Government's contribution to the project expenditures of the first year of operation. Evidence of the initial deposit is a condition of credit effectiveness (para. 5.4.e). This account will be replenished by the Government on a regular basis to ensure that the balance will at no time be lower than about US\$70,000 equivalent. This account would also be subject to the project audit.

4. Auditing and Monitoring

3.46 Auditing. BPE would maintain separate accounts for all project activities, in line with national accounting practices. These accounts would be controlled in accordance with normal Government financial control procedures, which are satisfactory. BPE would prepare and submit to IDA an annual report summarizing the financial situation on all project operations. Annual audits would be required for all expenditures financed under the project, with particular attention to those reimbursed under SOEs (para. 3.43). The audit report would include a separate analysis of the use of IDA funds under the Special Account (para. 3.44). Auditing would be performed by an independent auditor acceptable to IDA, within six months following the end of the Government fiscal year, and would be financed under the project.

3.47 Monitoring and Evaluation. Annual progress reports on project implementation would be submitted to IDA by BPE by June 30 each year, following credit effectiveness. The format of the reports would be similar to those routinely used for comparable Bank Group education projects. The reports would briefly identify any major problems and recommend solutions; review the performance of implementing authorities and agencies; and maintain key performance indicators in reaching project goals. In addition, the Government would prepare and send to IDA for comment, no later than six months after final disbursements from the credit account, a completion report assessing the attainment of project objectives, project implementation and initial operation, its cost and the benefits derived, the performance of the Government, IDA and other agencies involved, and the significant lessons learned. In addition, each year by mid-September, IDA would perform a review of the Public Expenditures Program (PEP) and of the implementation of the sectoral strategy (para 5.02). Implementation of the strategy and of the project will be subject in 1993 to a mid-term joint review the results of which will determine disbursements on the second part of the project (para. 5.05a).

IV. PROJECT BENEFITS AND RISKS

4.01 Benefits. By making basic inputs available, the project would boost the quality of instruction and upgrade student achievement, especially at the primary school level, with delayed effects in secondary and ultimately higher education. About 4.5 million pupils at the primary level and about 40,000 at the secondary level will have access to textbooks. New or rehabilitated primary schools will accommodate about 6,500 children. Over 100,000 primary school teachers will benefit from in-service training, and about 2,000 civil servants will find better work conditions. The project will alleviate the pedagogical strain and financial burden of repetition. It will help restore Zaire's education base, which would make labor more productive, and will indirectly improve health, nutrition, and family planning awareness, thus revitalizing the human capital stock of the country. By helping organize administration and encourage adjustment and rationalization measures, the project will allow controlled development of the education sector, drawing on both public and private partners. Finally, the project will help make allocation and management of current expenditures more efficient and investment expenditures more relevant, both within the sector and in relation to macroeconomic framework.

4.02 Risks. The main risks associated with the project are: (a) the Department's poor managerial performance, (b) the difficulty of distributing textbooks to the schools level in an immense country with poor communication and weak local administration, (c) the potential demobilization of teachers, given their living conditions, and (d) the possibility that Government not allocate enough budget funds to the sector. To reduce these risks, the project will: (1) strengthen the DEPS planning, programming and implementing capacities through human resources rationalization, training, and equipment, both centrally and at the local level, (2) rely on well-

organized church networks, whose efficiency was shown in the ongoing Education and Training Project, and equip local administrators and supervisors, (3) design training mechanisms and incentive schemes, before macroeconomic measures are taken (and supported by IDA) to restore civil servants' purchasing power, and (4) include appropriate sectoral measures, including on budgeting.

V. AGREEMENTS AND RECOMMENDATIONS

5.01 Prior to negotiations, the Government provided the following documents:

- (a) A draft Sectoral Strategy letter (para 3.03),
- (b) A ministerial decree creating the "Comité de Stratégie Sectorielle" (CSS, para. 3.09),
- (c) A draft text clarifying and reorganizing the respective rights and obligations of the state and NGOs in school management (para. 3.06a),
- (d) The draft Public Expenditures Program (PEP) (para. 3.10),
- (e) A list of books ready to be printed without major changes (para. 3.15),
- (f) The text creating the "Comité Pédagogique" in the DEPS (para. 3.18),
- (g) The text reorganizing the Fourth Direction of the DEPS, creating the "Division de l'Enseignement Primaire" (Primary Education Service) and redefining the "Cellule d'Édition" (Publishing Service) (para.3.18),
- (h) Official agreement to promulgate and stabilize new primary education programs in the basic subjects for which textbooks would be printed (para. 3.15),
- (i) The staffing of the "Division de l'Enseignement Primaire" and of the "Cellule d'Édition" with local staff (para. 3.15 and 3.18),
- (j) Draft Terms of Reference for the technical assistants to be appointed by the BPE for regular consultation (one architect and one educator) (para. 3.34),
- (k) Draft Terms of Reference for the economist in charge of coordinating the CSS (para. 3.13),
- (l) Salary structure for the BPE staff (para. 3.34).

5.02 During negotiations, the Association and the Government reviewed the Sector Public Expenditures Program (PEP) for 1990-92. The PEP will be updated shortly. It includes the incremental allocation which has been budgeted in favor of the DEPS. Each year by mid-September, the DEPS will prepare and update the sectoral PEP, and send it IDA for review and agreement. The Government also committed itself to provide IDA at the same period each year with the necessary documents, to review implementation of the sectoral strategy. The review will be based mainly but not exclusively on a Monitoring Table, the terms of which will be agreed upon with the Department. The satisfactory mid-term review will condition disbursements against the second part of the project (para. 5.05a). Finally, the DEPS has indicated it will make an official request to the Belgian and French cooperation agencies, in order to obtain a firm commitment from these agencies concerning their contributions to project activities (paras. 3.16, 3.28 and 5.04c).

5.03 During negotiations, the Government agreed on the following:

- (a) Implementation of the project in two parts (para. 3.36),
- (b) Preparation of standardized procedures for preparing Department investment budgets (para. 3.11) and for the current budget (para. 3.12),
- (c) Taking measures necessary to reduce repetitions to 10% in the 1st, 3rd, and 5th grades and to 15% in other grades of primary education (para. 3.5a), before December 1992,
- (d) Completion (within 12 months after the date of the credit agreement) of a study of recovery and management of student fees, and follow-up measures, after review with IDA (para. 3.15),
- (e) Promulgation (within 12 months after the date of the credit agreement) of the text defining the status of the primary school teachers trained in the experimental "Ecoles Normales", and specifying the conditions of their remuneration, and transfer to university studies (para. 3.19),
- (f) Promulgation (within 12 months after the date of the credit agreement) of the text describing the method for recruitment of primary school teachers to the experimental "Ecoles Normales", and the related closing of redundant pedagogic streams in secondary schools in the pilot zone (para. 3.19),
- (g) List of sites (and proof of their availability) of the primary schools and of the two "Ecoles Normales" to be built in the pilot zone, within 4 months after the date of the credit agreement (para. 3.19),
- (h) Finalization (within 12 months following the date of the credit agreement) of the general layout plan and of the work program

for the consolidation of the DEPS's buildings and offices in Kinshasa (para. 3.23),

- (i) Completion (within 18 months following the date of the credit agreement) of a study by external consultants on management of human resources in selected Directorates of the DEPS, and follow-up measures after consultation with IDA (para. 3.23),
- (j) Reorganization and staffing of the BPE, and signature of a letter of understanding between the BPE and the management of the IFCEPS as to how this institution will contribute to the coordination of pilot activities of the project (para. 3.19),
- (k) Sites (and proof of availability), layout plan, and cost estimates for the primary schools to be built on the periphery of Kinshasa, within 24 months following the date of the credit agreement (para. 3.20).

5.04 Conditions of effectiveness will include:

- (a) Recruitment of the economist coordinator of the CSS, acceptable to IDA (para. 3.09), and full-time assignment to the CSS of one staff member seconded from the DEPS and one staff member seconded from the DESURS, as reflected in the text creating the Committee (para. 3.09),
- (b) Official promulgation of the text redefining the relationship of the State and NGOs in the management of schools, with evidence satisfactory to IDA of the involvement of NGO's in the process of preparing this framework (paras. 3.06a and 5.01c),
- (c) Confirmation by AGCD and FAC of the availability of their contributions to the project (paras. 3.16, 3.28 and 5.02),
- (d) Transmission to IDA of a plan of physical and financial execution of the ABA, for the 1990-93 period,
- (e) Initial deposit of US\$ 200,000 equivalent in a commercial institution acceptable to IDA, for the project account (para. 3.45).

5.05 Conditions of disbursement on operations in the second part of the project will be:

- (a) Satisfactory project execution, including implementation of agreed sectoral measures (paras. 3.02 and 3.47),
- (b) Inclusion in the 1994-96 sectoral PEP submitted to IDA for review and agreement, of the incremental allocation to the DEPS budget, review of the execution of this incremental

plan of physical and financial execution of the allocation for the 1994-96 period (para. 3.08),

- (c) A list of the second set of books to be printed (para. 3.15),
- (d) New regulations organizing a more effective transition between secondary and higher education, along the lines indicated in the Sectoral Strategy, (para. 3.04e).

5.06 Recommendation. Subject to the agreements and conditions set forth in paras. 5.01 to 5.05 above, the project is suitable as a basis for an IDA credit of US\$49.0 million equivalent to the Republic of Zaire.

COMPARATIVE EDUCATION STATISTICS

JULY 19, 1965

| COUNTRY | GROSS ENROLLMENT | | | GROSS ENROLLMENT PER 100 POPULATION | | | LITERACY PER 100 POPULATION | | | GROSS ENROLLMENT PER 100 POPULATION | | | LITERACY PER 100 POPULATION | | |
|--|------------------|-----------|-----------|-------------------------------------|------|------|-----------------------------|------|------|-------------------------------------|------|------|-----------------------------|------|------|
| | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 |
| ALGERIA | 1,050,000 | 1,000,000 | 950,000 | 7.1 | 6.8 | 6.5 | 21 | 20 | 19 | 25 | 24 | 23 | 10 | 9 | 8 |
| ARGENTINA | 1,000,000 | 1,000,000 | 1,000,000 | 10.0 | 10.0 | 10.0 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| ... (Other countries follow similar pattern) ... | | | | | | | | | | | | | | | |

| Country | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 | 1960 | 1961 | 1962 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| ALGERIA | 15.5 | 15.5 | 15.5 | 1.7 | 1.7 | 1.7 | 47 | 47 | 47 | 12 | 12 | 12 | 31.7 | 31.7 | 31.7 |
| ... (Other countries follow similar pattern) ... | | | | | | | | | | | | | | | |

FOOTNOTES:

- DATA UNAVAILABLE
- ... ESTIMATED ON BASIS OF
- ! DATA UNAVAILABLE
- * UNLESS OTHERWISE SPECIFIED

FOOTNOTES:

- A = DATA FROM THE YEAR
- B = DATA FROM THE YEAR
- C = CURRENT YEAR
- D = ESTIMATED DATA
- E = DATA FROM THE YEAR
- F = DATA FROM THE YEAR
- G = DATA FROM THE YEAR
- H = DATA FROM THE YEAR
- I = DATA FROM THE YEAR
- J = DATA FROM THE YEAR
- K = DATA FROM THE YEAR
- L = DATA FROM THE YEAR
- M = DATA FROM THE YEAR
- N = DATA FROM THE YEAR
- O = DATA FROM THE YEAR
- P = DATA FROM THE YEAR
- Q = DATA FROM THE YEAR
- R = DATA FROM THE YEAR
- S = DATA FROM THE YEAR
- T = DATA FROM THE YEAR
- U = DATA FROM THE YEAR
- V = DATA FROM THE YEAR
- W = DATA FROM THE YEAR
- X = DATA FROM THE YEAR
- Y = DATA FROM THE YEAR
- Z = DATA FROM THE YEAR

FOOTNOTES: Columns 1 and 2: World Bank data on Education sector field stations. Columns 3 to 14: World Bank Education sector statistics. Government sources under the United Nations System.

Comparative Education data are essential to the evaluation of various education systems and analysis of relative stages of educational development between various countries. However, on the basis of the present data, cross-national comparisons should be approached with great caution. Data presented in the above table have been collected largely by field stations and government sources; the accuracy and clarity of estimates or data from various sources have been made to comparative education and, unlike health, to check the accuracy of the data. Nevertheless, such data are still important to provide reports and the basis for making an informed view progressively on the economic and educational cost. In the case of these data, the following qualifications should be kept in mind:

- (1) "Education" as defined in the table includes all education and training, both formal and non-formal.
- (2) "Primary" education refers to education at the first level, and "secondary" education refers to all education at the secondary level regardless of type (e.g., general, technical, agricultural).
- (3) "Literacy rates" (cols. 10, 11 and 12) are often obtained from census sources. In many countries they are only approximate and it is doubtful that any uniform definition of "literate" has been followed consistently.
- (4) "Public expenditure on education" (cols. 13 and 14) refers to all capital and recurrent expenditures devoted to education by public and quasi-public agencies.
- (5) "Enrollment ratios" (cols. 15, 16 and 17) refer to school-age and the percentage of eligible children enrolled full-time in the appropriate school, public or private or local. They are often subject to a wide margin of error in the developing countries owing to variations in the accuracy of data (i.e., over-enrollment and under-enrollment). Enrollment figures frequently are higher than the number of children actually in school. Over-enrollment may be limited to these figures and may reflect the cost.

Basic data/
Données de base

General

| | |
|--|---------------------|
| Land area | 2,345 million sq.km |
| Population (1988) | 33 million |
| GNP per capita (1987) | US\$160 |
| Average GDP annual growth (1980-87) | 1.6% |
| Average GNP per capita annual growth (1965-87) | - 2.4% |
| Gross Debt Service Ratio (1989) | 29.0 |
| Total Government Revenue as a % of GNP (1987) | 16.3 |
| Agriculture as a % of total GDP (1987) | 38% |
| Urban population as a % of total population (1987) | 38% |
| Life expectancy at birth (1987) | 52 |
| Population growth rate (1980-87) | 3.1% |

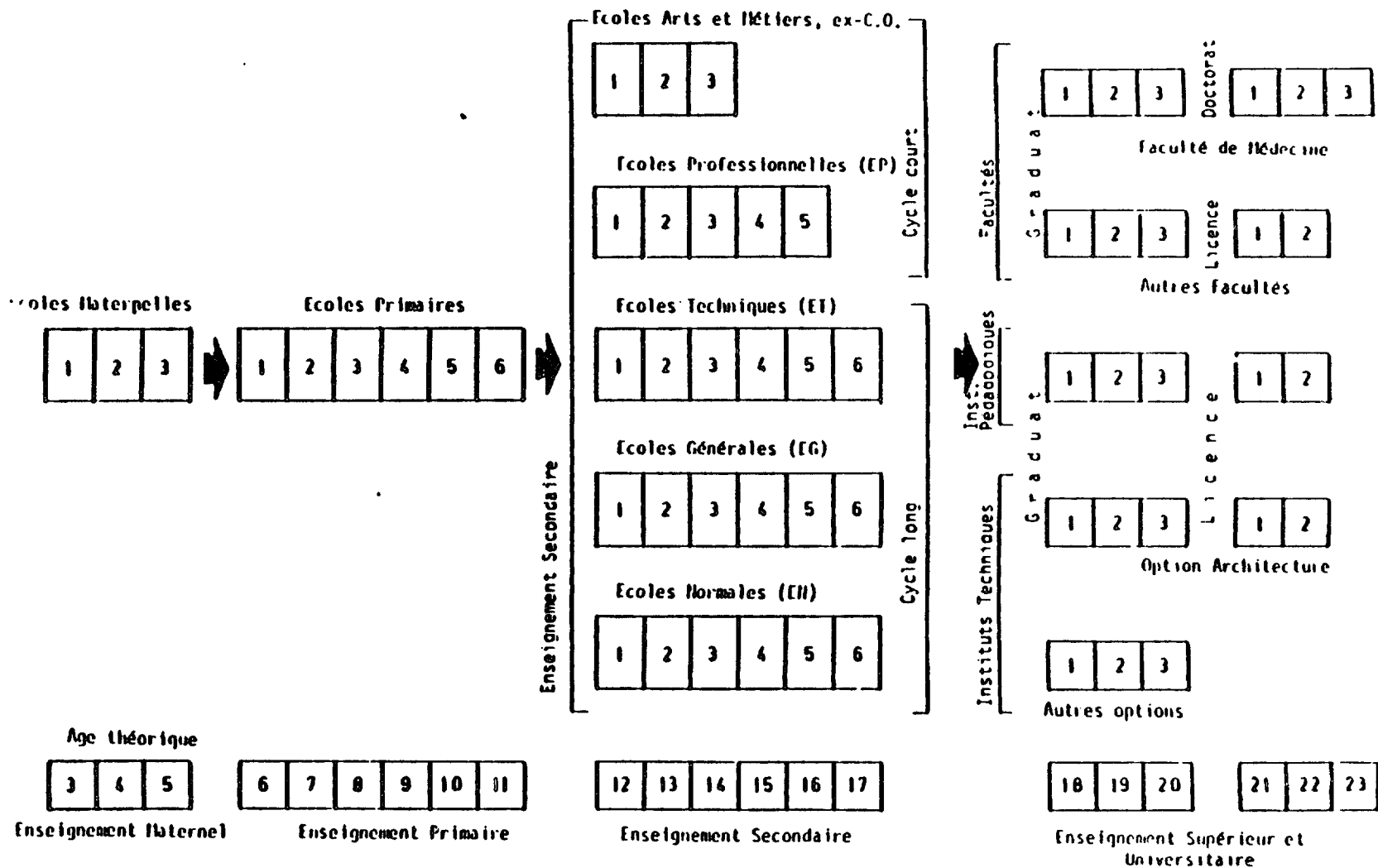
Education: Enrollments (1986/87)

| | | |
|------------------|--|-----------|
| Primary | -absolute enrollments | 4,111,000 |
| | -gross enrollment rate | 77% |
| | -female participation | 42% |
| | -share of enrollments in private schools | 4% |
| | -number of teachers (1985/86) | 111,000 |
| Secondary | -absolute enrollments | 960,000 |
| | -gross enrollment rate | 22% |
| | -female participation | 30% |
| | -share of teacher training | 29% |
| | -share of technical streams | 23% |
| | -number of teachers (1985/86) | 41,600 |
| Higher Education | -absolute enrollments | 46,000 |
| | -gross enrollment rate | 2% |

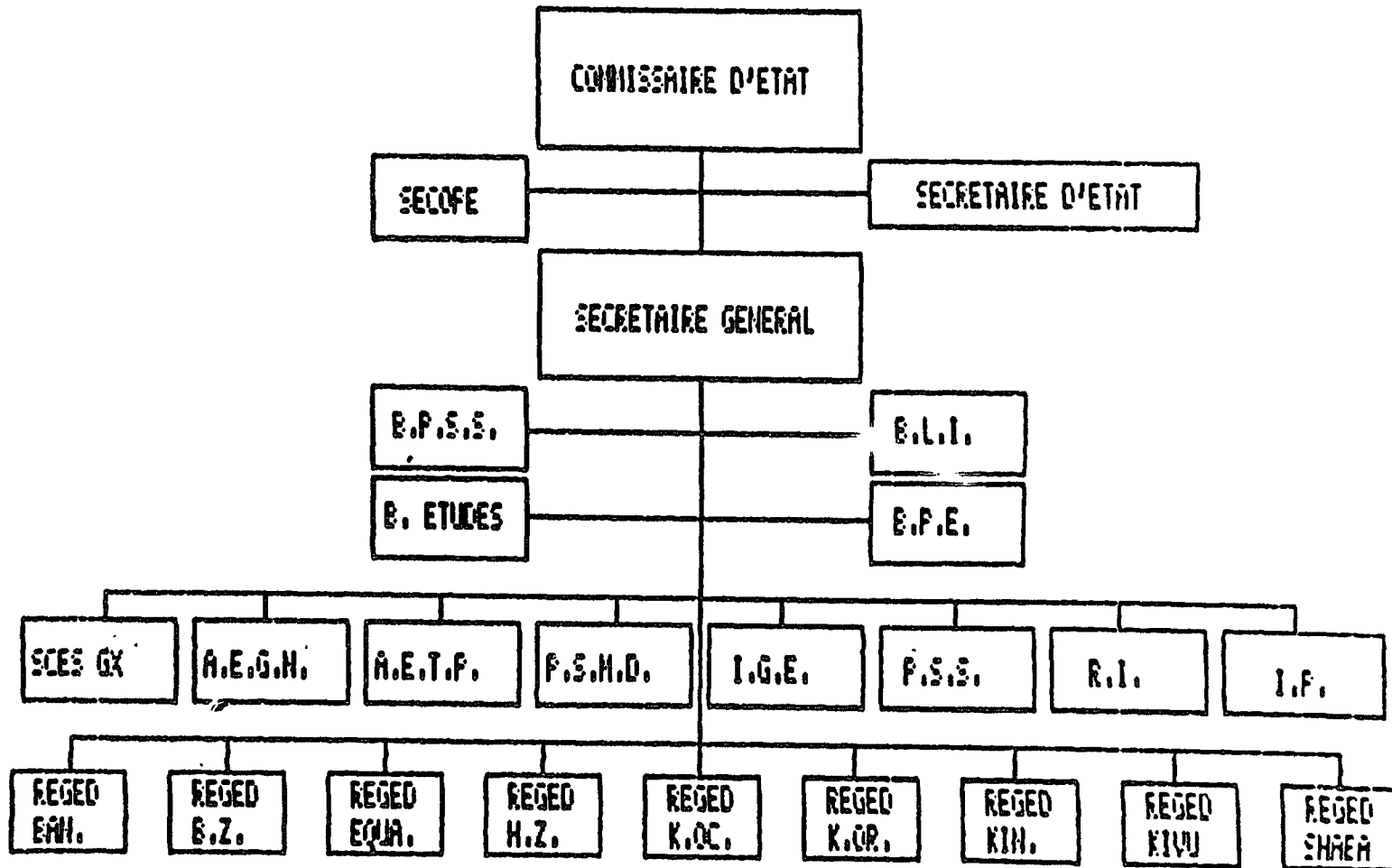
Education: Expenditures

| | |
|---|------|
| -Public expenditures on education as a share of total public expenditures (1987) | 7.9% |
| -Share of primary and secondary education in total public expenditures for education (1987) | 77% |

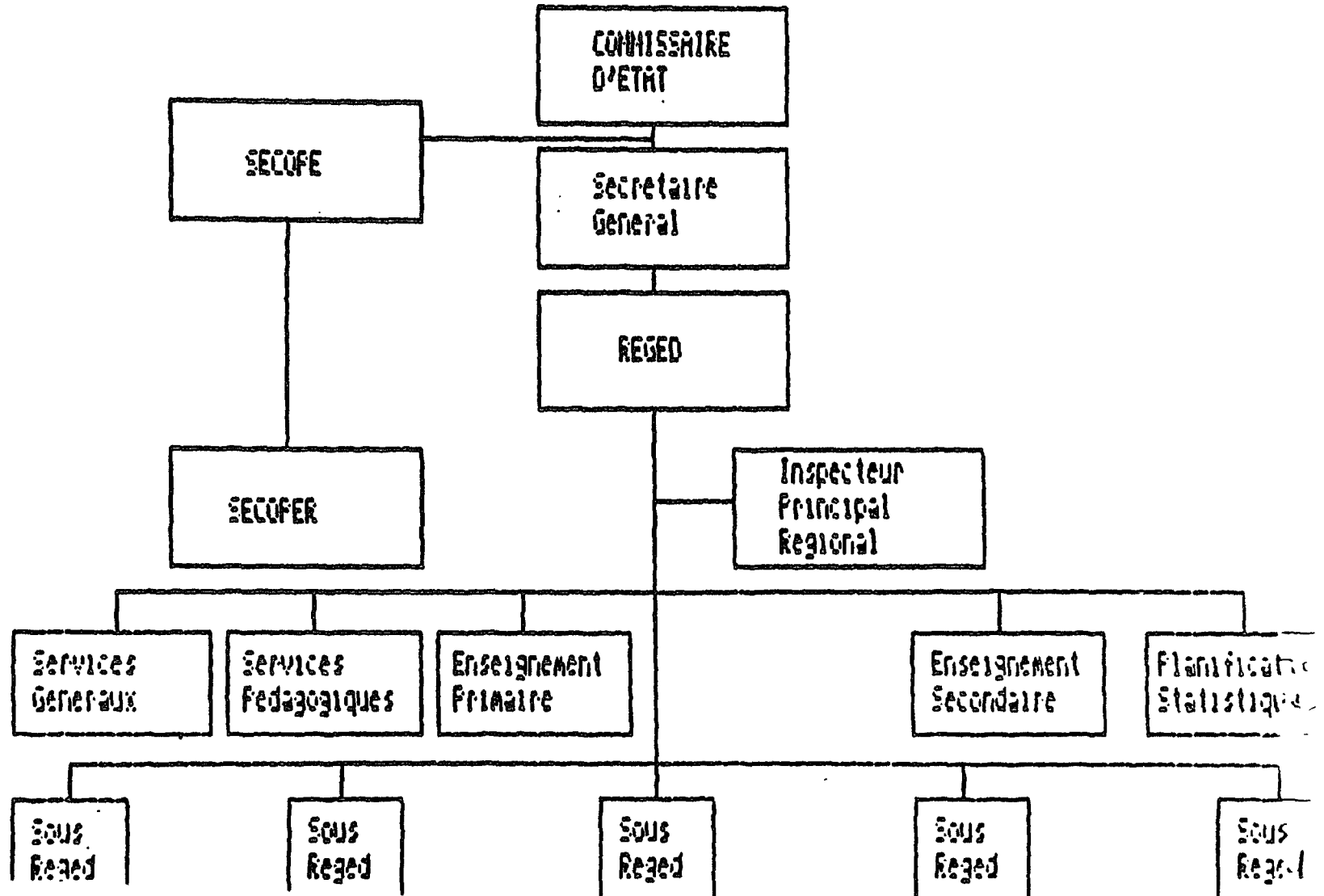
Structure of the Education System/
Structure de l'Enseignement



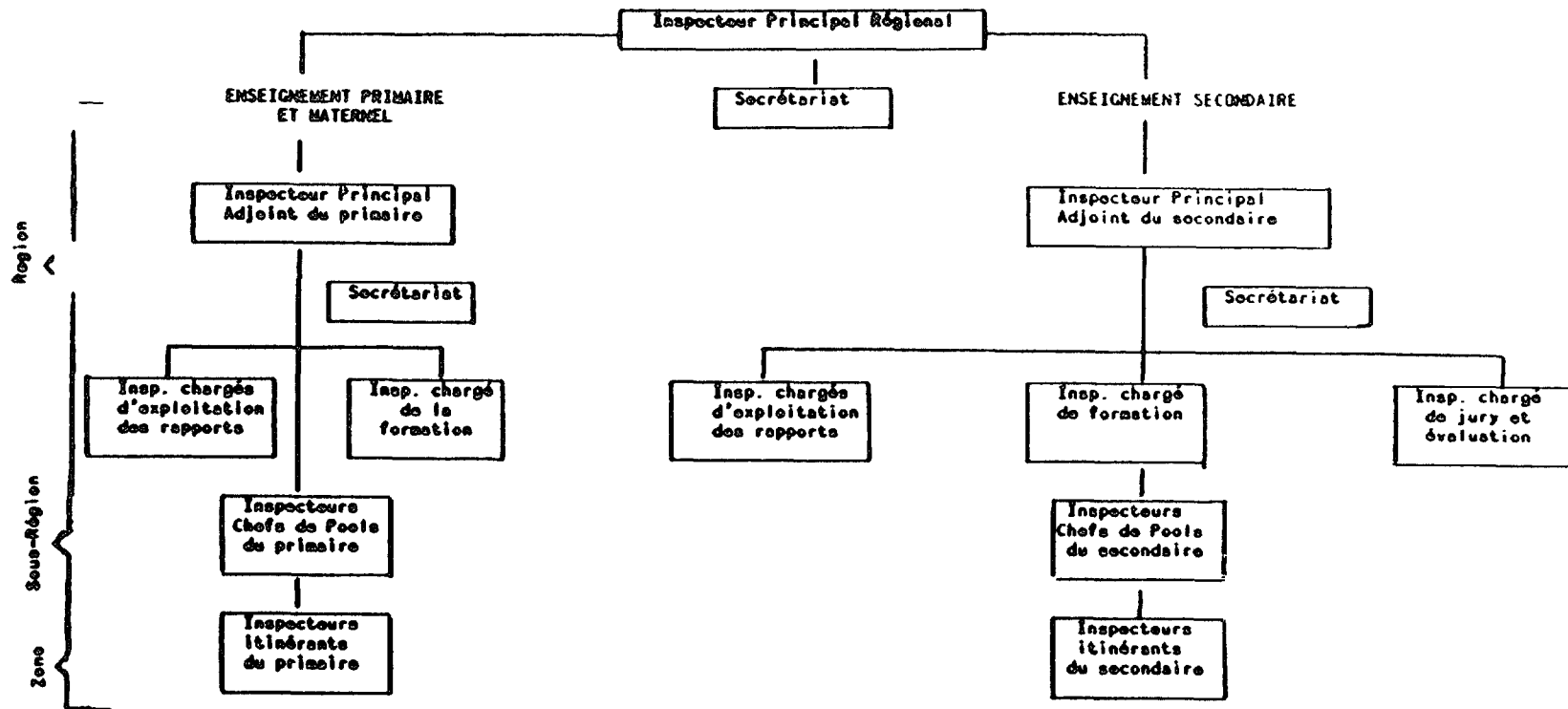
DEPS (Ministry of Primary and Secondary Education):
 Organizational Chart/
 Organigramme du Département de l'Enseignement
 Primaire et Secondaire (DEPS), 1987



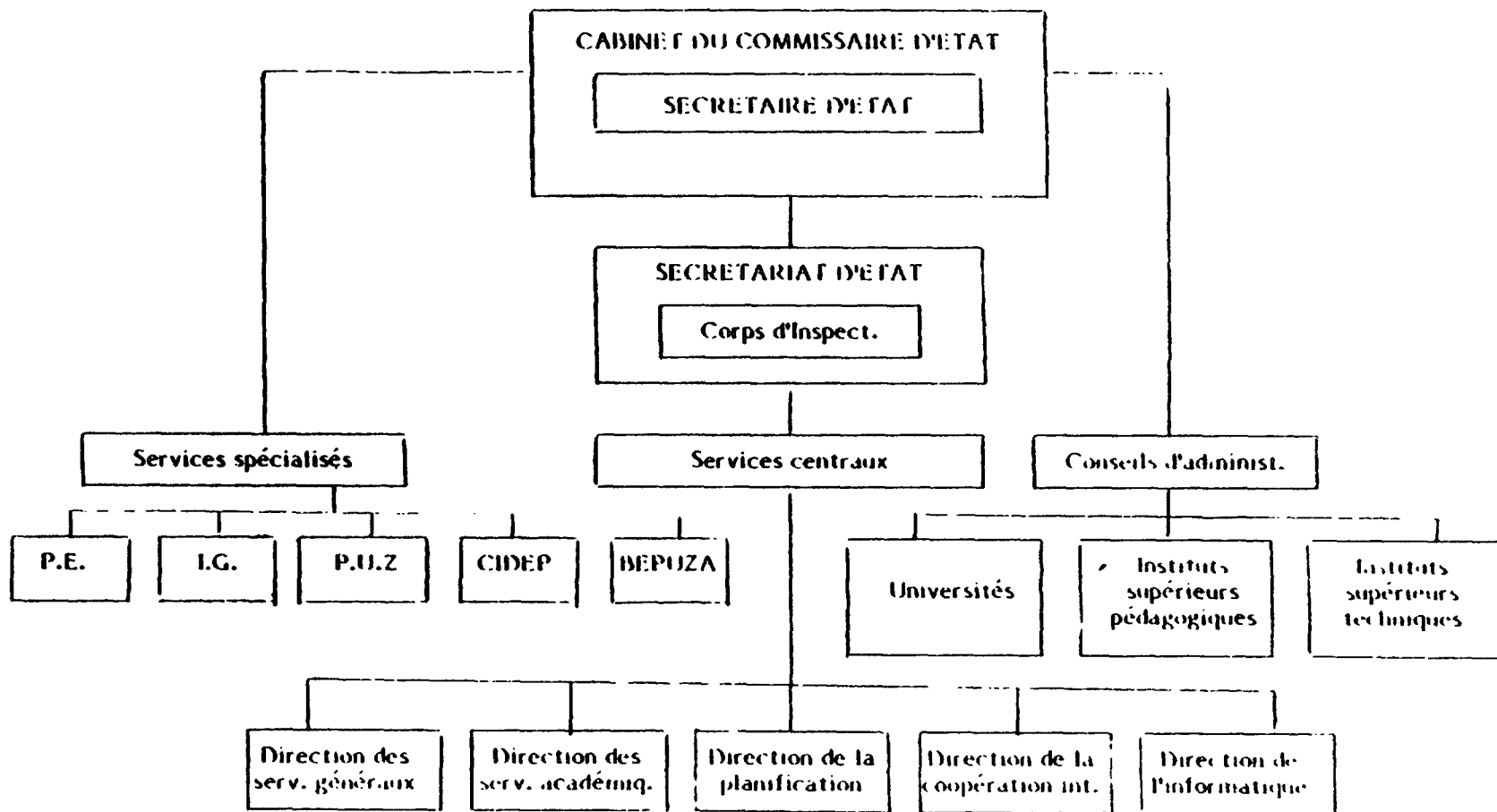
DEPS: Regional Organization/
 Structure Décentralisée du Département de l'Enseignement
 Primaire et Secondaire (DEPS), 1987



DEPS: Organization of Supervision at the Regional Level
 Organigramme de l'inspection de l'enseignement en région



MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH (DESURS):
 Organizational Chart/
ORGANIGRAMME DES SERVICES
DU DEPARTEMENT DE L'ENSEIGNEMENT SUPERIEUR ET UNIVERSITAIRE



Source: Direction de la planification.

Enrollments in Primary Education by Grade and Region, 1986/87/
Effectifs de l'enseignement primaire par region, niveau et sexe
1986/87

| | 1st Grade/ 1er annee | 2nd to 6th/ 2eme a 6eme annee | Total/ Total | Share/ Part | Annual Growth/ Taux annuel de croissance 78/79-88/87 | Gross Enrollment Rate/ Taux brut de scolarisation |
|------------------|-------------------------|-------------------------------------|-----------------|----------------|---|---|
| KINSHASA | 98508 | 381027 | 479535 | 0.12 | 3.07 | 89.9 |
| Filles/Girls | 45950 | 184884 | 230834 | 0.06 | 3.16 | 85.5 |
| Garcons/Boys | 52558 | 196143 | 248701 | 0.06 | 4.17 | 94.4 |
| BAS-ZAIRE | 68703 | 235115 | 303818 | 0.07 | 0.17 | 83.5 |
| Filles | 28877 | 103781 | 130658 | 0.03 | 0.07 | 71.8 |
| Garcons | 42826 | 131334 | 173360 | 0.04 | 0.24 | 95.1 |
| EQUATEUR | 120844 | 309040 | 430884 | 0.10 | 1.28 | 74.5 |
| Filles | 45388 | 111239 | 156627 | 0.04 | 2.37 | 54.2 |
| Garcons | 75476 | 198401 | 273877 | 0.07 | 0.66 | 94.9 |
| KASAI-OCCIDENTAL | 88189 | 230788 | 318977 | 0.08 | -2.51 | 82.2 |
| Filles | 39977 | 88164 | 128141 | 0.03 | -1.71 | 65.8 |
| Garcons | 48212 | 142624 | 190836 | 0.05 | -3.02 | 98.7 |
| KASAI ORIENTAL | 92469 | 288114 | 380583 | 0.09 | -1.86 | 87.0 |
| Filles | 40483 | 112987 | 153470 | 0.04 | -2.53 | 70.3 |
| Garcons | 51986 | 175127 | 227113 | 0.06 | -1.30 | 103.6 |
| SHABA | 183413 | 464495 | 627908 | 0.15 | 1.98 | 83.5 |
| Filles | 73414 | 192410 | 265824 | 0.08 | 2.07 | 70.8 |
| Garcons | 89999 | 272085 | 362084 | 0.09 | 1.50 | 96.2 |
| BANDUNDU | 111497 | 383162 | 494659 | 0.12 | -3.86 | 73.3 |
| Filles | 51816 | 163164 | 214980 | 0.05 | -2.03 | 62.9 |
| Garcons | 59681 | 219998 | 279679 | 0.07 | -4.71 | 84.1 |
| HAUT-ZAIRE | 126900 | 346003 | 472903 | 0.12 | 1.37 | 69.9 |
| Filles | 65855 | 144338 | 210193 | 0.05 | 0.37 | 61.9 |
| Garcons | 61045 | 201665 | 262710 | 0.06 | 2.28 | 78.0 |
| KIVU | 154337 | 447716 | 602053 | 0.15 | 4.80 | 61.9 |
| Filles | 63518 | 173928 | 237446 | 0.06 | 6.36 | 48.8 |
| Garcons | 90819 | 273788 | 364607 | 0.09 | 3.87 | 75.0 |
| TOTAL | 1024859 | 3086000 | 4110859 | 100.00 | 0.59 | 76.7 |
| Filles | 453057 | 1274895 | 1727952 | 0.42 | 0.97 | 64.5 |
| Garcons | 571802 | 1811105 | 2382907 | 0.58 | 0.32 | 89.0 |

Note: Les totaux peuvent ne pas correspondre exactement a cause
des arrondis.

Source: Estimations mission a partir des donnees fournies par le DEPS.

Enrollments in Primary Education by type of Institution
 Inscriptions dans l'Enseignement Primaire par type d'Institution

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Total | % Share |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Public: State | 135423 | 109197 | 100010 | 87388 | 78154 | 67128 | 578298 | 0.185 |
| Girls | 65218 | 43927 | 41149 | 35139 | 30232 | 24833 | 240498 | |
| Boys | 70205 | 64270 | 58861 | 52247 | 47922 | 42295 | 335800 | |
| Public: Missions | 699351 | 531068 | 485701 | 416914 | 356493 | 293226 | 2782753 | 0.797 |
| Girls | 300748 | 229207 | 210880 | 174098 | 141268 | 108749 | 1164748 | |
| Boys | 398603 | 301861 | 275821 | 242816 | 215227 | 184477 | 1618007 | |
| Catholic | 445130 | 340894 | 319922 | 268445 | 226697 | 181480 | 1780568 | 0.510 |
| Girls | 194345 | 150540 | 140574 | 115147 | 93138 | 70708 | 764452 | |
| Boys | 250785 | 190354 | 179348 | 151298 | 133559 | 110772 | 1016118 | |
| Protestant | 222837 | 188087 | 142578 | 130544 | 112198 | 96881 | 870923 | 0.249 |
| Girls | 92378 | 68421 | 60599 | 50875 | 41344 | 32884 | 346099 | |
| Boys | 130261 | 97666 | 81977 | 79669 | 70854 | 64197 | 524824 | |
| Kimbanguist | 28046 | 21462 | 20817 | 17823 | 16007 | 13568 | 117723 | 0.034 |
| Girls | 12578 | 9153 | 8487 | 7499 | 6233 | 4992 | 48948 | |
| Boys | 15478 | 12309 | 12330 | 10324 | 9774 | 8576 | 68783 | |
| Islamic | 3538 | 2625 | 2388 | 2102 | 1591 | 1297 | 13539 | 0.004 |
| Girls | 1449 | 1093 | 1020 | 777 | 551 | 365 | 5255 | |
| Boys | 2089 | 1532 | 1368 | 1325 | 1040 | 932 | 8284 | |
| Private | 37287 | 28013 | 23960 | 19014 | 15108 | 9911 | 133293 | 0.038 |
| Girls | 18214 | 13310 | 11350 | 8860 | 7005 | 4298 | 63037 | |
| Boys | 19073 | 14703 | 12610 | 10154 | 8103 | 5613 | 70256 | |
| TOTAL | 972061 | 667278 | 609671 | 523314 | 449755 | 370265 | 3492344 | 100.0 |
| Girls | 384178 | 286444 | 263179 | 218097 | 178503 | 137880 | 1468281 | |
| Boys | 487883 | 380834 | 346492 | 305217 | 271252 | 232385 | 2024063 | |

Note: Data not adjusted.

Enrollments in Secondary Education
by Grade, Stream and Region, 1986/87/
Effectifs de l'enseignement secondaire
par région, filière et sexe, 1986/87.

| Effectifs | General/ General | Normal/ Normal/ Pedag. | General & Normal/ General & Pedag. | Taux annuel de croissance/ Annual Growth Rate 78/79-86/87 | Tech./ Technical | Professe./ Profess./ Voc. | Technical & Professe./ Tech. & Voc. | Taux annuel de croissance/ Annual Growth Rate 78/79-86/87 | Total/ Total | % Part/ Share | Taux de Scolari- sation/ Enrollment Rate |
|------------------------|---------------------|------------------------------|---|---|---------------------|---------------------------------|---|---|-----------------|---------------------|--|
| KINSHASA | 85530 | 31805 | 117335 | 2.09 | 50975 | 12037 | 63012 | 14.90 | 180347 | 0.19 | 39.7 |
| Filles | 33987 | 14281 | 48268 | 4.60 | 21215 | 6198 | 27413 | 18.30 | 75681 | 0.08 | 32.0 |
| Garçons | 51543 | 17524 | 69067 | 0.57 | 29760 | 5839 | 35599 | 12.63 | 104666 | 0.11 | 47.9 |
| BAS-ZAIRE | 50923 | 20020 | 70943 | -2.94 | 16486 | 2750 | 19236 | 10.13 | 90179 | 0.09 | 28.4 |
| Filles | 18251 | 9029 | 25280 | -2.70 | 5779 | 578 | 6357 | 11.63 | 31637 | 0.03 | 20.3 |
| Garçons | 34672 | 10991 | 45663 | -3.07 | 10707 | 2172 | 12879 | 9.44 | 58542 | 0.06 | 36.2 |
| EQUATEUR | 32936 | 28675 | 61611 | -0.03 | 19203 | 3789 | 22992 | 15.97 | 84603 | 0.09 | 17.2 |
| Filles | 7034 | 6052 | 15086 | 1.04 | 3898 | 810 | 4708 | 17.92 | 19794 | 0.02 | 8.2 |
| Garçons | 25902 | 20623 | 46525 | -0.36 | 15305 | 2979 | 18284 | 15.50 | 64809 | 0.07 | 25.8 |
| KASAI-OCIDENTAL | 39959 | 23471 | 63429 | 2.59 | 9063 | 1652 | 10715 | 3.29 | 74144 | 0.08 | 22.1 |
| Filles | 7137 | 5118 | 12252 | -0.77 | 1475 | 312 | 1787 | 0.86 | 14039 | 0.01 | 8.5 |
| Garçons | 32822 | 18355 | 51177 | 3.53 | 7588 | 1340 | 8928 | 3.83 | 60105 | 0.06 | 35.1 |
| KASAI-ORIENTAL | 41540 | 32141 | 73680 | -4.39 | 13917 | 2803 | 16720 | 12.43 | 90400 | 0.09 | 24.1 |
| Filles | 8039 | 8721 | 16759 | -1.30 | 3850 | 449 | 4299 | 13.54 | 21058 | 0.02 | 11.5 |
| Garçons | 33501 | 23420 | 56921 | -5.15 | 10067 | 2354 | 12421 | 12.06 | 69342 | 0.07 | 36.2 |
| SHABA | 48008 | 33878 | 81886 | -0.68 | 14196 | 5958 | 20154 | 9.09 | 102040 | 0.11 | 16.9 |
| Filles | 12523 | 10591 | 23114 | -0.70 | 3623 | 1189 | 4812 | -0.43 | 27926 | 0.03 | 9.3 |
| Garçons | 35485 | 23287 | 58772 | -0.67 | 10573 | 4769 | 15342 | 13.80 | 74114 | 0.08 | 24.5 |
| BANDINDU | 59845 | 49473 | 110320 | 1.54 | 35214 | 6752 | 41966 | 17.12 | 161286 | 0.17 | 27.5 |
| Filles | 22160 | 16362 | 38523 | 2.24 | 10862 | 2707 | 13569 | 18.59 | 52092 | 0.05 | 18.0 |
| Garçons | 47685 | 33111 | 80797 | 1.21 | 24352 | 4045 | 28397 | 16.46 | 109194 | 0.11 | 36.9 |
| HAUT-ZAIRE | 27151 | 17634 | 44785 | -1.78 | 8230 | 8058 | 16288 | 12.13 | 61073 | 0.06 | 11.3 |
| Filles | 7301 | 5857 | 13158 | 0.22 | 2084 | 2332 | 4416 | 12.23 | 17574 | 0.02 | 6.6 |
| Garçons | 19850 | 11777 | 31627 | -2.52 | 6146 | 5726 | 11872 | 12.09 | 43499 | 0.05 | 15.9 |
| KIVU | 63604 | 37652 | 101255 | 1.82 | 12245 | 2705 | 14950 | 12.43 | 116205 | 0.12 | 15.1 |
| Filles | 16321 | 11007 | 27328 | 3.63 | 3688 | 302 | 3990 | 11.34 | 31318 | 0.03 | 8.1 |
| Garçons | 47283 | 26645 | 73927 | 1.21 | 8557 | 2403 | 10960 | 12.85 | 84887 | 0.09 | 22.2 |
| TOTAL | 450497 | 274748 | 734245 | -0.07 | 179529 | 46504 | 226033 | 13.06 | 960278 | 100.00 | 21.5 |
| Filles | 130753 | 89016 | 219769 | 1.17 | 56474 | 14877 | 71351 | 13.94 | 291120 | 0.30 | 13.1 |
| Garçons | 328744 | 185732 | 514476 | -0.57 | 123055 | 31827 | 154682 | 12.67 | 669158 | 0.70 | 29.8 |

Note: Les totaux peuvent ne pas correspondre exactement à cause des arrondis.
Source: Estimations mission à partir des données fournies par le DEPS.

Enrollments in Secondary Education by Type of Institution
1986/87/

Inscriptions dans l'Enseignement Secondaire par type d'Institution, 1986/87

| | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Total | | Total General/ Pedag. | Total Technical | TOTAL |
|------------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|-----------------------------|--------------------|--------|
| | General | Pedagogic | General | Pedagogic | General | Pedagogic | General | Pedagogic | General | Pedagogic | General | Pedagogic | General | Pedagogic | | | |
| Public: State | 44767 | 20182 | 29974 | 13931 | 12917 | 14099 | 8483 | 10693 | 6741 | 9456 | 6217 | 10164 | 109099 | 78725 | 187824 | 70819 | 27743 |
| Girls | 15003 | 6482 | 8561 | 4201 | 3178 | 4148 | 1562 | 2868 | 1072 | 2106 | 889 | 1872 | 30265 | 21677 | 51942 | 19906 | 1148 |
| Boys | 29764 | 13700 | 21413 | 9730 | 9739 | 9951 | 6921 | 7825 | 5669 | 7350 | 5328 | 8292 | 78834 | 56848 | 135682 | 50713 | 16695 |
| Public: Missions | 116390 | 43880 | 72819 | 28923 | 32105 | 24712 | 21181 | 18379 | 16295 | 14176 | 14649 | 14946 | 273439 | 145016 | 418455 | 108715 | 577170 |
| Girls | 38611 | 17550 | 21345 | 10557 | 8035 | 9585 | 4508 | 6050 | 2744 | 3716 | 2044 | 3231 | 77287 | 50689 | 127976 | 37479 | 16445 |
| Boys | 77779 | 26330 | 51474 | 18366 | 24070 | 15127 | 16673 | 12329 | 13551 | 10460 | 12605 | 11715 | 196152 | 94327 | 290479 | 71236 | 361715 |
| Catholic | 58044 | 22821 | 34714 | 13930 | 17147 | 11436 | 11162 | 7832 | 8446 | 5516 | 7056 | 5171 | 136569 | 66506 | 203075 | 59228 | 267303 |
| Girls | 19257 | 10182 | 10305 | 5867 | 4303 | 5209 | 2445 | 3264 | 1530 | 1850 | 1083 | 1517 | 38923 | 27869 | 66752 | 21814 | 88606 |
| Boys | 38787 | 12459 | 24409 | 8063 | 12844 | 6227 | 8717 | 4568 | 6916 | 3666 | 5973 | 3654 | 97646 | 38637 | 136283 | 37414 | 178697 |
| Protestant | 47001 | 16450 | 31078 | 11487 | 12378 | 10130 | 8320 | 7923 | 6639 | 6541 | 6458 | 7438 | 111872 | 59969 | 171841 | 42326 | 214167 |
| Girls | 15378 | 5905 | 8799 | 3779 | 3148 | 3482 | 1706 | 2143 | 1031 | 1461 | 834 | 1343 | 30894 | 18113 | 49007 | 12344 | 61951 |
| Boys | 31623 | 10545 | 22279 | 7708 | 9228 | 6648 | 6614 | 5780 | 5608 | 5080 | 5624 | 6095 | 80978 | 41856 | 122834 | 29982 | 152216 |
| Kimbanguist | 10388 | 4056 | 6402 | 2899 | 2401 | 2500 | 1536 | 2053 | 1124 | 1522 | 1047 | 1601 | 22898 | 14621 | 37519 | 5062 | 4781 |
| Girls | 3724 | 1267 | 2062 | 744 | 648 | 738 | 329 | 535 | 165 | 291 | 122 | 245 | 6948 | 3808 | 10756 | 2630 | 1396 |
| Boys | 6664 | 2789 | 4340 | 2145 | 1856 | 1764 | 1207 | 1518 | 959 | 1231 | 925 | 1356 | 15950 | 10813 | 26763 | 2432 | 2985 |
| Islamic | 957 | 753 | 625 | 617 | 181 | 646 | 163 | 571 | 86 | 597 | 88 | 736 | 2100 | 3920 | 6020 | 2099 | 8119 |
| Girls | 254 | 228 | 179 | 167 | 38 | 158 | 28 | 108 | 18 | 114 | 5 | 126 | 522 | 899 | 1421 | 691 | 2112 |
| Boys | 703 | 527 | 446 | 450 | 143 | 488 | 135 | 463 | 68 | 483 | 83 | 610 | 1578 | 3021 | 4599 | 1408 | 6007 |
| Private | 2292 | 747 | 1542 | 710 | 701 | 576 | 567 | 531 | 414 | 506 | 392 | 597 | 5408 | 3667 | 9575 | 9359 | 18914 |
| Girls | 1008 | 289 | 628 | 320 | 238 | 217 | 155 | 169 | 104 | 146 | 99 | 176 | 2228 | 1311 | 3539 | 2461 | 6000 |
| Boys | 1284 | 458 | 914 | 390 | 463 | 359 | 412 | 362 | 310 | 360 | 293 | 421 | 3680 | 2356 | 6036 | 6898 | 12914 |
| TOTAL | 163449 | 64809 | 104835 | 43544 | 45723 | 39387 | 30231 | 29603 | 23450 | 24138 | 21258 | 25707 | 388446 | 227208 | 615654 | 188093 | 803747 |
| Girls | 54820 | 24315 | 30534 | 15078 | 11449 | 13950 | 6225 | 9067 | 3920 | 5968 | 3032 | 5279 | 109780 | 73677 | 183457 | 59246 | 247703 |
| Boys | 108629 | 40494 | 73801 | 28466 | 34274 | 25437 | 24006 | 20536 | 19530 | 18170 | 18226 | 20428 | 278666 | 153531 | 432197 | 128847 | 561044 |

Enrollments in Higher Education, by type of Institution,
1971/72 to 1986/87/
Inscriptions dans l'Enseignement Supérieur, 1971/72 à 1986/87

| Institutions | 1971/72 | 1980/81 | 1985/86 | 1986/87 | growth 71/72 to 80/81 | growth 80/81 to 86/87 |
|-----------------------|---------|---------|---------|---------|-----------------------------|-----------------------------|
| Universities | 10442 | 9927 | 14920 | 17993 | -5.2% | 20.6% |
| Techn. Instit. (IST) | 1809 | 10045 | 17801 | 16191 | 82.0% | -9.0% |
| Sec. Teach. Tng (ISP) | 2743 | 8521 | 9585 | 12032 | 67.8% | 25.5% |
| Total | 14994 | 28493 | 42306 | 46216 | 47.4% | 9.2% |

Source: DESURS, Direction de la Planification

Annual Teacher Salaries at Primary Levels/
Salaires annuels des enseignants aux niveaux primaire et secondaire
1988

| Level | Qualific. category | wage category | minimum | maximum | ratio | average | average | average | average |
|-----------|-----------------------|------------------|---------------------------------|-------------------------------|-----------------|-----------------------------------|--------------------------|-------------------------------------|--------------------------------|
| | | | initial salary Z. 1988 | final salary Z. 1988 | max/min 1988 | salary (categ.5) Z. 1988 | increase % 1987/88 | salary (categ.5) US\$ 1988 | salary/ GNP per cap 1988 |
| Primary | Underqual. (D4) | 32 | 44400 | 80184 | 1.81 | 64284 | 132 | 321 | 1.9 |
| | Qualified (D6) | 31 | 48000 | 88832 | 1.81 | 69676 | 148 | 348 | 2.0 |
| | Ratio | | 1.00 | 1.00 | 1.00 | 1.00 | 1.12 | | |
| Secondary | Gradue | 22 | 72000 | 127896 | 1.78 | 103656 | 202 | 515 | 3.0 |
| | Licencie | 21 | 90000 | 162096 | 1.80 | 138056 | 211 | 650 | 3.8 |
| | Ratio | | 1.25 | 1.27 | 1.01 | 1.26 | 1.04 | | |

Note: Housing and family allowances not included
Source: DEPS

Repetition and Dropout Rates,
by Level of Education and Grade, 1986

Taux de redoublement et d'abandon dans le
primaire et secondaire. 1978/79 et 1986/87

PRIMAIRE /PRIMARY

Redoublement (taux)/Repetition (rate)

1) per année d'étude/by grade

| | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---------|------|------|------|------|------|------|-------|
| 1978/79 | 21,2 | 19,7 | 20,0 | 19,2 | 17,7 | 14,7 | |
| 1986/87 | 19,1 | 18,1 | 21,6 | 16,6 | 17,2 | 18,8 | 18,4 |

2) par sexe (1986/87)/by gender (1986/87)

garçons: 18,4
filles: 19,0

3) par régions (1986/87)/by region (1986/87)

| | | | |
|-------------------|------|-----------------|------|
| Bandundu: | 19,7 | Bas Zaïre: | 19,2 |
| Equateur: | 20,6 | Haut Zaïre: | 23,6 |
| Kasaï Occidental: | 17,7 | Kasaï Oriental: | 17,8 |
| Kinshasa: | 16,1 | Kivu: | 21,7 |
| Shaba: | 23,4 | | |

4) par type d'établissement (1986/87)/by type of institution

| | |
|-------------------------|------|
| Public non conventionné | 18,4 |
| Public "conventionné" | 19,2 |
| dont: Catholique | 19,6 |
| Protestant | 18,7 |
| Kimbanguiste | 18,7 |
| Islamique | 18,9 |
| Privé | 6,4 |

Abandon (per année d'étude)/Dropout (by grade)

| | 1 | 2 | 3 | 4 | 5 |
|---------|------|-----|------|-----|-----|
| 1978/79 | 19,8 | 8,6 | 10,2 | 7,7 | 4,7 |
| 1986/87 | 18,4 | 6,6 | 8,1 | 9,1 | 9,2 |

SECONDAIRE /SECONDARY

Redoublement/Repetition

1) per année d'étude/by grade

| | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|---------|------|------|------|------|------|------|-------|
| 1978/79 | 6,8 | 7,4 | 9,7 | 8,8 | 9,4 | 16,1 | 8,7 |
| 1986/87 | 17,7 | 14,0 | 17,0 | 16,2 | 16,7 | 20,5 | 16,9 |

2) par filières/by stream

| | | | | | | | |
|---|------|------|------|------|------|------|------|
| - Général et normal/generel and pedag. | 18,2 | 16,1 | 18,9 | 17,6 | 17,8 | 21,7 | 17,7 |
| - Technique et professionnel/technical and vocational | 16,7 | 14,0 | 18,5 | 12,7 | 14,0 | 16,4 | 14,4 |

Sources:

Redoublement: données DEPS

Abandons: estimations mission à partir des données DEPS

Results of the Final Secondary School Examination («Examen d'Etat»),
1985 to 1987/

Réussite à l'Examen d'Etat par type d'établissement, 1985, 1987

| | (1) nombre de candidats/ number of applicants | | (2) nombre de diplômés/ number of graduates | | (3) nombre de diplômés éligibles dans l'enseignement supérieur a// number of graduates eligible to higher educ. | | (4) taux de réussite (2) x 100/ (1) rate of success | | (5) taux de sélection dans l'enseignement supérieur/rate of selection to higher educ. (3) x 100 (1) | |
|-----------------------|---|--------|---|--------|---|-------|---|------|---|------|
| | 1985 | 1987 | 1985 | 1987 | 1985 | 1987 | 1985 | 1987 | 1985 | 1987 |
| Autodidactes | 6 662 | 7 416 | 2 668 | 2 221 | 162 | 80 | 46,6 | 38,6 | 1,5 | 1,2 |
| Non conventionnés | 26 574 | 28 174 | 12 814 | 12 446 | 599 | 449 | 45,2 | 44,2 | 2,3 | 1,8 |
| °Conventionnés° | | | | | | | | | | |
| Catholique | 29 696 | 29 409 | 12 279 | 13 493 | 1 628 | 1 666 | 61,1 | 65,8 | 8,1 | 8,1 |
| Fraternités | 643 | 787 | 348 | 378 | 26 | 43 | 64,1 | 48,6 | 3,1 | 6,6 |
| Islamique | 1 965 | 1 764 | 512 | 641 | 18 | 11 | 28,1 | 36,3 | 0,9 | 0,8 |
| Kimbanguiste | 3 639 | 3 582 | 1 139 | 1 428 | 26 | 48 | 31,3 | 39,6 | 0,7 | 1,3 |
| Protestant | 23 569 | 21 138 | 8 736 | 19 546 | 325 | 366 | 38,3 | 43,7 | 1,4 | 1,6 |
| Autres (Cocamines...) | 524 | n.d. | 406 | n.d. | 94 | n.d. | 49,8 | n.d. | 18,6 | n.d. |
| Total | 66 637 | 69,268 | 38 157 | 41 979 | 2 894 | 2 776 | 45,8 | 47,8 | 3,4 | 3,1 |

Note: a/ Les éligibles sont les diplômés ayant obtenu au moins 60% des points.

Source: 1985: DEPS/Centre National de Correction.
1987: Convention Nationale des Ecoles Conventionnées Catholiques.

Current and Capital Expenditures in Education, 1980-87/

Dépenses courantes, budgets annexes et
budgets d'investissement: DEPS, DESU et Etat
1980-88 (en millions L. courants)

| ANNÉES/ Years | | Dépen. courantes services centraux (1) Central current exp. | Budgets annexes/ (2) Other cur. exp. | Fonctionnement/ (3)=(1)+(2) Total cur. budget | Budget investissement/ (4) Investment | TOTAL/ (5)=(3)+(4) Total budget | Part éducation dans budget total/ (%) (6) Share of educ. in total budget |
|------------------|---------|--|---|---|--|---------------------------------------|---|
| 1980 | DEPS | 898 768 | 0 | 898 768 | 14 844 | 765 484 | 16,8 |
| réel/ | DESU | 298 289 | 8 717 | 387 006 | 2 723 | 389 723 | 7,4 |
| Actual | TOTAL | 898 843 | 8 717 | 997 768 | 17 367 | 1 015 127 | 24,2 |
| | ETAT | 3 664 881 | 283 137 | 3 947 218 | 248 683 | 4 195 801 | |
| 1981 | DEPS | 1 123 877 | 337 | 1 123 414 | 20 628 | 1 150 842 | 17,7 |
| réel/ | DESU | 261 411 | 186 698 | 397 367 | 366 | 397 662 | 6,1 |
| actual | TOTAL | 1 384 488 | 186 233 | 1 520 721 | 20 993 | 1 547 704 | 23,8 |
| | ETAT | 6 231 869 | 688 236 | 6 822 896 | 689 498 | 6 511 593 | |
| 1982 | DEPS | 1 824 958 | 188 | 1 825 853 | 83 330 | 1 889 389 | |
| réel/ | DESU | 434 116 | 133 888 | 607 116 | 0 | 607 116 | |
| actual | TOTAL | 2 259 074 | 133 188 | 2 392 168 | 83 336 | 2 455 504 | |
| | ETAT | 7 828 487 | - | - | - | 958 685 | |
| 1983 | DEPS | 1 368 839 | 187 | 1 368 226 | 61 322 | 1 367 548 | 11,2 |
| réel/ | DESU | 548 321 | 138 862 | 677 173 | 3 183 | 680 356 | 5,6 |
| actual | TOTAL | 1 840 368 | 137 839 | 1 993 399 | 64 505 | 2 047 904 | 18,8 |
| | ETAT | 10 864 788 | 632 389 | 11 397 815 | 883 141 | 12 280 156 | |
| 1984 | DEPS | 1 565 488 | 3 382 | 1 568 870 | 74 462 | 1 643 322 | 6,9 |
| réel/ | DESU | 528 238 | 67 867 | 677 888 | 0 | 677 888 | 2,4 |
| actual | TOTAL | 2 085 721 | 88 449 | 2 146 170 | 74 462 | 2 220 622 | 9,3 |
| | ETAT | 22 368 242 | 618 886 | 22 976 267 | 848 687 | 23 822 814 | |
| 1985 | DEPS | 2 387 128 | 3 384 | 2 318 424 | 43 268 | 2 353 882 | 6,2 |
| réel/ | DESU | 826 888 | 182 838 | 938 748 | 9 888 | 937 748 | 2,1 |
| actual | TOTAL | 3 133 828 | 188 142 | 3 239 178 | 62 268 | 3 291 428 | 7,3 |
| | ETAT | 43 538 848 | 798 577 | 44 337 825 | 828 734 | 45 168 859 | |
| 1986 | DEPS | 2 828 183 | 12 878 | 2 832 853 | 34 888 | 2 868 853 | 6,1 |
| réel/ | DESU | 828 442 | 866 366 | 1 183 787 | 12 876 | 1 198 472 | 2,1 |
| actual | TOTAL | 3 648 826 | 368 826 | 4 016 858 | 46 876 | 4 063 326 | 7,2 |
| | ETAT | 53 894 418 | 1 598 887 | 55 493 183 | 1 812 348 | 56 505 443 | |
| 1987 | DEPS | 3 971 477 | 6 176 | 3 978 653 | 1 146 728 | 5 122 378 | 6,8 |
| prévu/ | DESU | 1 166 883 | 798 376 | 1 964 838 | 622 386 | 2 478 423 | 2,8 |
| Voted | TOTAL | 6 127 148 | 893 651 | 6 938 891 | 1 868 111 | 7 598 802 | 8,6 |
| | ETAT | 71 783 869 | 3 336 629 | 75 189 187 | 13 263 161 | 88 442 338 | |
| 1988 | DEPS | 8 898 848 | 8 888 | 8 814 137 | 647 888 | 8 561 137 | 6,3 |
| prévu/ | DESU(a) | 2 686 718 | 1 828 178 | 3 631 887 | 732 688 | 4 363 887 | 3,2 |
| voted | TOTAL | 10 813 764 | 1 832 268 | 11 646 824 | 1 279 688 | 12 925 624 | 9,6 |
| | ETAT | 128 823 468 | 6 878 763 | 127 382 211 | 7 824 481 | 136 128 892 | |

Notes: 1988-1988: paiement
1987-1988: crédit

(a) bourses non-inclus.

Source: Département des Finances

Current Expenditures by Category:
State and DEPS, 1980-87

Dépenses courantes du DEPS (1980-88)
et de l'Etat (1983-88) par catégorie

A. Evolution des dépenses de fonctionnement
du DEPS par catégorie, 1980-87
(000 Z courants) a/
DEPS current expenditures
by category, 1980/87

| | RÉMUNÉRATION | | FONCTIONNEMENT | | TOTAL | |
|--------|---------------------------|------|------------------------|----------|------------------------|----------|
| | VALEUR Salaires (1) | (2) | VALEUR Other (3) | % (4) | VALEUR Total (5) | % (6) |
| 1980 | 882510 | 95,9 | 28250 | 4,1 | 890760 | 100,0 |
| 1981 | 1087803 | 95,0 | 55811 | 5,0 | 1123414 | 100,0 |
| 1982 | 1899190 | 93,1 | 125763 | 6,9 | 1824953 | 100,0 |
| 1983 | 1271300 | 95,0 | 84928 | 6,0 | 1386228 | 100,0 |
| 1984 | 1530520 | 97,8 | 38341 | 2,4 | 1568870 | 100,0 |
| 1985 | 2239184 | 96,9 | 71260 | 3,1 | 2310424 | 100,0 |
| 1986 | 2707838 | 96,0 | 112347 | 4,0 | 2820183 | 100,0 |
| 1987b/ | 3500666 | 88,3 | 464811 | 11,7 | 3971477 | 100,0 |
| 1988b/ | 7511040 | 95,0 | 397000 | 5,0 | 8008040 | 100,0 |

Note: a/ Budgets annexes non compris
b/ Prévisions

Source: DEPS et Département des Finances

B. Répartition des dépenses de fonctionnement
de l'Etat par catégorie, 1983-88 a/ (%)
State current expenditures
by category, 1983/87/

| | 1983 | 1984 | 1985 | 1986 |
|-------------------------|-------|-------|-------|-------|
| Rémunérations | 46,7 | 35,0 | 32,9 | 35,3 |
| Dépenses de matériel | 4,6 | 4,7 | 4,2 | 6,2 |
| Frais financiers | 7,0 | 12,0 | 30,0 | 22,5 |
| Politique b/ | 11,2 | 18,7 | 9,3 | 9,0 |
| Autres | 30,6 | 32,2 | 22,0 | 26,2 |
| Total budget hors-dette | 100,0 | 100,0 | 100,0 | 100,0 |

Note: a/ Budgets annexes non compris
b/ Présidence + dépenses Etat et Politique (pour 1983, 84 et 85)
+ Conseil
Législatif National + Bureau 1er Comité

Source: Département des Finances, reddition des comptes

Execution Rate of the DEPS Budget, 1980-86
 Comparaison des budgets prévisionnels et des dépenses
 réelles du DEPS, 1980-86
 (en milliers de Z. courants)

| ANNEES | BUDGET | Credited / Crédit | Paid / Paiement | Actual use of resources/ Dépassement (+) / Non consommé (-) | |
|--------|----------------|----------------------|--------------------|---|-------|
| | | | | Valeur | (%) |
| 1980 | Ordinaire | 340 051 | 690 760 | 350 709 | 103,1 |
| | Investissement | 41 395 | 14 644 | -26 751 | -64,5 |
| | Total | 381 446 | 705 404 | 323 958 | 84,9 |
| 1981 | Ordinaire | 676 081 | 1 123 414 | 447 333 | 66,2 |
| | Investissement | 27 801 | 26 628 | -1 173 | -4,2 |
| | Total | 703 882 | 1 150 042 | 446 160 | 63,4 |
| 1982 | Ordinaire | 1 202 104 | 1 824 953 | 662 849 | 51,8 |
| | Investissement | 67 226 | 63 336 | 3 890 | -5,8 |
| | Total | 1 269 330 | 1 888 289 | 626 739 | 46,0 |
| 1983 | Ordinaire | 1 265 241 | 1 306 226 | 40 985 | 3,2 |
| | Investissement | 38 667 | 61 322 | 22 655 | 58,6 |
| | Total | 1 303 908 | 1 367 548 | 63 640 | 4,9 |
| 1984 | Ordinaire | 1 673 953 | 1 568 870 | -105 083 | -6,3 |
| | Investissement | 99 000 | 74 452 | -24 548 | -24,8 |
| | Total | 1 772 953 | 1 643 322 | -129 631 | -7,3 |
| 1985 | Ordinaire | 1 726 807 | 2 310 424 | 583 617 | 33,8 |
| | Investissement | 95 000 | 43 258 | -51 742 | -54,5 |
| | Total | 1 821 807 | 2 353 682 | 531 875 | 29,2 |
| 1986 | Ordinaire | 2 716 143 | 2 832 853 | 116 710 | 4,3 |
| | Investissement | 204 368 | 34 000 | -170 368 | -83,4 |
| | Total | 2 920 511 | 2 866 853 | -53 658 | -1,8 |
| TOTAL | Ordinaire | 9 600 380 | 11 657 500 | 2 057 120 | 21,4 |
| | Investissement | 573 457 | 317 640 | -255 817 | -44,6 |
| | TOTAL | 10 173 837 | 11 975 140 | -1 801 303 | 17,7 |

Note: Le budget ordinaire inclut les dépenses courantes des services centraux et les budgets annexes mais pas les budgets régionaux, ni les budgets pour ordre.

Source: Département des Finances

Regional Budgets:
All sectors and DEPS, 1980-87/

Budgets Régionaux

**A. Budget régionaux totaux et part consacrée
à l'éducation, 1980, 1981 et 1986 (milliers de Z.)/**

Regional Budgets: total and share of education

| | <u>1980</u> | <u>1981</u> | <u>1986</u> |
|---|-------------|-------------|-------------|
| 1. Budgets régionaux totaux | 99 602 | 96 583 | 87 322 a/ |
| 2. Budgets régionaux affectés à l'éducation | 1 165 | 2 544 | 8 338 |
| 3. Part des budgets régionaux affectés à l'éducation | 1,2 | 2,6 | 2,7 a/ |
| 4. Budget DEPS | 690 760 | 1 123 077 | 2 820 183 |
| 5. Part Budgets régionaux éducation/budget DEPS | 0,2 | 0,2 | 0,3 |

Source: Département des Finances (Reddition des comptes)

Note: a/ moins Bas-Zaïre

**B. Répartition par catégories du budget
régional du Haut-Zaïre affecté à l'éducation, 1987
(milliers de Z.)/**

Regional education budget Haut Zaïre by category

| | <u>Inspection</u> | <u>Administration</u> | <u>Total</u> | <u>Part 100%</u> |
|-----------------------|-------------------|-----------------------|--------------|----------------------|
| Missions intérieures | 192 | 26 | 218 | 61,4 |
| Indemnités véhicule | 13 | 13 | 26 | 7,3 |
| Fournitures bureau | 25 | 18 | 43 | 12,1 |
| Entretien réparations | 21 | 16 | 37 | 10,4 |
| Matériel durable | 17 | 14 | 31 | 8,7 |
| Total | 268 | 87 | 355 | |
| Part | 75,5 | 24,5 | | 100 |

Source: Gouvernement de la Région du Haut-Zaïre

Unit Private Expenditures by Level and Category, 1987/

Dépenses privées unitaires dans l'enseignement public par
niveaux et par destination. 1987 (I.)

| | Primario/ Primary | | | General Secondaire et Normal/ General Secondary and Pedagogical | | | Secondaire Technique/ Secondary Technical | | |
|-------------------------------------|--------------------------|--------------------------|---------------------|--|--------------------------|---------------------|---|--------------------------|---------------------|
| | Dépenses Obligatoires | Dépenses FacultatIVES | Dépenses Totales | Dépenses Obligatoires | Dépenses FacultatIVES | Dépenses Totales | Dépenses Obligatoires | Dépenses FacultatIVES | Dépenses Totales |
| Personnel | 0 | 260 | 260 | 0 | 260 | 260 | 0 | 260 | 260 |
| Administration | 40 | - | 40 | 78 | - | 78 | 144 | - | 144 |
| Entretien et Equipment Ecoles | 100 | - | 100 | 142 | - | 142 | 896 | - | 896 |
| Fournitures Elèves | 35 | 400 | 435 | 47 | 600 | 647 | 299 | 600 | 1699 |
| Uniforme | - | 600 | 600 | - | 600 | 600 | - | 600 | 600 |
| Transports, Internat | - | 64 | 64 | - | 653 | 653 | - | 636 | 636 |
| TOTAL | 100 | 1303 | 1571 | 260 | 2303 | 2661 | 1344 | 2300 | 3711 |

Source: Estimations diverses.

External Assistance to Education:
Low Income Selected Sub-Sahara Africa Countries, 1984-86

Aide extérieure à l'éducation
Pays à faible revenu, Afrique sub-saharienne, 1984-85

| | Technical Assistance (\$ million) | Capital Aid (\$ million) | Total Assistance (\$ million) | Population (million) | Per capita tot. assist. (\$) |
|---------------------------|--------------------------------------|-----------------------------|----------------------------------|-------------------------|---------------------------------|
| Mali | 13.2 | 2.9 | 16.1 | 8 | 2.0 |
| Burkina | 13.4 | 9.8 | 23.2 | 8 | 2.9 |
| Niger | 13.4 | 10.2 | 23.6 | 7 | 3.4 |
| Gambia | 2 | 2.6 | 4.6 | 0.8 | 5.8 |
| Senegal | 15 | 7.7 | 22.7 | 6 | 3.8 |
| Tchad | 8.2 | 1 | 9.2 | 5 | 1.8 |
| Total Low Income Semiarid | 65.2 | 34.2 | 99.4 | 34.8 | 2.9 |
| Ethiopia | 21.6 | 6.5 | 28.1 | 43 | 0.7 |
| Zaire | 30.4 | 4.4 | 34.8 | 32 | 1.1 |
| Malawi | 5.2 | 10.5 | 15.7 | 7 | 2.2 |
| Guinea-Bissau | 3.4 | 1.8 | 5.2 | 0.9 | 5.8 |
| Tanzania | 27.3 | 12.6 | 39.9 | 23 | 1.7 |
| Burundi | 18.5 | 6.8 | 25.3 | 5 | 5.1 |
| Ouganda | 6.6 | 8.9 | 15.5 | 15 | 1.0 |
| Togo | 9.2 | 2.5 | 11.7 | 3 | 3.9 |
| Centrafrique | 9.2 | 2.1 | 11.3 | 3 | 3.8 |
| Madagascar | 18.1 | 1.3 | 19.4 | 11 | 1.8 |
| Benin | 9.1 | 4.1 | 13.2 | 4 | 3.3 |
| Rwanda | 12.6 | 6.5 | 19.1 | 6 | 3.2 |
| Total Low Income Other | 171.2 | 68 | 239.2 | 152.9 | 1.6 |
| Total Low Income | 236.4 | 102.2 | 338.6 | 187.7 | 1.8 |

Sources: Aid data from Sergent; L'aide extérieure à l'éducation en Afrique Sub-Saharienne;
Faits et problèmes. IREDU, Dijon, 1988
Population data from World Bank Development Report, 1988

Bilateral and Multilateral Aid to Education: 1980-85
 Aide extérieure totale et à l'éducation
 1980-85 (milliers de US\$)

| ANNEE | | PNUD | COOP. MULTIL. | COOP. BILAT. | AUTRE | TOTAL |
|-------------|-----------|-------|---------------|--------------|-------|--------|
| 1980 | EDUCATION | 1449 | 11114 | 47333 | 0 | 59896 |
| | TOTAL | 10895 | 33861 | 113752 | 0 | 158508 |
| | % EDUC. | 13.3% | 32.8% | 41.6% | 0.0% | 37.8% |
| 1981 | EDUCATION | 1450 | 3109 | 9654 | 0 | 14213 |
| | TOTAL | 9450 | 18014 | 40231 | 0 | 67695 |
| | % EDUC. | 15.3% | 17.3% | 24.0% | 0.0% | 21.0% |
| 1982 | EDUCATION | 1215 | 1339 | 43461 | 0 | 46015 |
| | TOTAL | 9041 | 24800 | 115790 | 0 | 149631 |
| | % EDUC. | 13.4% | 5.4% | 37.5% | 0.0% | 30.6% |
| 1983 | EDUCATION | 592 | 1567 | 30738 | 0 | 32897 |
| | TOTAL | 5319 | 24824 | 103724 | 0 | 133867 |
| | % EDUC. | 11.1% | 6.3% | 29.6% | 0.0% | 24.6% |
| 1984 (1) | EDUCATION | 33 | 102 | 4922 | 101 | 5158 |
| | TOTAL | 4519 | 10005 | 71198 | 1112 | 86834 |
| | % EDUC. | 0.7% | 1.0% | 6.9% | 0.0% | 5.9% |
| 1985 (2) | EDUCATION | 167 | 45 | 20707 | 1625 | 22544 |
| | TOTAL | 7614 | 16848 | 84558 | 5141 | 114161 |
| | % EDUC. | 2.2% | 0.3% | 24.5% | 0.0% | 19.7% |

(1) AJOUTER 62560 MILLIERS \$ DE LA COOPERATION BELGE, NON VENTILES (Z.2260230000)

(2) AJOUTER 1359 ET 14551 MILLIERS \$ RESPECTIVEMENT DU JAPON ET DE LA FRANCE, NON VENTILES (Z. 793479)

Source: Rapports annuels du PNUD, cité dans Duvieusart 1987

Draft Sectoral Strategy Letter/
Lettre de Stratégie Sectorielle

Une éducation de qualité est à la base de la promotion du potentiel humain et au centre du redressement des infrastructures sociales au Zaïre.

Or la situation de l'enseignement appelle des actions énergiques et coordonnées pour développer ce secteur et lui permettre d'assumer le rôle central que le pays attend de lui dans son effort d'ajustement et de croissance.

Le Conseil Exécutif a déjà dressé les orientations générales à donner à l'éducation, et une série de textes jalonne la voie à suivre (Constitution, Manifeste de la Nsele, Directives du Parti, etc), tandis que la Loi-Cadre de 1986 fixe le régime général applicable aux activités d'enseignement. Enfin, une Commission de la Réforme a été instituée pour adapter l'éducation aux réalités du pays.

Les grands objectifs retenus, tels que la scolarisation primaire universelle, l'alphabétisation, et la professionnalisation de l'enseignement exigent, pour être atteints, qu'une stratégie sectorielle claire et réaliste soit mise en oeuvre. Le programme présenté ci-dessous explicite les priorités du secteur, et il recense les actions et les mesures institutionnelles, opérationnelles et financières qu'il convient de prendre pour respecter ces priorités, compte tenu des ressources intérieures (publiques et privées) et externes prévisibles.

Le développement du secteur éducatif, tel qu'il est formulé ci-dessous s'insère dans la politique générale d'ajustement macro-économique structurel décrite dans le Document-Cadre de Politique Economique (DCPE) élaboré par le Conseil Exécutif, et transmis par le Président de la République par lettre datée du 10 Mai 1989, au Président de la Banque Mondiale. Dans la présente lettre l'expression "document cadre de politique économique" signifie ledit document cadre tel que mis à jour chaque année ainsi que confirmé dans ladite lettre du 10 mai 1989 du Président de la République.

La stratégie développée ci-dessous identifie cinq grandes directions pour le redressement du secteur éducatif qui devrait concrétiser le septennat du social. Dans chaque cas, un bref rappel de la situation précède le détail des objectifs et des mesures à prendre.

Centrée sur l'enseignement primaire et secondaire, la stratégie développée a aussi des incidences sur l'enseignement supérieur. Les Départements concernés rechercheront une intégration plus poussée des plans de développement de tous les niveaux éducatifs.

B. LE TRANSFERT DES RESSOURCES PUBLIQUES EN FAVEUR DU SECTEUR DE L'EDUCATION

Situation

Le sous-financement du secteur éducatif constitue un obstacle majeur au développement de ce secteur, et explique en grande partie que l'enseignement se soit dégradé, en dépit de l'effort financier considérable consenti par les familles. Le redressement du secteur éducatif est conditionné d'abord par un accroissement des ressources publiques en sa faveur.

Objectifs

1. La réalisation des objectifs quantitatifs, qualitatifs et d'efficacité assignés au secteur implique des financements budgétaires supplémentaires, en particulier pour assurer aux établissements des moyens de fonctionnement minimum.
2. La priorité accordée par les pouvoirs publics à la restauration d'un enseignement primaire de qualité se traduira par des réallocations budgétaires en faveur de ce sous secteur.

Mesures

1. Une dotation budgétaire additionnelle sera inscrite au profit du Département de l'Enseignement Primaire et Secondaire, pour mettre à disposition des établissements les ressources minimum nécessaires à leur fonctionnement). Cette allocation sera composée de deux catégories bien distinctes: la première permettra d'équiper les écoles du matériel de base (tableaux noirs et craies...); calculée sur la base de coûts unitaires, elle sera progressivement augmentée. La seconde catégorie devra permettre de fidéliser les enseignants du primaire, et bénéficiera aux instituteurs ayant une certaine ancienneté dans la profession. Ces allocations budgétaires seront comptabilisées indépendamment des lignes budgétaires déjà existantes dans le budget de l'EPS qui devra s'accroître d'au moins 4% par an en termes réels (sans tenir compte d'éventuels réajustements salariaux) pendant la prochaine décennie.
2. Le budget courant alloué à l'éducation primaire et secondaire fera l'objet d'une réallocation en faveur de l'enseignement de base de façon à permettre à ce niveau d'enseignement un rétablissement en termes quantitatifs aussi bien que qualitatifs.

C. LA MOBILISATION DE TOUS LES PARTENAIRES A LA TACHE EDUCATIVE

Situation

Les moyens humains et financiers de l'Etat ne lui suffisent pas pour assurer seul la tâche de réhabilitation du secteur de l'éducation. Or les conditions actuelles de participation des partenaires de l'Etat ne les incitent pas à accroître leur contribution au secteur.

Objectifs

3. Explicitation des responsabilités respectives de l'Etat et des ONG.

Le Conseil Exécutif a déjà défini dans la Loi-Cadre de 1986 les principes généraux de la coopération avec les différents organismes concourant à l'activité éducative (notamment les réseaux constitués par les Eglises); les droits, les obligations, les responsabilités, et les domaines d'intervention de chacun des partenaires seront précisés à travers une large concertation. Par ailleurs, l'Etat encouragera l'initiative privée par la définition d'un cadre réglementaire précis et durable.

Mesures

3. Le Département promulguera les arrêtés et décrets portant mesures d'application de la Loi-Cadre après concertation avec les divers intervenants (Coordinations et privés), pour favoriser la contribution des organismes non-gouvernementaux à la gestion des établissements scolaires.

D. LA RESTAURATION DE LA QUALITE DE L'ENSEIGNEMENT ET L'AMELIORATION DE L'EFFICACITE INTERNE

Situation

Malgré les efforts déjà entrepris, la qualité de l'enseignement dispensé à tous les niveaux du système scolaire se dégrade gravement; en même temps, les redoublements s'accroissent dans des proportions alarmantes, accaparant des ressources précieuses. Parmi les causes de cette évolution, il faut citer la faiblesse de la rémunération des enseignants, qui compromet le sérieux de leur travail, et se répercute sur l'ensemble de l'activité scolaire. Ce problème fera l'objet d'une réflexion spécifique du Conseil Exécutif. D'autres facteurs sont à l'origine de la baisse de la qualité et sont directement du ressort du DEPS; ce sont notamment le manque de préparation pédagogique des maîtres, leurs conditions de travail défavorables, le blocage du système de supervision, la quasi-absence de manuels et de livres du maître et de fournitures scolaires, ainsi qu'un environnement pédagogique peu favorable.

Objectifs

4. Adaptation de l'enseignement aux réalités socio-culturelles du pays.

L'enseignement à tous les niveaux doit répondre aux spécificités zairoises, tant dans leurs dimensions culturelles et sociales que par rapport aux besoins économiques.

5. Diminution des redoublements au primaire et au secondaire.

Les redoublements seront significativement réduits tant au primaire qu'au secondaire, afin de dégager des places supplémentaires, et donner leur chances à un plus grand nombre d'élèves d'accomplir une scolarité complète.

6. Encouragement des classes à deux niveaux (école rurale, et groupes de rattrapage).

L'implantation puis la systématisation des classes à deux niveaux permettra de répondre aux difficultés de la scolarisation en milieu rural en opérant des regroupements d'élèves; ces classes induiront en outre l'amélioration de l'efficacité interne (pédagogie différentielle).

7. Amélioration de la formation des maîtres.

Le Département assurera aux maîtres une formation adaptée aux exigences de l'éducation de base. Dans ce but, la formation dispensée sera réellement professionnelle. Elle associera l'enseignement théorique des matières de base, celui de la pédagogie et les exercices d'application. Ces acquis seront renforcés par le recours plus systématique à la formation continue.

8. Introduction d'auxiliaires pédagogiques.

a) Pour le niveau primaire, mettre à disposition des élèves les outils pédagogiques essentiels que sont les manuels, et fournir aux instituteurs des guides pédagogiques correspondant aux manuels des élèves; ces guides faciliteront la tâche des enseignants et allègeront ainsi leur travail .

b) Pour le secondaire, les efforts engagés par les services pédagogiques seront intensifiés, et la disponibilité de manuels sera également accrue

9. Amélioration de l'environnement pédagogique.

Dans ce domaine on veillera à la fois à l'amélioration des conditions de vie et de travail de l'élève et de l'enseignant ainsi qu'à celle de l'environnement pédagogique de l'école.

10. Education pour l'amélioration de la santé, de la nutrition, et des questions de population.

Le Département s'associera aux programmes d'éducation, de santé et de population en introduisant dans la formation qu'il dispense, des modules relatifs à ces thèmes.

Mesures

L'amélioration de la qualité et de l'efficacité internes sera recherchée de deux façons complémentaires: d'une part, directement par action sur les mécanismes de sélection et les taux de redoublement, et d'autre part, grâce à des actions pédagogiques qui auront un impact positif sur les performances des maîtres et des élèves. Les mesures de restauration de la qualité (programmes, maîtres et manuels) ressortent des recommandations de la Commission de la Réforme.

4. Poursuite de la mise en oeuvre de la Réforme Scolaire, et en particulier de l'élaboration et/ou l'adaptation des programmes d'études et des matériels didactiques.

5. Promulgation d'un texte aménageant la réglementation relative aux redoublements dans le primaire : les redoublements seront autorisés uniquement en dernière année de chaque degré, et resteront inférieurs à 20 %. Le Département élaborera des textes réglementant les conditions de passage.

6. Promulgation de textes aménageant la réglementation relative aux orientations en cours de scolarité dans le secondaire et limitant à 10% le taux de redoublement en première année, de manière à accélérer les flux et à lutter contre les abandons.

7. Introduction de modules de pédagogie dans le programme de formation des maîtres pour les préparer à la pédagogie de la classe à plusieurs niveaux ainsi qu'à celle des grands groupes pour répondre aux contraintes actuelles du système éducatif.

8. Renforcement des apprentissages et de la pratique professionnelles dans les programmes de formation des instituteurs.

9. Définition des modalités d'accès pour les instituteurs à l'enseignement post-secondaire après une période minimale de trois années d'activité professionnelle continue.

10. Les manuels scolaires dans les disciplines fondamentales seront disponibles à raison d'un manuel pour deux élèves. La mise en place des manuels nécessitera toute une série de mesures afférentes aux opérations suivantes: sélection, et, si nécessaire, adaptation et rédaction, édition, impression, distribution; à plus long terme, et lorsque les conditions le permettront, la récupération des coûts sera recherchée.

11. Les fournitures scolaires feront l'objet d'une dotation budgétaire équivalente dans un premier temps à environ 0,5 \$ par élève et par an, et progressant jusqu'à environ 1 \$ ensuite dans le primaire, et de 1 puis 2 \$ par élève et par an dans le secondaire. Le financement de ces fournitures sera assuré dans le cadre de la dotation additionnelle allouée au Département (voir mesure no. 1).

12. Les parents et les collectivités locales seront sensibilisés et mobilisés pour l'amélioration des infrastructures et des équipements dans le cadre du Salongo.

13. Les enseignants bénéficieront d'une promotion de carrière après avoir accumulé un nombre déterminé de stages de formation.

14. Le Département exécutera les mesures nécessaires pour systématiser l'éducation de la santé, de l'hygiène et de la population, et pour favoriser la scolarisation des filles. Il procédera à la rénovation des internats délabrés, pour encourager la scolarisation des élèves originaires de régions éloignées.

E. LE CONTROLE DES FLUX POUR ENRAYER LA CHUTE DE LA SCOLARISATION DANS LE PRIMAIRE ET POUR AJUSTER LES EFFECTIFS POST-PRIMAIRES AUX BESOINS ET AUX CAPACITES

Situation

En dépit du déclin des taux de scolarisation dans le primaire (de 92% en 78/79 à 76% en 85/86), dans lequel sont scolarisés plus de 4 millions d'élèves, une forte pression s'exerce sur l'enseignement secondaire général et normal, et corrélativement sur l'enseignement supérieur. Les taux de scolarisation à tous les niveaux sont fortement disparates d'une région à l'autre. Dans le primaire urbain, dans le secondaire et dans le supérieur, les effectifs dépassent largement les capacités d'accueil. L'étude récente sur les ressources humaines a révélé par ailleurs des déséquilibres graves dans la structure des sortants du système scolaire: excédentaires par rapport aux besoins d'emploi dans le secondaire général, normal et commercial, et dans l'université, les diplômés du technique court sont insuffisants pour couvrir ces besoins.

Objectifs

11. Priorité au maintien des taux d'admission en première année du primaire.

Le premier objectif de l'Etat est, dans la perspective d'une scolarisation primaire universelle, et compte tenu des contraintes budgétaires, d'enrayer la chute de la scolarisation, de maintenir les taux d'admission en première année du primaire dans les zones favorisées et de les améliorer dans les aires géographiques moins scolarisées pour que les entrées évoluent globalement au même rythme que la croissance démographique.

12. Stabilisation des entrées dans l'enseignement secondaire.

Actuellement 75 % des sortants du primaire ont accès à l'enseignement secondaire. En vue de réallouer plus de ressources vers la poursuite de la scolarisation primaire, et d'éviter une surproduction de diplômés au niveau secondaire, les effectifs globaux entrant à ce niveau dans le secteur public seront stabilisés.

13. Orientation des effectifs du secondaire en faveur des filières professionnalisées.

Il faudra en premier lieu orienter une part importante des finalistes du primaire de façon à rééquilibrer l'enseignement secondaire au profit des filières professionnalisées vivement nécessaires à l'économie, et à réduire les pressions ascensionnelles s'exerçant sur l'enseignement supérieur. Après les deux premières années de l'enseignement secondaire général, une deuxième phase d'orientation guidera les élèves, soit vers l'enseignement général, soit vers les formations normales ou techniques.

14. Rééquilibrage de l'enseignement technique et professionnel en faveur des filières courtes.

Les effectifs dans l'enseignement technique et professionnel court seront progressivement accrus pour répondre aux besoins en personnel semi-qualifié et en ouvriers qualifiés (A3) ainsi qu'en personnel de niveau A2 dans le secteur moderne.

15. Ajustement des effectifs de l'enseignement secondaire normal aux besoins en enseignants.

Les entrées dans l'enseignement normal seront contrôlées et ajustées aux besoins en enseignants découlant de l'objectif de scolarisation dans le primaire (voir objectif no. 10) et compte tenu de l'accroissement prévu du ratio élèves/maitres.

16. Limitation des entrées dans l'enseignement supérieur.

Une concertation sera entamée avec les Départements de l'Enseignement Supérieur et du Plan pour ramener les effectifs de l'enseignement supérieur aux capacités existantes et pour ne pas aggraver le chômage des diplômés.

17. Lutte contre l'analphabétisme.

Parallèlement à ses actions dans l'enseignement formel, le Département encouragera les efforts d'enseignement non formel dirigés en faveur des adultes.

Mesures

15. Accroissement progressif des capacités d'accueil dans l'enseignement primaire avec un effort particulier pour les régions sous-scolarisées.
16. Implantation de classes primaires à plusieurs niveaux dans des zones à faible densité de population.
17. Dans les dix prochaines années, non ouverture de nouvelles classes de première année de cycle long de l'enseignement secondaire.
18. Fixation des nouvelles inscriptions dans l'enseignement normal en fonction des projections de besoins en maîtres et instauration d'un concours de recrutement.
19. Augmentation des capacités d'accueil des filières d'enseignement professionnel court et établissement d'un plan directeur de reconversion des anciens cycles d'orientation en écoles d'arts et métiers, professionnelles et techniques.
20. Etudes préliminaires et édicition de mesures incitatoires pour l'ouverture de formations professionnelles sous l'égide des entreprises.
21. Les Départements de l'E.P.S. et de l'E.S.U. se concerteront pour définir de nouvelles mesures d'accès à l'enseignement supérieur qui sera ouvert sous la forme de concours aux lauréats de l'Examen d'Etat en fonction de leurs aptitudes. Le nombre d'admis sera réévalué chaque année en fonction des perspectives d'emplois et sera limité aux capacités d'accueil.
22. Le DEPS se concertera avec le Département des Affaires Sociales pour développer les Centres d'Alphabétisation.

F. LA PROGRAMMATION ET LA GESTION RIGOREUSE DES RESSOURCES ET UNE DECENTRALISATION PLUS PUSSEE.

Situation

La maîtrise de l'appareil éducatif par le DEPS impose à l'administration centrale et décentralisée un mode de fonctionnement plus efficace. A l'heure actuelle, diverses raisons viennent entraver une utilisation optimale du personnel (enseignant et non enseignant) travaillant au service de l'éducation. Par ailleurs, il n'existe pas de mécanismes de pilotage rigoureux de l'éducation.

et les fonctions de planification, de programmation des dépenses et de budgétisation sont insuffisamment développées.

Objectifs

18. Décentralisation accrue.

Le Département concrétisera les dispositions légales relatives aux compétences administratives, financières et pédagogiques des entités décentralisées.

19. Poursuite de la rationalisation du personnel enseignant.

L'effort entrepris pour rationaliser la gestion et la paye des enseignants sera poursuivi.

20. Rationalisation de l'administration centrale.

Pour accroître l'efficacité de l'administration centrale, le Département ajustera les effectifs de son personnel aux nombres et aux profils soigneusement définis. Il améliorera les conditions de travail de ses agents.

21. La programmation systématique des ressources publiques consacrées à l'éducation.

Pour atteindre les objectifs qu'il se fixe dans sa stratégie sectorielle, le Département renforcera ses capacités de planification, de programmation et de budgétisation de façon à piloter et à contrôler de manière suivie le développement du secteur.

Mesures

23. Le Département assurera la formation des responsables régionaux et sous-régionaux et leur fournira les moyens indispensables pour assumer leurs fonctions.

24. Le recensement des enseignants entrepris par le SECOPE sera poursuivi et étendu à l'ensemble de l'enseignement primaire et secondaire.

25. Le Département établira l'inventaire des besoins quantitatifs et qualitatifs de chacun de ses services en fonction des tâches qui leur sont attribuées. Les effectifs seront ajustés en conséquence.

26. Le rétablissement des conditions physiques minimales pour un travail efficace de l'administration sera opéré par le regroupement des services, l'amélioration des infrastructures, et la fourniture des équipements et moyens de fonctionnement indispensables.

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27. Il sera constitué un organe commun au DEPS et au DESU : le Comité de Stratégie Sectorielle dont la mission sera d'effectuer un suivi analytique régulier du secteur. Il s'assurera, sur base d'indicateurs et d'études fournis par leurs services respectifs de planification, de la conformité de l'évolution du secteur avec les objectifs de la stratégie. Ce Comité avisera les autorités d'éventuelles mesures à prendre en cas de déviation ou de changements conjoncturels. Il sera sous la tutelle directe des Commissaires d'Etat, et sera composé d'un petit nombre de responsables désignés par ces derniers.

28. Le rôle de la planification sera intensifié et la production des statistiques scolaires qui lui sont nécessaires deviendra une activité essentielle et régulière. La Division de la Planification sera rationalisée et ses moyens matériels renforcés.

29. La Direction de la Planification se livrera à une programmation sectorielle des dépenses publiques tri-annuelle et glissante, incorporant les dépenses récurrentes et d'investissement, et prenant en compte les sources de financement domestiques et externes.

30. L'élaboration des budgets, le suivi financier et physique des dépenses et des projets seront rendus plus efficaces et plus transparents. En particulier la préparation des budgets courants et la gestion des moyens de fonctionnement de l'administration seront coordonnés par la Direction des Services Généraux. La Direction de la Planification assurera la préparation technique du Budget d'investissement du Département. Les procédures budgétaires seront améliorées et feront l'objet de textes réglementaires.

OBJECTIFS

INDICATEURS

| INDICATEURS | 1990 | 1993 | 1996 | 1999 |
|-------------|------|------|------|------|
| coûts | | | | |
| IMPAYÉS | | | | |
| PERFORMANCE | | | | |
| actifs | | | | |
| taux de | | | | |
| taux de | | | | |
| taux de | | | | |

A. TABLEAU DES RESSOURCES PUBLIQUES EN FAVEUR DU SECTEUR DE L'EDUCATION

1. Financement budgétaire
 a. en faveur du Département selon le schéma de répartition
 b. hors des crédits

1.1. Inscription de la dotation budgétaire supplémentaire
 - dans le primaire, 0,50 \$ par élève en 1990, et 1 \$
 - dans le secondaire, 1 \$ par élève en 1990, et 2 \$
 - dans le tertiaire, 1 \$ par élève en 1990, et 2 \$

1.2. Fidélisation des enseignants du primaire par
 versement d'une prime aux enseignants dont le salaire
 augmentera avec l'ancienneté.

2. Accroissement annuel moyen du budget courant moyen
 alloué au Département de 4% (en termes réels) au
 moins au cours de la prochaine décennie.

2.1. Fidélisation des ressources du Département en
 faveur de l'enseignement et base
 du budget
 courant alloué
 au primaire

3. Expliciter des
 objectifs respectives
 de l'Etat et des DCL.

B. PARTICIPATION DE TOUS LES PARTIENNES A LA TRAVAIL ÉDUCATIVE

1. Édition de textes (Ordonnances et Arrêtés)
 redonnant les modalités de gestion des établissements
 par les DCL et encourageant ces derniers

non
 évaluable
 non
 évaluable

TABLAU DE SUIVI DU SECTEUR DE L'EDUCATION

DRAFT MONITORING TABLE

DRAFT MONITORING TABLE
TABLEAU DE PILOTAGE

| | 17.1 | 17.2 | 18.1 | 18.2 | 19. | 20. | 21. | 22. | 23. | 24. | 25. | 26. | 27. | 28. | |
|---|--|--|--|---|---|--|--|---|---|---|--|---|--|--|--|
| 13. Réquillibrage de l'enseignement technique vers les filières courtes | 17.1 Fixation des inscriptions dans l'enseignement moral en fonction des besoins en autres projets, et installation de nouveaux inscrits | 17.2 Disparition progressive des Bq, et création d'un nouveau type d'instituteurs diplômés après 5 ans de secondaire | 18.1 Disparition de l'enseignement professionnel administratif et commercial | 18.2 Augmentation des capacités d'accueil des filières d'enseignement professionnel court | 19. Etudes préliminaires et rédaction de cahiers de charges incluant les entreprises à ouvrir des formations professionnelles | 20. Création par concertation du DFP et du DESM3 de nouvelles modalités de passage à l'enseignement supérieur avec organisation d'un concours ouvert aux lauréats de l'Enseignement d'Etat | 21. Formation et équipement des responsables régionaux et sous-régionaux | 22. Généralisation de l'inventaire et de la pays d'agents informels des enseignants | 23. Ajustement des effectifs du Département en fonction des tâches et fonctions des enseignants | 24. Regroupement et équipement des locaux de l'Administration centrale à Kinshasa | 19. Programmation spatiale des ressources publiques consacrées à l'éducation | 25. Création d'un Centre de Stratégie Sectorielle, chargé, sous double tutelle du DFP et du DESM3, de suivre le développement du secteur de l'éducation | 26. Réajustement des activités de planification et d'optimisation de la collecte, réajustement des statistiques de base par la IFS | 27. Réalisation du programme sectoriel tri-annuel glissant de dépenses publiques | 28. Adoption de procédures standardisées pour la préparation des budgets courts et d'investissement du DFP |

| Item | Description | Unit | Frequency | Method | Personnel | Cost | Remarks |
|------|---|-------------------|-----------|--------|-----------|------|---------|
| 4. | Orientation des redoublements | Année de redoubl. | 101 | 101 | 101 | 101 | |
| 5. | Introduction d'enseignants supplémentaires | Année de redoubl. | 102 | 102 | 102 | 102 | |
| 6. | Introduction de l'enseignement dérogatoire | Année de redoubl. | 103 | 103 | 103 | 103 | |
| 7. | Éducation pour la santé | Année de redoubl. | 104 | 104 | 104 | 104 | |
| 8. | Introduction de l'enseignement dérogatoire | Année de redoubl. | 105 | 105 | 105 | 105 | |
| 9. | Introduction de l'enseignement dérogatoire | Année de redoubl. | 106 | 106 | 106 | 106 | |
| 10. | Présence au cours des tests d'admission en 1ère année de primaire | Année de redoubl. | 107 | 107 | 107 | 107 | |
| 11. | Stabilisation des flux dans le secondaire | Année de redoubl. | 108 | 108 | 108 | 108 | |
| 12. | Présence des effectifs de secondaire en 1ère année de primaire | Année de redoubl. | 109 | 109 | 109 | 109 | |

DRAFT MONITORING TABLE
TABLEAU DE PILOTAGE

| | | PROJECTION DES EFFECTIFS - SEC. GENERAL | | | | D.E.P.S. 2 PREMIERES ANNEES INCLUENT EFFECT DU GEN. NORM ET TECHN (PROGR SIMILAIRES), LE RENDREMENT ESTIMATION MISSION | | | | | | | | | | | | | | | | | | | |
|--|--|---|-------|-------|-------|--|--------|--------|--------|-------------------------|--------|--------|--------|--------------------------|--------|--------|--------|--------|--------|---------|---------|--------|-------|-------|-------|
| *REGIME PUBLIC + PRIVE | | *DONNEES DE BASE: EFFECTIFS 1986/87 : | | | | *STATISTIQUE DU D.E.P.S. 2 PREMIERES ANNEES INCLUENT EFFECT DU GEN. NORM ET TECHN (PROGR SIMILAIRES), LE RENDREMENT ESTIMATION MISSION | | | | | | | | | | | | | | | | | | | |
| *SCENARIO STRATEGIE EPS | | *HYPOTHESES : ENTREE : | | | | *STABILISATION DES ADMISSIONS EN TERRE AU COURS DES QUINQUENNAIS II ET III | | | | | | | | | | | | | | | | | | | |
| *DIV. /TYPE SEC. GENERAL | | *TAUX PROG. ET RED. : | | | | *REDUCTION DES REDOUBLEMENTS EN TERRE, ACCROISSEMENT CORRELATIF DE LA PROMOTION AMELIORATION PROGRESSIVE DANS LES 4 DERNIERS NIVEAUX | | | | | | | | | | | | | | | | | | | |
| *ANNEES D'ETUDE | *TAUX D'ADMISSION, REDOUBLEMENT ET PROMOTION | *PROJECTIONS | | | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | | | | |
| | ACTUELS CIBLES QUINQUENNALES : | PROJECTIONS | | | | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | | | | |
| | | PROJECTIONS | | | | PERIODE QUINQUENNALE I | | | | PERIODE QUINQUENNALE II | | | | PERIODE QUINQUENNALE III | | | | | | | | | | | |
| 1 | *ADMISSION | 60.0% | 60.0% | 55.0% | 55.0% | 268476 | 268476 | 273722 | 257718 | 258810 | 261581 | 262430 | 261108 | 265231 | 264031 | 268476 | 255478 | 250840 | 256074 | 261699 | 268476 | | | | |
| | *REDOUBL. | 10.5% | 10.0% | 10.0% | 10.0% | 59407 | 52601 | 46442 | 40949 | 35777 | 29259 | 29084 | 29151 | 29026 | 29426 | 29348 | 29782 | 28521 | 27926 | 28202 | 28990 | | | | |
| | *PROMOTION | 53.0% | 65.0% | 70.0% | 75.0% | 321554 | 321077 | 320164 | 296867 | 292587 | 290659 | 291514 | 290260 | 294257 | 294377 | 297824 | 285213 | 279265 | 282025 | 289901 | 297466 | | | | |
| | *ABAND/ORIENT | 27.6% | 25.0% | 20.0% | 15.0% | | | | | | | | | | | | | | | | | | | | |
| 2 | *ADMISSION | 60.0% | 60.0% | 55.0% | 55.0% | 174114 | 179932 | 186521 | 193088 | 186978 | 190181 | 191868 | 195185 | 197247 | 202949 | 205634 | 211374 | 205344 | 20818 | 20818 | 20818 | 217426 | | | |
| | *REDOUBL. | 15.6% | 15.6% | 15.6% | 15.6% | 32182 | 32182 | 33000 | 34259 | 35466 | 34704 | 35082 | 35404 | 35972 | 36382 | 37356 | 37872 | 38852 | 38852 | 37356 | 38852 | 40276 | | | |
| | *PROMOTION | 20.5% | 20.5% | 20.5% | 20.5% | 206796 | 212114 | 219611 | 227348 | 224664 | 226806 | 226950 | 230589 | 233219 | 239331 | 242769 | 249746 | 244136 | 244136 | 244136 | 244136 | 255854 | | | |
| | *ABAND/ORIENT | 63.9% | 63.9% | 63.9% | 63.9% | | | | | | | | | | | | | | | | | | | | |
| 3 | *ADMISSION | 60.0% | 60.0% | 55.0% | 55.0% | 4222 | 42227 | 43434 | 44986 | 46389 | 45605 | 46102 | 46527 | 47271 | 47819 | 49463 | 49763 | 51095 | 50664 | 49589 | 50721 | | | | |
| | *REDOUBL. | 21.7% | 15.0% | 15.0% | 10.0% | 21654 | 10359 | 9920 | 9780 | 8764 | 5302 | 7456 | 6831 | 6775 | 5807 | 5362 | 5371 | 571 | 571 | 571 | 571 | | | | |
| | *PROMOTION | 51.5% | 55.0% | 60.0% | 65.0% | 53875 | 53886 | 53572 | 54206 | 55353 | 51908 | 53558 | 53356 | 54076 | 53617 | 54475 | 55100 | 56640 | 55100 | 55100 | 55100 | | | | |
| | *ABAND/ORIENT | 26.8% | 30.0% | 30.0% | 30.0% | | | | | | | | | | | | | | | | | | | | |
| 4 | *ADMISSION | 60.0% | 60.0% | 55.0% | 55.0% | 2777 | 28113 | 28068 | 28592 | 29457 | 30444 | 30170 | 30506 | 30918 | 31571 | 32170 | 34324 | 37164 | 40000 | 42075 | 44128 | | | | |
| | *REDOUBL. | 21.6% | 15.0% | 15.0% | 15.0% | 7652 | 7114 | 6576 | 6013 | 5585 | 5256 | 5355 | 5329 | 5374 | 5444 | 5553 | 5553 | 6017 | 6611 | 7028 | 7505 | | | | |
| | *PROMOTION | 60.3% | 65.0% | 70.0% | 75.0% | 35425 | 35227 | 34664 | 34605 | 35040 | 35790 | 35525 | 35829 | 36293 | 37127 | 37723 | 40247 | 43203 | 46571 | 49100 | 51471 | | | | |
| | *ABAND/ORIENT | 18.1% | 20.0% | 15.0% | 10.0% | | | | | | | | | | | | | | | | | | | | |
| 5 | *ADMISSION | 60.0% | 60.0% | 55.0% | 55.0% | 21358 | 21684 | 21869 | 21853 | 22354 | 22774 | 23551 | 23786 | 24346 | 25051 | 25771 | 26471 | 27161 | 27851 | 28541 | 29231 | | | | |
| | *REDOUBL. | 22.1% | 15.0% | 10.0% | 10.0% | 6059 | 5607 | 5165 | 4739 | 4310 | 3920 | 3699 | 3476 | 3206 | 2988 | 2802 | 2616 | 2430 | 2244 | 2058 | 1872 | | | | |
| | *PROMOTION | 56.1% | 70.0% | 75.0% | 80.0% | 27417 | 27292 | 27054 | 26591 | 26448 | 26746 | 27251 | 27262 | 27554 | 28019 | 28714 | 29644 | 30644 | 31714 | 32714 | 33714 | | | | |
| | *ABAND/ORIENT | 11.8% | 15.0% | 15.0% | 10.0% | | | | | | | | | | | | | | | | | | | | |
| 6 | *ADMISSION | 60.0% | 60.0% | 55.0% | 55.0% | 18110 | 18332 | 18458 | 18509 | 18402 | 18528 | 18913 | 19009 | 19890 | 20382 | 21314 | 21815 | 22817 | 23819 | 24821 | 25823 | | | | |
| | *REDOUBL. | 26.8% | 20.0% | 15.0% | 15.0% | 6631 | 6254 | 5861 | 5468 | 5084 | 4697 | 4385 | 4100 | 4001 | 3796 | 3627 | 3458 | 3289 | 3120 | 2951 | 2782 | | | | |
| | *PROMOTION | 60.3% | 65.0% | 70.0% | 75.0% | 24781 | 24585 | 24319 | 23977 | 23486 | 23225 | 23368 | 23775 | 23891 | 24178 | 24641 | 25511 | 26441 | 27371 | 28301 | 29231 | | | | |
| | *ABAND/ORIENT | 73.2% | 80.0% | 85.0% | 85.0% | | | | | | | | | | | | | | | | | | | | |
| 7 | *ADMISSION | | | | | | | | | | | | | | | | | | | | | | | | |
| | *REDOUBL. | | | | | | | | | | | | | | | | | | | | | | | | |
| | *PROMOTION | | | | | | | | | | | | | | | | | | | | | | | | |
| | *ABAND/ORIENT | | | | | | | | | | | | | | | | | | | | | | | | |
| *EFFECTIF TOTAL DU SEC GENERAL | | TOTAL | | | | 669508 | 671380 | 679104 | 663454 | 653397 | 653304 | 658163 | 661670 | 668759 | 675639 | 686076 | 685069 | 681863 | 690070 | 701083 | 712101 | | | | |
| *PROPORTION DE REDOUBLEMENTS | | TOTAL | | | | 10.5% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | 10.0% | | | | |
| *DIPLOMES DE FIN : | | TAUX DE REUSSITE | | | | TITRE | | | | | | | | | | | | | | | | | | | |
| | *DE CLASSE 1* | | | | | | | | | | | | | | | | | | | | | | | | |
| | *2* | | | | | | | | | | | | | | | | | | | | | | | | |
| | *3* | | | | | | | | | | | | | | | | | | | | | | | | |
| | *4* | | | | | | | | | | | | | | | | | | | | | | | | |
| | *5* | | | | | | | | | | | | | | | | | | | | | | | | |
| | *6* | 54.5% | 54.5% | 54.5% | 54.5% | 13480 | 13395 | 13250 | 13064 | 12796 | 12654 | 12732 | 12954 | 13017 | 13173 | 13426 | 13906 | 14515 | 15228 | 15797 | 16311 | 16721 | | | |
| | *7* | | | | | | | | | | | | | | | | | | | | | | | | |
| *ENSEMBLE | | | | | | ENSEMBLE | | | | 13480 | 13395 | 13250 | 13064 | 12796 | 12654 | 12732 | 12954 | 13017 | 13173 | 13426 | 13906 | 14515 | 15228 | 15797 | 16311 |
| *EFFECTIFS DU SECONDAIRE, TOUTES SPECIALITES | | TOTAL | | | | 970151 | 975817 | 984033 | 972626 | 966548 | 962144 | 960124 | 958244 | 962781 | 968031 | 979809 | 978781 | 981293 | 996273 | 1025133 | 1063127 | | | | |

| | | | | | | | | | | | | 25/07/89 | | 09 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|------------------------------------|-------|---|-------|--|-------------|-------|-------|------------|-------|----------------------|-------|-------|-------|-----------------------|-------|-------|-------|------------------------|-------|-------|-------|------|--|------|--|------|--|------|--|------|--|------|--|--|--|--|--|--|
| PROJECTION DES EFFECTIFS - SEC. ADM. & COMM. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| REGIME : PUBLIC & PRIVE | | | | | | | | | | | | DONNEES DE BASE: EFFECTIFS 1986/87 | | RECEUS DU D.E.P.S. | | TRAITEMENT PAR LE PROJET "RESSOURCES HUMAINES" - ZAI 85/014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCENARIO : STRATEGIE EPS | | | | | | | | | | | | HYPOTHESES : | | ENTREES : | | SUPPRESSION DES FORMATIONS PROFESSIONNELLES, STABILISATION DES ENTREES EN 3e, DEVELOPPEMENT PRIVILEGIE DES CYCLES COURTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DIV. TYPE : SEC. ADM. & COMM. | | | | | | | | | | | | Ta PRON. ET RED. : | | OBSERVEES ENTRE 86/87 ET 87/88 DANS ECHANTILLON DE 148 ETABLIS PRIVES ET TECHN. | | AMELIORATION DES RENDEMENTS AU COURS DES QUINZENAIS II ET III | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ANNEES D'ETUDES: TAUX D'ADMISSION, REDOUBLEMENT ET PROMOTION : | | | | | | | | | | | | PROJECTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 1986 | | 1987 | | 1988 | | 1989 | | 1990 | | 1991 | | 1992 | | 1993 | | 1994 | | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | | 2000 | | 2001 | | 2002 | | | | | | |
| | | | | | | | | | | | | ACTUELS | | CIBLES QUINZENALES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 1986 | | 1991 | | 1996 | | 2001 | | AN. BASE (| | PERIODE QUINZENAIS I | |) | | PERIODE QUINZENAIS II | |) | | PERIODE QUINZENAIS III | |) | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | ADMISSION | 0.034 | 0.034 | | | NOUVEAUX | 152 | 19 | 2 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | REDOUBL. | 13.98 | 0.18 | | | REDOUBLANTS | 25 | 9 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | PROMOTION | 42.98 | 42.98 | | | TOTAL | 177 | 28 | 3 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | ABAN/SORTIE | 45.26 | 57.09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | ADMISSION | | | | | NOUVEAUX | 24 | 76 | 12 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | REDOUBL. | 13.88 | 1.08 | | | REDOUBLANTS | 4 | 2 | 4 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | PROMOTION | | | | | TOTAL | 28 | 78 | 16 | 2 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | ABAN/SORTIE | 86.26 | 99.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | ADMISSION | 13.48 | 12.58 | 11.68 | 11.28 | NOUVEAUX | 27711 | 27296 | 27666 | 28194 | 28750 | 27711 | 27606 | 27456 | 27491 | 27401 | 27711 | 27947 | 28527 | 27794 | 27168 | 27711 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | REDOUBL. | 17.98 | 17.98 | 10.08 | 10.08 | REDOUBLANTS | 6042 | 6042 | 5967 | 6017 | 6124 | 6242 | 5410 | 4682 | 4057 | 3544 | 3045 | 3081 | 3103 | 3163 | 3094 | 3066 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | PROMOTION | 51.78 | 53.78 | 60.08 | 70.08 | TOTAL | 33753 | 33338 | 33633 | 34211 | 34874 | 33954 | 32016 | 32158 | 31548 | 30945 | 30866 | 31018 | 31650 | 31741 | 30463 | 30757 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | ABAN/SORTIE | 28.48 | 28.48 | 30.08 | 20.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | ADMISSION | | | | | NOUVEAUX | 17644 | 18125 | 17902 | 18050 | 18171 | 18227 | 18642 | 18534 | 18446 | 18515 | 18567 | 19062 | 19801 | 20817 | 21802 | 21524 | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | REDOUBL. | 16.28 | 16.28 | 15.08 | 10.08 | REDOUBLANTS | 3411 | 3411 | 3489 | 3465 | 3486 | 3541 | 3552 | 3487 | 3406 | 3329 | 3276 | 3021 | 2817 | 2950 | 2546 | 2355 | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | PROMOTION | 62.08 | 62.08 | 70.08 | 80.08 | TOTAL | 21055 | 21536 | 21391 | 21516 | 21857 | 22768 | 22194 | 22021 | 21852 | 21842 | 22083 | 22617 | 23477 | 23548 | 23679 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | ABAN/SORTIE | 21.08 | 21.08 | 15.08 | 10.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | ADMISSION | | | | | NOUVEAUX | 12660 | 13223 | 13525 | 13456 | 13512 | 13726 | 14291 | 14557 | 14759 | 14968 | 15289 | 15704 | 16307 | 17153 | 18287 | 18838 | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | REDOUBL. | 17.18 | 17.18 | 15.08 | 10.08 | REDOUBLANTS | 2611 | 2611 | 2708 | 2776 | 2772 | 2785 | 2750 | 2765 | 2758 | 2694 | 2649 | 2481 | 2319 | 2191 | 2098 | 2018 | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | PROMOTION | 68.08 | 68.08 | 60.08 | 50.08 | TOTAL | 15271 | 15834 | 16233 | 16210 | 16284 | 16511 | 17042 | 17322 | 17498 | 17662 | 17939 | 18186 | 18426 | 19343 | 20384 | 20877 | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | ABAN/SORTIE | 14.18 | 14.18 | 25.08 | 40.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | ADMISSION | | | | | NOUVEAUX | 11665 | 10506 | 10894 | 11168 | 11152 | 11203 | 11033 | 11100 | 10978 | 10790 | 10597 | 10378 | 10144 | 10018 | 10031 | 10192 | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | REDOUBL. | 21.78 | 21.78 | 15.08 | 10.08 | REDOUBLANTS | 3233 | 3233 | 2981 | 3011 | 3077 | 3088 | 2880 | 2608 | 2384 | 2158 | 1942 | 1734 | 1545 | 1375 | 1275 | 1127 | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | PROMOTION | | | | | TOTAL | 14898 | 13739 | 13875 | 14179 | 14229 | 14291 | 13913 | 13708 | 13594 | 13248 | 12940 | 12612 | 12489 | 12392 | 12356 | 12319 | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | ABAN/SORTIE | 78.38 | 78.38 | 85.08 | 90.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | ADMISSION | | | | | NOUVEAUX | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | REDOUBL. | | | | | REDOUBLANTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | PROMOTION | | | | | TOTAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EFFECT TOTAL DU SEC. ADM. & COMM. | | | | | | | | | | | | TOTAL | 85182 | 86554 | 85151 | 86117 | 87243 | 87023 | 86185 | 85188 | 84259 | 83397 | 83127 | 81409 | 84562 | 85155 | 85662 | 86632 | | | | | | | | | | | | | | | | | | | | | | |
| PROPORTION DE REDOUBLANTS | | | | | | | | | | | | % | 18.08 | 18.18 | 17.88 | 17.78 | 17.78 | 18.08 | 18.98 | 15.98 | 14.98 | 14.18 | 13.78 | 12.48 | 11.68 | 11.08 | 10.58 | 9.98 | | | | | | | | | | | | | | | | | | | | | | |
| DIPLOMES DE FIN DE CLASSE | | | | | | | | | | | | TAUX DE REUSSITE | | | | | TITRE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | 72.48 | 72.48 | | | C.S.P.2 | 20 | 57 | 11 | 1 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | 1.98 | 1.98 | 15.08 | 40.08 | CYCLE COURT | 295 | 306 | 314 | 313 | 315 | 314 | 496 | 760 | 1156 | 1758 | 2691 | 3314 | 4158 | 5226 | 6701 | 8351 | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | 35.98 | 35.98 | 40.08 | 50.08 | ET ETAT COM | 5368 | 4932 | 4981 | 5090 | 5108 | 5150 | 5111 | 5139 | 5118 | 5068 | 5016 | 5086 | 5112 | 5210 | 5387 | 5659 | | | | | | | | | | | | | | | | | |
| ENSEMBLE | | | | | | | | | | | | ENSEMBLE | 5664 | 5295 | 5306 | 5405 | 5423 | 5449 | 5607 | 5898 | 6274 | 6827 | 7707 | 8385 | 9248 | 10436 | 12089 | 14010 | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | 25/07/89 | 09 29 | | | | | | | |
|---|----------------|---------------------------------------|------|------|---|--|-------------------------|--------------------------|-------------------------|------------------------|-------------------------|--------------------------|---------------------------|---|------------------------|-------------------------|--------------------------|---------------------------|--------------------------|---------|---------|--|
| *REGION : | TOUTES | PROJECTION DES BESOINS EN ENSEIGNANTS | | | | TAXI OBSERVES EN 1986/87 | | | | | | | | | | | | | | | | |
| *REGIME : | PUBLIC + PRIVE | DOMMEE DE BASE : | | | | REL. MAITRES/ELEVES : | | | | | | | | | | | | | | | | |
| *SCENARIO : | STRATEGIE EPS | HYPOTHESES : | | | | PAS DE DOUBLE VACATION DES ENSEIGNANTS | | | | | | | | | | | | | | | | |
| *BESOINS EN ENSEIGNANTS | | | | | REDUCTION DU TAUX ANNUEL DE DEPERDITION EN RAISON DE L'AMELIORATION DES CONDITIONS D'EMPLOI | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | REL. MAITRES/ELEVES : | | | | | | | | |
| | | | | | | | | | | | | | | EN CROISSANCE DANS LE PRIMAIRE, EN DIMINUTION DANS LE PEDAGOGIQUE ET LE COMMERCIAL, STABLE AUX AUTRES NIVEAUX | | | | | | | | |
| PARAMETRES | ACTUELS | CIBLES QUINQUENNALES | | | PROJECTIONS | | | | | | | | | | | | | | | | | |
| | 1986 | 1991 | 1996 | 2001 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | | |
| | | | | | MS. BASE | PERIODE QUINQUENNALE I | PERIODE QUINQUENNALE II | PERIODE QUINQUENNALE III | PERIODE QUINQUENNALE IV | PERIODE QUINQUENNALE V | PERIODE QUINQUENNALE VI | PERIODE QUINQUENNALE VII | PERIODE QUINQUENNALE VIII | PERIODE QUINQUENNALE IX | PERIODE QUINQUENNALE X | PERIODE QUINQUENNALE XI | PERIODE QUINQUENNALE XII | PERIODE QUINQUENNALE XIII | PERIODE QUINQUENNALE XIV | | | |
| *BESOINS POUR LE PRIMAIRE | | | | | EFFECTIFS | 4136029 | 4120505 | 4092652 | 4102265 | 4131054 | 4180662 | 4284696 | 4444208 | 4655804 | 4930671 | 5266626 | 5610575 | 5958367 | 6297507 | 6624163 | 6941362 | |
| ELEVES/CLASSE | 37 0 | 40 0 | 41 0 | 41 0 | | | | | | | | | | | | | | | | | | |
| PROF./CLASSE | 0 98 | 0 98 | 0 98 | 0 98 | | | | | | | | | | | | | | | | | | |
| ELEVES/PROF | 37 8 | 40 8 | 41 8 | 41 8 | ENSEIGN. RECES. | 110079 | 107449 | 105072 | 103689 | 102801 | 102426 | 104458 | 107815 | 112290 | 118439 | 125837 | 134106 | 142420 | 150576 | 158336 | 165915 | |
| | | | | | CROISSANCE | -2679 | -2377 | -1383 | -888 | 375 | 2032 | 3355 | 4577 | 6049 | 7399 | 8769 | 10166 | 11606 | 13087 | 14607 | 16167 | |
| Ta AN DEPERD | 12 54 | 10 00 | 8 00 | 8 00 | DEPERDITIONS | 13760 | 12845 | 12012 | 11337 | 10749 | 10245 | 9990 | 9861 | 9831 | 9908 | 10067 | 10729 | 11594 | 12042 | 12667 | 13273 | |
| | | | | | BESOINS ANNUELS | 11130 | 10667 | 10630 | 10469 | 10376 | 12274 | 13345 | 14437 | 15879 | 17306 | 18336 | 19042 | 19500 | 19850 | 20249 | 20906 | |
| *BESOINS POUR LE SEC GENERAL | | | | | EFFECTIFS | 669300 | 673380 | 679164 | 68454 | 655397 | 655306 | 658165 | 661070 | 668759 | 675659 | 686096 | 685069 | 681863 | 690070 | 710385 | 736735 | |
| ELEVES/CLASSE | 30 8 | 30 8 | 30 8 | 30 8 | | | | | | | | | | | | | | | | | | |
| PROF./CLASSE | 1 41 | 1 41 | 1 41 | 1 41 | | | | | | | | | | | | | | | | | | |
| ELEVES/PROF | 27 5 | 27 5 | 27 5 | 27 5 | ENSEIGN. RECES. | 24323 | 24471 | 24681 | 24183 | 23817 | 23824 | 23918 | 24323 | 24302 | 24373 | 24353 | 24896 | 24774 | 24777 | 25215 | 25770 | |
| | | | | | CROISSANCE | 148 | 210 | 498 | 365 | 3 | 104 | 106 | 279 | 250 | 380 | 57 | 116 | 298 | 738 | 459 | 595 | |
| Ta AN DEPERD | 12 54 | 12 00 | 8 00 | 8 00 | DEPERDITIONS | 3040 | 2925 | 2822 | 2644 | 2490 | 2381 | 2287 | 2197 | 2126 | 2054 | 1995 | 1982 | 1982 | 2000 | 2065 | 2144 | |
| | | | | | BESOINS ANNUELS | 3188 | 3136 | 3223 | 3279 | 2487 | 2485 | 2593 | 2677 | 2376 | 2434 | 2457 | 1875 | 1828 | 2744 | 3023 | 3057 | |
| *BESOINS POUR LE SEC NORMAL | | | | | EFFECTIFS | 143168 | 139337 | 138358 | 137045 | 135495 | 132283 | 126283 | 119913 | 114151 | 109517 | 10476 | 98822 | 94777 | 91648 | 84185 | 81488 | |
| ELEVES/CLASSE | 37 4 | 36 0 | 35 0 | 35 0 | | | | | | | | | | | | | | | | | | |
| PROF./CLASSE | 1 40 | 1 40 | 1 40 | 1 40 | | | | | | | | | | | | | | | | | | |
| ELEVES/PROF | 26 7 | 25 7 | 25 0 | 25 0 | ENSEIGN. RECES. | 5284 | 5271 | 5259 | 5249 | 5144 | 4939 | 4716 | 4515 | 4368 | 4277 | 3952 | 3791 | 3668 | 356 | 3499 | | |
| | | | | | CROISSANCE | -14 | -12 | 10 | 20 | -85 | -206 | 225 | 201 | 167 | 121 | 275 | 161 | 135 | 99 | 68 | | |
| Ta AN DEPERD | 12 54 | 10 00 | 8 00 | 8 00 | DEPERDITIONS | 661 | 630 | 601 | 574 | 547 | 514 | 472 | 431 | 395 | 364 | 338 | 316 | 305 | 287 | 280 | | |
| | | | | | BESOINS ANNUELS | 647 | 618 | 591 | 554 | 662 | 309 | 250 | 230 | 228 | 243 | 63 | 155 | 178 | 195 | 217 | | |
| *BESOINS POUR LE SEC ADM & COMM | | | | | EFFECTIFS | 85182 | 84554 | 85131 | 86127 | 87243 | 87023 | 86185 | 85188 | 84259 | 83397 | 82477 | 81604 | 80766 | 81177 | 81666 | 86612 | |
| ELEVES/CLASSE | 41 9 | 43 0 | 40 0 | 40 0 | | | | | | | | | | | | | | | | | | |
| PROF./CLASSE | 1 42 | 1 42 | 1 42 | 1 42 | | | | | | | | | | | | | | | | | | |
| ELEVES/PROF | 29 5 | 28 2 | 28 2 | 28 2 | ENSEIGN. RECES. | 2887 | 2892 | 2934 | 3001 | 3069 | 3089 | 3060 | 3024 | 2991 | 2961 | 2911 | 2801 | 2611 | 2411 | 2041 | | |
| | | | | | CROISSANCE | 5 | 47 | 62 | 88 | 21 | 30 | -35 | 33 | 31 | 10 | 0 | 41 | 21 | 28 | 34 | | |
| Ta AN DEPERD | 12 54 | 10 00 | 8 00 | 8 00 | DEPERDITIONS | 363 | 346 | 336 | 328 | 321 | 339 | 293 | 277 | 262 | 248 | 236 | 227 | 240 | 241 | 241 | | |
| | | | | | BESOINS ANNUELS | 366 | 393 | 398 | 396 | 362 | 279 | 257 | 244 | 231 | 238 | 246 | 278 | 261 | 260 | 278 | | |
| *BESOINS POUR LE SEC AUTRES SPEC | | | | | EFFECTIFS | 74493 | 78146 | 81382 | 83810 | 86412 | 87533 | 89491 | 92074 | 95612 | 99678 | 104909 | 111501 | 118090 | 124000 | 129000 | 134000 | |
| ELEVES/CLASSE | 30 4 | 30 4 | 30 4 | 30 4 | | | | | | | | | | | | | | | | | | |
| PROF./CLASSE | 1 68 | 1 68 | 1 68 | 1 68 | | | | | | | | | | | | | | | | | | |
| ELEVES/PROF | 18 1 | 18 1 | 18 1 | 18 1 | ENSEIGN. RECES. | 4117 | 4519 | 4497 | 4632 | 4775 | 4837 | 4946 | 5088 | 5284 | 5509 | 5748 | 6012 | 6311 | 6641 | 7011 | | |
| | | | | | CROISSANCE | 202 | 179 | 154 | 144 | 62 | 108 | 143 | 196 | 225 | 289 | 384 | 475 | 515 | 580 | 686 | | |
| Ta AN DEPERD | 12 54 | 10 00 | 8 00 | 8 00 | DEPERDITIONS | 515 | 516 | 514 | 506 | 499 | 484 | 473 | 465 | 462 | 461 | 464 | 493 | 531 | 574 | 619 | | |
| | | | | | BESOINS ANNUELS | 716 | 695 | 648 | 650 | 361 | 592 | 616 | 661 | 687 | 750 | 828 | 906 | 1045 | 1153 | 1302 | | |
| *BESOINS ANNUELS TOTAUX EN ENSEIGNANTS | | | | | PRIMAIRE | 11130 | 10667 | 10630 | 10469 | 10376 | 12274 | 13345 | 14437 | 15879 | 17306 | 18336 | 19042 | 19500 | 19850 | 20249 | 20906 | |
| | | | | | SECONDAIRE | 4918 | 4841 | 4961 | 4879 | 4852 | 3665 | 3516 | 3611 | 3522 | 3665 | 3895 | 3276 | 3785 | 4351 | 4820 | | |
| | | | | | ENSEMBLE | 16049 | 15509 | 14591 | 14328 | 14226 | 15940 | 16860 | 18049 | 19401 | 20971 | 21431 | 22317 | 23265 | 24204 | 25069 | | |

78

Additional Budgetary Allocation/
Allocation budgétaire spécifique additionnelle

A. Provision of school equipment /
Apport de matériel didactique dans les établissements.

| ZAIRE | | PREVISION D'UNE ALLOCATION EN MATERIEL PEDAGOGIQUE PAR ELEVE LIGNE BUDGETAIRE "MATERIEL SPECIFIQUE DES ETABLISSEMENTS" EN MILLIONS Z, PRIX CONSTANTS 1987 (18 = 125 Z) | | | | | |
|---------------------------|--|--|---------|---------|---------|---------|---------|
| ANNEES | | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
| PRIMAIRE | | | | | | | |
| ALLOCATION/ELEVE (8) | | 0.50 | 0.75 | 1.00 | 1.00 | 1.00 | 1.00 |
| EFFECTIF NATIONAL | | 4102265 | 4131054 | 4180662 | 4284696 | 4444208 | 4655804 |
| LIGNE BUDGETAIRE (M Z) | | 256 | 387 | 523 | 536 | 556 | 582 |
| SECCNDAIRE | | | | | | | |
| ALLOCATION/ELEVE (8) | | 1.00 | 1.50 | 2.00 | 2.00 | 2.00 | 2.00 |
| EFFECTIF NATIONAL | | 972426 | 964348 | 962144 | 960124 | 958244 | 962781 |
| LIGNE BUDGETAIRE (M Z) | | 122 | 181 | 241 | 240 | 240 | 241 |
| ENSEMBLE PRIM.+SEC. (M Z) | | 378 | 568 | 763 | 776 | 795 | 823 |

B. Special gratification to experienced primary school teachers/
Gratification pour la fidélisation des enseignants du primaire.

1. Justifications.

1.1. Constat.

La mobilité des enseignants est à l'heure actuelle importante et particulièrement marquée, dans l'enseignement primaire, dans les premières années de la carrière des enseignants.

Cela apparaît clairement quand on considère la distribution des enseignants selon les échelons pour les grades 31 et 32 (D 6 et D 4)

| Echelon | Ancienneté | D 6 | D 4 |
|---------|-------------|--------|--------|
| 0 | 0 à 3 ans | 35 860 | 14 474 |
| 1 | 3 à 6 ans | 11 616 | 6 146 |
| 2 | 6 à 9 ans | 11 075 | 8 099 |
| 3 | 9 à 12 ans | 6 292 | 9 625 |
| 4 | 12 à 15 ans | 2 790 | 5 596 |
| 5 | 15 à 18 ans | 1 180 | 4 468 |
| 6 | 18 à 21 ans | 436 | 4 223 |
| 7 | 21 à 24 ans | 129 | 3 654 |
| 8 | 24 à 27 ans | 43 | 3 068 |
| 9 | 27 et plus | 65 | 6 473 |

Cela est aussi évident si on considère le nombre d'agents quittant annuellement le service de l'enseignement (données des régions actuellement entièrement informatisées)

| Régions | Agents ayant quitté l'enseignement | | | | | |
|-----------|------------------------------------|------|---------------------|------|------|---------------------|
| | D 6 | | | D 4 | | |
| | 1987 | 1988 | 1989 ⁽¹⁾ | 1987 | 1988 | 1989 ⁽¹⁾ |
| KINSHASA | 1050 | 1079 | 846 | 366 | 391 | 245 |
| KASAI OCC | 491 | 883 | 839 | 172 | 348 | 344 |
| BAS ZAIRE | 272 | 872 | 897 | 108 | 393 | 472 |

(¹) Les chiffres de l'année 1989 sont très nettement sous estimés puisqu'ils ne concernent que les départs au cours des 9 premiers mois de l'année. La majorité des départs ont en effet lieu en début d'année scolaire, une partie des "suspendus" quittant l'enseignement pour s'inscrire au supérieur.

1.2. Conséquences sur l'enseignement.

Ces départs nombreux d'enseignants après moins de trois ans dans l'enseignement a des conséquences particulièrement néfastes sur l'enseignement :

- ces enseignants, désireux de quitter l'enseignement, ne s'impliquent pas dans leur fonction puisqu'ils savent qu'ils la quitteront dès que l'occasion se présentera,
- toute action de formation continue en direction de ces enseignants est sans effet puisqu'ils ne sont pas appelés à rester.

1.3. Conclusion.

Toute action visant à stabiliser les enseignants aura directement un impact positif sur l'enseignement.

C'est pourquoi une partie de la dotation budgétaire additionnelle sera destinée à inciter cette fidélisation des enseignants (Incitation à la fidélisation - I.F.)

2. Plan d'utilisation.

La part de 2,1 million de dollars affectée en 1990 à l'enseignement primaire et secondaire sera destinée à encourager les enseignants faisant carrière dans le primaire (ce niveau d'enseignement constituant la priorité dans la stratégie sectorielle).

Pour cela, une incitation financière à la fidélisation sera octroyée aux enseignants primaires des grades 31 et 32 ayant plus de 3 ans d'ancienneté. Cette incitation sera croissante avec l'ancienneté dans le grade.

Une simulation a été effectuée par les services du SECOPE (Service de contrôle et de la paie des enseignants).

Un tri a été effectué sur l'ensemble des dossiers informatisés pour déterminer pour ces grades (31 et 32) le nombre d'enseignants de chaque échelon présents à l'enseignement primaire. Une estimation du nombre total d'enseignants par grade a été faite compte tenu de la proportion d'informatisés sur l'ensemble du secteur.

Une incitation de fidélisation de 1 100 \$ par mois à 1 500 \$ par mois a été prévue dans la simulation.

Le montant mensuel disponible avec la dotation budgétaire additionnelle est de :

$$2\ 100\ 000\ \text{dollars} \times 425\ \$ / \$: 12\ \text{mois} = 74\ 375\ 000\ \$$$

La répartition se présenterait selon le tableau suivant :

| Grade/Echelon | Nombre | I.F. | Total |
|---------------|--------|-------|-------------------|
| 31 0 | 13 295 | 0 | 0 |
| 31 1 | 4 307 | 1 100 | 4 737 729 |
| 31 2 | 4 106 | 1 200 | 4 927 737 |
| 31 3 | 2 332 | 1 300 | 3 032 130 |
| 31 4 | 1 034 | 1 400 | 1 447 692 |
| 31 5 | 438 | 1 500 | 656 625 |
| 31 6 | 137 | 1 500 | 205 343 |
| 31 7 | 48 | 1 500 | 71 456 |
| 31 8 | 16 | 1 500 | 24 069 |
| 31 9 | 24 | 1 500 | 36 104 |
| 32 0 | 11 579 | 0 | 0 |
| 32 1 | 4 917 | 1 100 | 5 408 584 |
| 32 2 | 6 479 | 1 200 | 7 775 091 |
| 32 3 | 7 700 | 1 300 | 10 010 082 |
| 32 4 | 4 477 | 1 400 | 6 267 387 |
| 32 5 | 3 575 | 1 500 | 5 361 963 |
| 32 6 | 3 378 | 1 500 | 5 067 600 |
| 32 7 | 2 923 | 1 500 | 4 384 547 |
| 32 8 | 2 455 | 1 500 | 3 681 979 |
| 32 9 | 5 178 | 1 500 | 7 767 384 |
| TOTAL | | | 70 863 404 |

Il reste donc, compte tenu de la somme disponible et du résultat de la simulation, une somme de 3 511 596 zaires permettant de couvrir les approximations dues aux estimations faites pour la simulation.

3. Modalités de gestion.

La gestion de cette partie de la dotation budgétaire additionnelle sera assurée par les services SECOPE.

Un aménagement du programme de traitement de la paie permettra d'effectuer pour chaque agent un tri vérifiant qu'il est bien affecté dans le primaire et octroyant l'incitation de fidélisation conformément au grade où il se situe. L'I.F. sera intégrée à la fiche de salaire.

Sectoral Strategy Committee.
Comité de Stratégie Sectorielle

Il est créé par les Commissaires d'Etat à l'Enseignement Primaire et Secondaire et à l'Enseignement Supérieur et Universitaire et à la Recherche Scientifique un COMITE DE STRATEGIE SECTORIELLE DE L'ENSEIGNEMENT NATIONAL, en sigle C.S.S.

Les aspects des objectifs de la stratégie du secteur sont :

- a) la régulation des flux d'élèves à l'entrée des différents cycles et niveaux d'études en fonction des capacités d'accueil et des prévisions d'emploi
- b) l'amélioration de la qualité et de l'efficacité interne à tous les niveaux
- c) la mobilisation des ressources et leur allocation et utilisation rationnelles entre les différents sous-secteurs et catégories de dépenses
- d) l'actualisation des prévisions de l'évolution du secteur (effectifs, entrants, sortants et ressources).

Sans préjudice des stratégies des deux sous-secteurs, le Comité de stratégie sectorielle a pour mission de :

- 1) assurer l'actualisation régulière de la stratégie du secteur de l'Enseignement National (stratégie sectorielle de l'enseignement primaire et secondaire et de l'enseignement supérieur, universitaire et recherche scientifique) ;
- 2) veiller à la cohérence des stratégies des deux sous-secteurs entre elles et à leur conformité avec la stratégie globale du secteur ;
- 3) assurer le suivi permanent de la mise en oeuvre des stratégies des départements concernés, leur ajustement aux changements conjoncturels éventuels ;
- 4) contrôler l'application correcte des mesures déterminées par les stratégies des sous-secteurs ;
- 5) faire établir annuellement un Programme des dépenses publiques des départements concernés et les traduire en un programme global de l'Enseignement National ;
- 6) orienter les études relatives à une planification rationnelle du secteur ;
- 7) faire aux Commissaires d'Etat concernés toutes les propositions qu'il juge profitables à l'amélioration du système éducatif ;
- 8) faire rapport mensuellement aux Commissaires d'Etat concernés sur l'évolution de chaque secteur.

- un Conseiller technique économiste nommé conjointement par le Commissaire d'Etat à l'Enseignement Primaire et Secondaire et par le Commissaire d'Etat à l'Enseignement Supérieur, Universitaire et à la Recherche Scientifique.

Le Comité pourra recourir à la collaboration consultative d'intervenants extérieurs, choisis en fonction de leur compétence et de l'ordre du jour. Ces intervenants pourront assister aux séances sur invitation du Comité.

La présidence du Comité sera assurée alternativement par les représentants des Commissaires d'Etat. La périodicité de cette alternance sera de 2 (deux) ans; la première présidence sera assurée par le représentant du Commissaire d'Etat à l'Enseignement Primaire et Secondaire.

Le Comité sera assisté dans sa tâche par un Secrétariat Permanent constitué :

- du Conseiller technique, chef de ce secrétariat
- de deux membres (l'un appartenant au Département de l'Enseignement Primaire et Secondaire, l'autre au Département de l'Enseignement Supérieur, Universitaire et à la Recherche Scientifique) nommés, parmi les membres du Comité, par les Commissaires d'Etat et détachés au C.S.S.

Il aura la responsabilité de la préparation du travail du Comité et celle de suivre la bonne exécution des décisions prises.

Le Comité sera doté d'un règlement intérieur qu'il établira et qui sera soumis à l'approbation des Commissaires d'Etat concernés.

Ce règlement fixera notamment la périodicité des réunions de travail du Comité.

Le Comité de stratégie sectorielle se compose des membres suivants:

- un représentant de chacun des Commissaires d'Etat concernés
- les Secrétaires Généraux et les Directeurs de la Planification des Départements de l'Enseignement National concernés ou leur représentant
- le Président de la Commission Nationale de la Réforme de l'Enseignement Primaire et Secondaire
- le Directeur des Services Académiques à l'Enseignement Supérieur et Universitaire
- le Directeur des Services Généraux à l'Enseignement Supérieur et Universitaire
- pour chacun des Départements concernés, deux planificateurs, dont l'un spécialiste des dépenses publiques, nommés sur proposition des Secrétaires Généraux par les Commissaires d'Etat de tutelle
- un représentant du Commissaire d'Etat au Plan ayant l'Education dans ses attributions, désigné par le Commissaire d'Etat au Plan
- un représentant de l'ANFZA ayant l'étude des besoins de l'emploi et/ou la formation dans ses attributions, nommé par le Président de cette Association

Provision of textbooks/
Mise en place des Manuels

**B.1.3.1. Mise en place de la Division
de l'enseignement maternel et
primaire**

Cette Division sera composée d'une quinzaine de personnes regroupant de manière équilibrée des membres de l'Inspection de l'Enseignement primaire et des personnes de la Direction IV.

Cette cellule aura pour tâches :

- de promouvoir la rédaction et l'expérimentation des guides pédagogiques.
- de mettre en oeuvre et de prêter la première opération intégrée de formation liée à la distribution des guides pédagogiques en vue de redynamiser les structures de formation continuée.
- de conduire en collaboration avec la Commission Nationale de la Réforme des Programmes et avec l'Inspection une réflexion destinée à jeter les bases d'une formation initiale renouvelée des maîtres.

Pour ce faire, la Division de l'enseignement maternel et primaire devra bénéficier d'une Assistance Technique.

Les actions à réaliser pour mettre en place cette Division sont les suivantes :

- a) Signature d'un arrêté départemental, aménageant la Division de l'enseignement maternel et primaire au sein de la Direction des Programmes Scolaires et Matériels Didactiques. Cette Division est appelée à intégrer les activités de conception de programmes et d'élaboration de manuels existants déjà dans la Direction ainsi que la formation dans l'enseignement primaire.
- b) Nomination par arrêté départemental des membres de la Division de l'enseignement maternel et primaire. Le personnel technique doit présenter le profil suivant :
 - une expérience pédagogique polyvalente acquise sur le terrain à différents niveaux
 - (Direction d'école, Inspection, Administration Centrale),
 - des connaissances de niveau universitaire bien maîtrisées et mobilisables au service de problématiques concrètes,
 - le sens des contacts humains et une aptitude à travailler en équipe.
- c) Nomination par arrêté départemental :
 - du Chef de Division, chargé de la coordination, qui, en plus de critères retenus pour la sélection des membres, devra posséder une expérience et des connaissances dans le domaine de l'élaboration des manuels scolaires, secteur dont il s'occupera spécialement.

- du Coordinateur-adjoint, qui, devra avoir travaillé longtemps et bien à former des enseignants du primaire,
- des 17 membres de la Division de l'enseignement maternel et primaire répondant au profil susmentionné et repartis de la manière suivante :
 - 3 didactiques de la langue française,
 - 3 " du calcul (Math)
 - 3 " de l'étude du Milieu (sciences, géographie)
 - 2 " de la langue Lingala
 - 2 " " " Kikongo
 - 2 " " " Ciluba
 - 2 " " " Swahili
- du personnel administratif :
 - 1 secrétaire-dactylographe,
 - 1 agent de bureau chargé des tâches techniques,
 - 2 chauffeurs
 - 1 huissier

d) Equipement de la Division de l'enseignement maternel et primaire. Cette Division devra être dotée notamment

- de moyens de transport pour effectuer les déplacements indispensables à l'expérimentation de ses documents pédagogiques dans les écoles
- de moyens de dactylographie
- de production de documents en petit nombre
- d'une documentation minimale
- de moyens de fonctionnement en cours dans 6 années du projet.

e) Collaboration de la Division de l'enseignement maternel et primaire et des autres services.

Si la Division de l'enseignement maternel et primaire constitue le centre de conception, elle aura à s'entourer de la collaboration des autres services concernés par les opérations pédagogiques au primaire (CNR, Sernafor, inspections décentralisées, équipes pédagogiques de la région pilote). Pour cette raison une concertation fonctionnelle sera mise en place par le Secrétariat général sous forme d'un conseil pédagogique. Les participants aux réunions percevront des jetons de présence pour ces réunions

le projet assurera donc

- la mise en place de ces équipements ainsi que
- le budget de fonctionnement nécessaire.

B.1.3.2. Relevé et choix des manuels du primaire

Pour effectuer parmi les manuels existants le choix de ceux qui feront l'objet d'une diffusion pour l'ensemble du pays, le Département a organisé 4 sous-commissions (Français, Mathématique, Lingala et Swahili) qui ont, dans un premier temps dressé la liste la plus exhaustive possible des titres

disponibles et, dans un second temps, analysé leur conformité aux nouveaux programmes. Un classement a ainsi été établi : manuels conformes et ne nécessitant aucune ou peu de modification, manuels nécessitant des remaniements plus profonds.

Le choix définitif des manuels qui feront l'objet de financement par le projet reste à faire et devra conduire à proposer au moins deux titres par matière et par niveau à l'exception des manuels pour lesquels les droits appartiennent au Département et où l'appel d'offre ne porterait que sur l'impression.

B.1.3.3. Droits d'auteur, autorisations d'adaptation, cession des droits d'édition des manuels retenus

Afin d'éviter toute difficulté ultérieure, il sera nécessaire, lorsque les titres à imprimer auront été définitivement retenus, d'étudier les modalités de l'accord qui devra intervenir entre les auteurs, les éditeurs et le DEPS. Pour cela, des consultations entre ces différents intervenants seront organisées. Un expert international participera à ces rencontres. Des solutions d'ordre juridique et financier devront être trouvées pour chacun des cas et feront l'objet d'un contrat entre les parties concernées.

Pour ce travail, le projet assurera :

- le financement d'une mission de consultant d'un expert international spécialiste des questions de droits d'auteurs et copyright. Cette mission devrait être de 1,5 mois

B.1.3.4. Conception, élaboration et expérimentation des versions adaptées des livres d'élèves et des guides du maître

La Division de l'enseignement maternel et primaire de la Direction IV chargée de l'organisation et de la coordination de l'ensemble de ces opérations devra établir le calendrier précis des différents travaux à effectuer au cours du projet et répartir les responsabilités au sein de l'équipe.

Au cours de cette période, il faudra :

- a) identifier les équipes d'enseignants primaires qui seront associées à la cellule centrale dans les actions d'expérimentation.
- b) organiser un séminaire regroupant la Division de l'enseignement maternel et primaire et les équipes associées. L'objectif de ce séminaire sera double :
 - d'une part il sera l'occasion d'organiser les tâches au sein de la Division, de définir les orientations et le calendrier du travail ainsi que les modalités de la collaboration avec les intervenants extérieurs à la Division;
 - d'autre part, il constituera éventuellement une formation à la fonction d'auteur, en fournissant l'information indispensable relative à la conception, à l'élaboration et à l'adaptation des moyens d'enseignement et d'apprentissage, et une initiation aux impératifs techniques de la création de manuels. Il constituera également l'occasion de répertorier

les difficultés rencontrées par les enseignants lors de l'utilisation des manuels expérimentés et définir ainsi l'objectif de la formation continue à mettre en oeuvre pour y remédier.

- c) effectuer l'élaboration et l'expérimentation des fiches pédagogiques qui constitueront les guides du maître, et les adaptations nécessaires dans les manuels des élèves en français, en calcul et en Etude du milieu.

Ces travaux devront s'effectuer en étroite collaboration entre les membres de la Division et les membres des équipes enseignantes qui seront associées à l'expérimentation.

La Division mettra à la disposition des instituteurs et des élèves les manuels retenus pour l'expérimentation, ainsi que les documents d'adaptation dont elle assurera la multiplication.

Les équipes enseignantes associées seront choisies de manière à constituer un échantillon représentatif des classes de milieu éducatif urbain et rural. Le nombre de ces équipes sera choisi de manière à répondre au critère ci-dessus et sera fonction également des capacités d'encadrement de la Division pour que des équipes soient constituées, regroupant enseignants du primaire et membres de la Division.

La participation des enseignants primaires à ce travail justifie qu'ils perçoivent une compensation pour ces tâches supplémentaires. Ces compensations pourront être de nature pécuniaire d'une part mais également être constituées par un allègement du travail en doublant l'équipe enseignante des classes choisies. Cette solution présenterait de plus l'avantage indéniable et important de disposer en permanence dans ces classes d'un observateur, participant actif à l'élaboration, qui pourra faire le compte rendu de l'expérimentation.

Les tâches de ces équipes "enseignants primaires - membres de la Division seront :

- d'élaborer si nécessaire les fiches pédagogiques,
- d'adapter si nécessaire le support pédagogique de l'élève,
- d'expérimenter ces outils dans la situation réelle de la classe, ce qui nécessitera une assistance des membres de la Division à une partie des leçons d'une part et une analyse critique des fiches et des observations après la mise en pratique d'autre part
- de finaliser, en collaboration avec le Bureau d'édition le fruit de leur travail pour créer ainsi le guide du maître ou le livre de l'élève adapté.

En ce qui concerne les manuels relatifs à l'enseignement des 4 langues nationales zairoises prises en compte au cours du projet, le plan de travail ci-dessus devra être adapté de manière à permettre une élaboration dans chacune des communautés linguistiques.

Une solution pourrait être de "sous-traiter" avec une équipe régionale (équipe organisée autour de l'auteur ou d'un inspecteur du primaire chevronné ou d'une équipe enseignante) qui sera chargée de l'élaboration du document correspondant au livre de l'élève retenu. Les coordinateurs de ces équipes seront associés lors du séminaire relatif à l'élaboration des manuels décrit plus haut.

Pour cela, le projet IV mettra à la disposition de la cellule primaire et donc des équipes de collaboration :

- un budget de fonctionnement permettant d'assurer les compensations des équipes associées et les per diem des membres de la Division de l'enseignement maternel et primaire lors des visites de classes en milieu rural.
- la prise en charge d'un spécialiste de la rédaction des manuels scolaires et des travaux relatifs à leur édition (séminaire d'auteurs),
- la prise en charge des frais d'organisation et de fonctionnement de ce séminaire.
- la prise en charge de 4 voyages des coordinateurs des équipes régionales chargées de l'élaboration des guides du maître pour l'enseignement des langues nationales.
- la prise en charge du financement du contrat conclu avec ces équipes régionales.
- la prise en charge de 4 voyages par an d'un membre de l'équipe centrale dans les régions pour assurer la coordination et le suivi des équipes d'élaboration des guides en langue nationale.

N.B. : Ces opérations devront être prévues au cours de 4 années successives correspondant à la période d'élaboration des guides pour les quatre premières années du primaire prise en considération au cours du projet.

B.1.3.5. Edition, passation des marchés et impression des manuels

a) EDITION

La Direction IV de la pédagogie dispose d'ores et déjà, grâce à l'aide bilatérale belge, d'une cellule au sein du Ceredip chargée de la préparation des maquettes des documents produits par les services pédagogiques.

L'annexe B.1.4.6. présente en détail l'équipement actuellement disponible dans cette cellule ainsi que ses besoins en matériels et en formation supplémentaires qui découleront du projet.

Compte tenu du développement inévitable de la cellule édition, il conviendra de lui donner une autonomie plus marquée dans la Direction à l'occasion de la restructuration (cf. annexe B.1.4.9).

Le projet devra donc assurer

- le financement de l'équipement complémentaire nécessaire à la cellule
- un complément de mobilier
- les fongibles indispensables
- la maintenance du mobilier
- la formation locale et à l'étranger nécessaire à la mise en place d'un personnel compétent: stage pour les auteurs, stage pour les éditeurs.

b) PASSATION DES MARCHÉS ET IMPRESSION DES MANUELS

La passation des marchés sera effectuée par le spécialiste du Bureau Projet Education à partir du cahier des charges élaboré par la cellule édition

assistée d'un spécialiste technique qui établira les spécifications techniques détaillées et les guides de fabrication des soumissions pour chaque titre soumis à l'appel d'offre.

L'impression des manuels sera prise soit au niveau local (peut être régional dans le cas des manuels des guides en langues nationales) quand le nombre des tirages correspond aux capacités de production existantes, soit à l'étranger pour les tirages plus importants. Dans tous les cas, il s'agira d'appel d'offres.

Ces opérations concerneront des manuels de français, de lingala, de swahili et de calcul pour les élèves et des guides du maître pour les mêmes matières et l'étude du milieu.

Lors des trois premières années du projet, pour répondre à l'urgence des besoins, seuls des manuels répondant aux exigences des programmes mais ne nécessitant pas de modifications importantes seront publiés.

Dans les trois années suivantes, compte tenu des travaux de la Division de l'enseignement maternel et primaire, des manuels ayant nécessité une élaboration nouvelle pourront être imprimés et distribués.

Le projet prévoira donc :

le financement nécessaire à l'édition et à l'impression de :

- pour les élèves : 4 manuels de français, 4 manuels de calcul, 4 manuels de lingala et 4 manuels de swahili
- pour les maîtres : les fiches pédagogiques correspondantes

N.B. : Il a été signalé dans la présentation de la sous-composante que les entreprises locales ne disposent pas de l'équipement permettant la finition des couvertures de manuels par laminage ou vernissage. Il conviendra de s'assurer que cet équipement sera disponible pour confier les travaux aux imprimeurs locaux.

B.1.3.6. Transport et acheminement des manuels en régions

Cette opération constitue l'une des tâches les plus complexes et les plus difficiles de la chaîne de mise en place des manuels.

Cette opération constitue l'une des tâches les plus complexes et les plus difficiles de la chaîne de mise en place des manuels.

Une équipe sera constituée, appuyée par une assistance technique, un an avant le début des opérations.

a) La première partie du travail consistera à :

- * superviser les aménagements de réhabilitation de l'entrepôt, la réception et l'installation des équipements et des fournitures de l'entrepôt, des bureaux et du secrétariat,
- * déterminer, région par région et zone par zone, les réseaux de distribution;
- * identifier les collaborateurs régionaux qui assureront, pour le compte de l'équipe centrale, le contrôle des opérations aux différents points d'éclatement.

- négocier les coûts d'entreposage et de transport avec les différents intervenants dans l'ensemble du réseau à travers le pays.
 - organiser l'aménagement spatial et la disposition des stocks dans l'entrepôt;
 - mettre en place un système de gestion des stocks et familiariser toute l'équipe avec son fonctionnement;
 - saisir sur ordinateur, en coordination avec le Secope, les données précises relatives à la clientèle à desservir (annuellement, plus de 10000 écoles, centres administratifs et centres de formation) pour accélérer et faciliter la tenue des dossiers, la préparation des bordereaux d'expédition et l'étiquetage d'environ 25000 colis par année;
 - préparer et roder le système de réception, de colisage et d'expédition;
 - préparer, imprimer et regrouper les documents d'information destinés aux intéressés du terrain et qui devront être insérés dans les colis;
 - assurer la préparation et la formation adéquate des membres de l'équipe.
- b) L'équipe devrait être constituée de 18 membres. La création de cette division et la nomination de ses membres devraient se faire par arrêté départemental.

Voici la composition suggérée :

- un responsable national de la distribution (avec le titre de Chef de Bureau) chargé de la coordination;
- trois responsables régionaux itinérants qui verront, dans un premier temps, à recueillir sur le terrain l'information exacte nécessaire à la mise en place des opérations, et dans un deuxième temps à superviser et à assurer le bon déroulement des opérations de distribution dans les régions;
- un Chef de bureau responsable de la préparation des dossiers, des bons d'expédition (facturation) et du contrôle des expéditions, des réceptions et des inventaires;
- un Chef d'entrepôt (magasinier) responsable des stocks, du colisage, de l'expédition et de la réception des marchandises;
- trois préparateurs de commandes;
- trois manutentionnaires;
- trois secrétaires travaillant sur ordinateur;
- deux chauffeurs;
- un huissier (bricoleur) responsable de l'entretien des locaux et de l'équipement mécanique.

La première phase sera constituée par la distribution dans les régions du Bas-Zaïre, de Kinshasa, de Bandundu, de l'Equateur et la partie occidentale du Haut-Zaïre accessible par voie fluviale. La seconde qui se déroulera un an plus tard concernera les régions du Kasai-Occidental, du Kasai-Oriental, du Shaba, du Maniema, du Sud-Kivu, du Nord-Kivu et de la orientale du Haut-Zaïre accessible par les voies routières de l'est du pays.

Pour mener à bien les opérations et compte tenu de l'expérience du troisième projet, le colisage des livres devra être effectué au départ du point de

dispatching central de Kinshasa où les manuels imprimés seront livrés. Les colis à destination de chaque école contiendront l'ensemble des manuels qui leur sont destinés et porteront, sur le colis, les indications nécessaires à leur acheminement. Pour cela, le projet doit donc prévoir une aire d'entreposage de 800 m² permettant le stockage ordonné de près de 2000 m³ de marchandises et la place nécessaire à la mise en colis. Pour garantir des conditions de transport optimales, chaque colis sera enveloppé dans un emballage plastique thermorétractable.

L'expérience du Projet Education III et l'étude préliminaire de mise en place du réseau de distribution ont permis d'identifier davantage les besoins en infrastructure et en personnel, de dresser des listes de transporteurs régionaux avec leurs coûts et leurs capacités de transport, d'inventorier les entrepôts potentiels aux points de chute probables, de tracer des itinéraires et d'évaluer les coûts de transport pour chaque zone du pays. Il reste maintenant la vérification et la réalisation.

Pour cela, le projet devra :

- *procéder à la création de la cellule "distribution" et à la nomination de ses membres;*
- *financer la location et la réhabilitation du local retenu;*
- *financer les équipements nécessaires; mobilier de bureau, équipement d'entrepôt, équipement informatique, conteneurs et véhicule;*
- *financer la formation locale et à l'étranger;*
- *financer l'assistance technique requise;*
- *financer les frais de fonctionnement de l'entrepôt, de l'expédition, des bureaux, du secrétariat et des véhicules;*
- *financer le transport des livres de Kinshasa vers les écoles;*
- *financer la supervision et les frais de mission dans les diverses régions du pays.*

B.1.3.7. Conservation des manuels dans les écoles

La mise en place des manuels dans les classes doit s'accompagner de l'assurance qu'un moyen de stockage permet d'éviter dégradation et disparition des manuels dans les écoles.

Chaque école sera donc équipée de 2 malles métalliques fermées par des cadenas qui permettront d'entreposer les manuels de façon sûre dans un local qui pourra être une classe, le bureau du Directeur, son habitation ou tout autre local présentant les conditions suffisantes de sécurité.

Pour cela, le Projet assurera

- *Le financement des malles de rangement et des cadenas.*

B.1.3.8. Contribution de parents

La contribution parentale à la location des manuels sera limitée et de l'ordre de 50 à 100 zaïres par manuel et par an.

Dans la région pilote (cf. B.3.) cette contribution sera utilisée dans le cadre du fonds attribué à la mutuelle de santé. Dans le reste du pays sa gestion sera laissée au niveau local en attendant les propositions de gestion qui découleront de l'étude relative à la contribution des parents.

B.1.3.9. Mise à la disposition de matériel didactique

Grâce à un mécanisme de conditionnalité de ses déboursments, le PASS garantira une allocation budgétaire additionnelle en faveur du Département, destinée à l'équipement pédagogique des établissements scolaires. Cette allocation représentera une somme équivalant à 12 millions de dollars des Etats-Unis sur une période cinq ans. Ce montant représentera une partie de la participation gouvernementale au projet et servira à doter les écoles primaires en priorité d'ardoises, des tableaux noirs et des ustensiles nécessaires pour écrire sur les ardoises et les tableaux noirs. Le réseau de distribution des manuels scolaires distribuera également cet équipement pédagogique.

B.1.3.10. Actions de formation des personnels

A) SEMINAIRE DE FORMATION DES AUTEURS DE LA DIRECTION IV

L'équipe d'auteurs de la Division de l'enseignement maternel et primaire doit commencer le plus rapidement possible à préparer des guides pédagogiques correspondants aux manuels élèves qui auront été sélectionnés.

C'est pourquoi il semble souhaitable qu'un séminaire d'initiation à la rédaction de manuscrits et aux techniques éditoriales ait lieu dans le courant du 1er semestre 1990.

Ce séminaire, qui se déroulera sur deux semaines (12 jours ouvrables) comportera :

- Une étude détaillée des différentes étapes d'élaboration d'un manuel :
 - le manuscrit
 - le travail d'édition
 - la chaîne graphique. Visite d'une imprimerie.
- Des notions de typographie et de mise en page avec des exemples concrets.
- Des travaux pratiques avec des groupes de 5 personnes (4 groupes) sur :
 - les études préliminaires à l'élaboration d'un manuscrit.
 - la mise en page,
 - l'interaction entre les contraintes techniques et les contraintes pédagogiques.

Différents modèles seront proposés et l'animation sera faite par :

- un expert, spécialiste de l'édition,
- un maquettiste local,
- le responsable de la cellule technique d'édition,

- deux pédagogues du CEREDIP ayant déjà participé à l'élaboration de manuels scolaires

Ce séminaire sera préparé en détail par les animateurs pendant la semaine qui le précédera

Il faudra prévoir l'acquisition de manuels de documentation suffisamment tôt afin qu'ils soient disponibles au moment du stage, ainsi que la fourniture de fongibles

Le projet financera le per diem des participants et animateurs, le transport et la restauration ainsi que la mission d'expertise.

B) STAGE DE FORMATION COMMUNE A TOUS LES MEMBRES DE LA CELLULE EDITION.

La cellule technique d'édition aura un rôle déterminant dans la réalisation des manuels qui doivent être produits dans le cadre du Projet Education IV, et particulièrement des 28 guides pédagogiques qui sont tous à créer.

Il est souhaitable que le responsable de la cellule technique d'édition, lors du recrutement des 10 personnes qui feront partie de cette cellule, leur fasse passer des tests. Il est en effet nécessaire que les candidats aient :

- une bonne connaissance de la dactylographie.
- une bonne maîtrise de la langue française et de l'orthographe.
- le sens du détail et beaucoup d'application.

Un stage de deux semaines (12 jours ouvrables) réunira tout le personnel (10 personnes) et aura comme programme :

a) une initiation et introduction à l'informatique : notions de base, principales fonctions d'un micro-ordinateur, système d'exploitation MS-DOS;

b) Le traitement de texte "Word" :

- fonctions élémentaires,
- mise en forme des paragraphes,
- techniques de perfectionnement,

techniques avancées pour l'édition.

Ce séminaire sera animé par un expert-spécialiste de la formation en micro-informatique et en traitement de texte.

Il pourra se situer au premier semestre 1990. Dès que le matériel nécessaire est arrivé.

Le projet financera le per diem des participants et animateurs, le transport et la restauration, ainsi que la mission d'expertise.

C) STAGE DE FORMATION COMPLEMENTAIRE A LA P.A.O.

Après quelques mois de pratique du traitement de texte et de la mise en page, le responsable de la cellule technique de l'édition choisira parmi les plus performants, six personnes qui se consacreront à la P.A.O proprement dite : mise en page, utilisation des logiciels spécialisés, du scanner, etc.

Il sera également animé par un expert-spécialiste de la formation en P.A.O. et comprendra :

Primary school teachers in service training/
Formation continue des maîtres de l'enseignement primaire

B.2.3.1. Formation de la Division de l'enseignement maternel et primaire et préparation des modules d'animation

L'"Animation formation" qui constituera l'opération finale de recyclage des maîtres doit d'abord être élaborée dans la Division de l'enseignement maternel et primaire en collaboration avec le Sernafor.

Pour cela, les membres de la Division de l'enseignement maternel et primaire devront s'initier, s'auto-former à cette technique qu'ils auront à promouvoir ensuite au niveau régional.

Cette formation prendra place en alternance avec les phases de travail correspondant aux tâches dévolues à cette unité. Cette action de formation sera régulièrement réévaluée en fonction des difficultés rencontrées sur le terrain.

Elle devra se réaliser de la manière suivante :

- Deux opérations d'animation seront organisées dans une région proche de Kinshasa dès qu'un nombre suffisant de guides pédagogiques sera disponible. Elles comporteront les phases décrites au point B.2.4.6. en plus d'une phase préparatoire. La première de ces opérations sera conduite par l'Animateur Principal, la seconde, ultérieure, sera conduite en collaboration par deux membres de la Division de l'enseignement maternel et primaire.

Chacune de ces opérations sera observée par les autres membres de la Division de l'enseignement maternel et primaire.

Cette observation sera suivie d'un travail d'élaboration en groupe, d'un inventaire des difficultés rencontrées et de reprises portant sur les points-clés.

- Les périodes de travail de la Division de l'enseignement maternel et primaire seront entrecoupées à intervalles réguliers (toutes les trois semaines par exemple) par des cycles de formation de 3 ou 4 jours. Les contenus seront déterminés par l'ensemble du groupe. Ils devront comporter des exercices systématiques portant sur
 - la conduite de réunions,
 - la réalisation de synthèses orales après débats,
 - la conduite d'interviews,
 - la mise au point et le dépouillement de questionnaires,
 - les techniques d'évaluation,
 - les techniques de documentations.

Les moyens nécessaires seront fournis par la Division de l'enseignement maternel et primaire.

B.2.3.2. Conduite des opérations au niveau régional

Les opérations d'animation formation au niveau régional (Ateliers pédagogiques) concerneront progressivement l'ensemble des Inspecteurs et des Conseillers pédagogiques des différents réseaux. Elles s'effectueront en deux vagues. La première concernera 6 régions, la seconde le reste des régions (cfr tableau ci-dessous). Elles se dérouleront après la mise à la disposition des écoles d'un lot de manuels. Bien conduites, ces opérations devront être considérées comme suffisantes et ne devront pas être reprises lors de la distribution des manuels des années suivantes.

Chaque atelier rassemblera une quarantaine de participants (Inspecteurs et Conseillers pédagogiques) pour dix jours calendriers.

DEROULEMENT ET FONCTIONNEMENT

Ces opérations se dérouleront à des dates fixées par la Division de l'enseignement maternel et primaire en liaison avec les Regeds (voir calendrier) et conformément au tableau suivant :

1re Vague

| Régions | Kinshasa | Bas-Zaïre | Bandundu | Equateur | E-Zaïre O | Maniema |
|----------|------------------------------|---------------------------------|--|---------------------------------------|--------------------------------|---------|
| Ateliers | Lulunga M-Naba Tabanga | Mbanza-Nyungu Matadi Boma | Bandundu Kenge Kilwit Inongo Kabamba | Mbandaka Lisala Boende Ghede | Kisangani Banalia + Buta | Kindu |
| Part. | 110 | 120 | 200 | 150 | 90 | 40 |

2e Vague

| Régions | Nord-Kivu | Sud-Kivu | Shaba | Eas.Occ. | Eas.Or. | E-Z Est |
|----------|-----------------|-----------------|--|------------------------------|---|----------------|
| Ateliers | Goma Butembo | Bukavu Uvira | Lubumbashi Kalenda Kamina Kolwezi Manono | Tshikapa Mwata Kananga | Mbuji-Mayi Mwene-Ditu Kabinda Lusambo Lodja | Isiro Sunia |
| Part. | 60 | 70 | 200 | 100 | 180 | 90 |

Chaque atelier sera assuré par au moins deux animateurs de la Division de l'enseignement maternel et primaire de telle sorte que chacun d'eux assurera en tout 4 Ateliers.

Le schéma de fonctionnement porte en annexe 7 sera exactement suivi, dans l'ordre indiqué

Chaque opération sera précédée d'une phase de préparation de cinq jours conduite sur le terrain par les deux animateurs en liaison avec les Regeds et les Sous-Regeds.

Les moyens techniques (polycopieurs, photocopieurs) fournis aux Regeds, sous-Regeds et I.P.R. seront mis à la disposition des animateurs.

Les Inspecteurs et les Conseillers pédagogiques participants toucheront pour toute la durée de l'atelier pédagogique un per diem et une indemnité compensatrice pour couvrir les frais divers. Un remboursement (ou une avance) pour frais de voyage est également à prévoir.

Les déplacements et les frais encourus par les animateurs seront prévus dans le budget du projet.

B.2.3.3. Conduite des opérations au niveau local : l'animation inter-écoles

Conduites à un niveau très proche du terrain, ces opérations devront former les Conseillers pédagogiques, les Directeurs d'écoles et les maîtres afin :

- de mettre les instituteurs en mesure d'utiliser au mieux les manuels et les guides pédagogiques,
- de mettre les Directeurs et les Conseillers pédagogiques des écoles en mesure d'assurer des actions de suivi.

Ces opérations seront organisées et conduites par les Inspecteurs et les Conseillers pédagogiques des réseaux qui travailleront par équipe de deux conformément au schéma de fonctionnement figurant en annexe B.2.4.6. Le contenu et l'ordre des différentes phases seront strictement respectés. Chaque atelier réunira pour une semaine une vingtaine de participants. (Maîtres, Directeurs, Conseillers pédagogiques des écoles).

La dernière journée de l'atelier pédagogique regroupera uniquement les Directeurs et les Conseillers pédagogiques des écoles afin de mettre au point la procédure de suivi.

Les participants et les animateurs toucheront un per diem pendant la durée du séminaire (hébergement, nourriture, frais de voyage) ainsi qu'une indemnité permettant de couvrir les frais divers. Les Inspecteurs auront dû, au préalable, être dotés d'un moyen de transport personnel.

SUIVI

La tenue des Ateliers doit aboutir à une revalorisation des réunions pédagogiques, c'est-à-dire à une meilleure prise en compte des circulaires existantes portant sur les réunions dans les écoles. L'Unité d'encadrement telle que conçue par le Sernafor doit devenir opérationnelle, ce qui implique un contrôle par sondage et un appui de la part des Inspecteurs et des Conseillers pédagogiques des réseaux (contrôle des procès-verbaux, appréciation annuelle du Directeur).

Rehabilitation of Local Educational Environment
in Bas-Uele

Rehabilitation locale de l'environnement éducationnel
dans le Bas-Uele

Deux Ecoles Normales de 4 classes, internat et logements pour les enseignants devront être aménagées dans la régions pilote.

a) CRITERES

1. Les Ecoles Normales ne partageront pas de bâtiments avec une autre formation de type général ou technique.
En effet, les Normaliens bénéficieront de conditions particulières puisqu'ils seront internes à charge de l'Etat. La cohabitation avec d'autres élèves ayant pas cet avantage ne peut être que conflictuelle.
En second lieu, deux raisons d'ordre pédagogique militent en ce sens :
 - la formation de Normaliens est une éducation qui ne vise pas seulement l'acquisition de connaissances mais aussi l'acquisition de comportements de futurs encadreurs de jeunes : il est donc indispensable que le régime de l'école permette l'autodiscipline, la maîtrise de l'organisation de son temps et de son travail. Cette organisation de l'Ecole Normale peut difficilement voisiner une école générale où l'encadrement est généralement plus directif.
 - l'organisation d'une formation professionnalisée où stages, leçons d'essai, périodes en écoles d'application alternent avec des périodes de cours demande une souplesse dans l'organisation de l'horaire scolaire qui peut difficilement aller de pair avec les horaires plus figés d'une section classique.
2. La mise en place des E.N. dans la région pilote devra s'accompagner, dans toute la sous-région, de la suppression des sections d'Humanités pédagogiques et des écoles D4 qui pourront être transformées en d'autres filières.
3. Pour permettre l'organisation de la formation, les écoles comporteront outre les salles de classe une salle de préparation de la didactique permettant le travail par petit groupe et la fabrication du matériel didactique par les élèves-maîtres.

Le programme architectural et son estimation figurent à l'annexe B.3.3.1.

b) IMPLANTATION

1. L'école de Bondo sera construite dans la nouvelle concession protestante de la zone de Zagili. L'école de Banalla sera construite sur le site actuellement inoccupé près du quartier Bodia et mis à la disposition du projet et de la convention catholique par les autorités locales.
Dans les deux cas, les garanties de disponibilité des sites proposés seront fournies au bailleur de fonds.

c) MISE EN OEUVRE

1. L'architecte sera chargé de l'élaboration des plans.
2. A Banalla la construction sera effectuée soit par les services de l'économat général de l'Archevêché, s'ils sont disponibles, soit par une entreprise de construction de Kisangani, dans le cas contraire.
A Bondo, la construction sera effectuée par les techniciens de la Norad si

la convention protestante du CBBU obtient la coopération de cet organisme norvégien. Dans le cas contraire il sera fait également appel à une entreprise privée.

Dans les deux cas l'architecte sera responsable du suivi des chantiers et sera le fonctionnaire dirigeant.

3. L'équipement de ces écoles sera assuré par le projet. L'architecte, en collaboration avec l'IFCEPS et les responsables régionaux, sera chargé d'établir le cahier des charges. Il assurera également le suivi de la fabrication éventuelle en région.

Formation initiale

a) OBJECTIFS

1. Objectif général

Mettre en place une école de formation des instituteurs qui permet de répondre à l'impérieuse nécessité de disposer à terme d'instituteurs qualifiés, stables, et en nombre suffisant.

2. Objectif spécifiques

- pour atteindre l'objectif général, il importe de mettre en oeuvre une formation qui met l'accent sur la compétences pédagogiques et professionnelle des élèves-maîtres.
- le profil de l'élève-maître doit être redéfini et comporter les compétences suivantes :
 - * être capable d'affronter des difficultés particulières : classes surpeuplées, classes rurales à plusieurs niveaux,
 - * avoir des connaissances de niveau suffisant dans les matières à enseigner,
 - * être initié à la construction et à l'utilisation des supports didactiques,
 - * maîtriser les langues d'enseignement (une langue nationale et le français)

b) DOMAINE INSTITUTIONNEL

1. Etablissements

Création d'écoles normales par regroupement en internat des sections humanités pédagogiques selon un rythme à étudier région par région en commençant par la région expérimentale retenue.

2. Niveau de recrutement

Le recrutement actuel (1re année post-primaire) dans les sections pédagogiques devrait pouvoir être revu : les élèves sont trop jeunes pour suivre avec profit une formation pédagogique. Cette formation, actuellement reportée en 2e année post-primaire, ou en 3e année conduit les ENI à fonctionner durant les 2 premières années de scolarité comme des établissements d'enseignement général ce qui altère leur spécificité en tant qu'établissement à vocation professionnelle.

Un recrutement au niveau de la 3e année post-primaire pourrait être envisagé par le concours lorsque les adolescents ont atteint un âge leur permettant valablement d'envisager un avenir professionnel.

3. Durée des études

La durée des études serait fonction de l'âge du recrutement. Elle pourrait être de 4 années, incluant une période

4. Sanction des études

Il convient de déterminer la nature et le niveau du diplôme à l'issue de la formation, (certificat d'aptitude pédagogique niveau D6)

5. Motivation et engagement

Un engagement d'exercer le métier d'instituteur durant 3 ou 5 ans pourrait être envisagé de la part des futurs maîtres à leur entrée à l'EN, en liaison avec une motivation qui serait souhaitable (bourse d'internat par exemple) la sanction du non respect de l'engagement étant le remboursement au taux en vigueur lors de la démission.

6. Corps professoral

Une formation initiale spécifique des professeurs d'ENI pourrait être envisagée (à l'IFCEPS par exemple, avec intervention d'un tronc commun avec la formation des Inspecteurs). Les professeurs d'ENI devraient bénéficier d'une formation continue dont il conviendrait de déterminer les modalités particulières, distinctes de celle des professeurs d'enseignement général.

c) METHODOLOGIE DE LA FORMATION

1. La formation pourrait comporter des renforcements dans les disciplines enseignés à l'école primaire (selon le niveau de recrutement) et une formation en administration de l'éducation.
2. La formation professionnelle pourrait comporter les étapes suivantes :
 - une première phase d'information sur l'école primaire et sur la problématique professionnelle.
 - des séjours d'observation dans des classes primaires rattachées à l'école normale suivis de reprises sous forme d'enseignements plus théoriques prenant appui sur la problématique vécue par les futurs maîtres dans les classes (méthodologie en alternance assurant une cohérence avec les actions de formation continue ultérieure).
 - des stages plus longs avec un séjour en responsabilité, lui-même suivi d'une reprise.
3. Chaque école normale devrait pouvoir disposer d'un réseau d'écoles primaires rattachées :
 - une école annexe dépendant de l'école normale où exerceraient des maîtres très qualifiés capables de jouer le rôle de Directeurs de stages. L'école annexe serait le lieu où se dérouleraient des opérations courtes et ponctuelles : leçons-exemples, leçons d'essai, travaux pratiques avec des groupes d'élèves, ...
 - un réseau plus vaste comportant obligatoirement des écoles "tout venant" en particulier des écoles rurales avec des classes à plusieurs niveaux. Ce réseau serait conçu comme présentant, à des fins d'apprentissage, les difficultés que les futurs maîtres rencontreront à leur entrée dans le métier.

Certaines écoles rurales du secteur rattaché devraient comporter en annexe une case de passage pouvant accueillir 5 normaux pour la durée de leur stage

Les programmes seront finalisés après intégration du résultat de cette nouvelle réflexion sur la formation initiale des maîtres.

REPUBLIQUE DU ZAIRE
EDUCATION IV
Table 10 A STRATEGIE SECTORIELLE p 14
Detailed Cost Table
(DOLLARS EU '000)

| | Unit | Quantity | | | | | | | Total | Unit Cost | Base Costs in \$ | | | | | | Totals Including Contingencies (US\$ '000) | | | | | | | | |
|---------------------------------|------|----------|----|----|----|----|----|-----|-------------|-----------|------------------|-----|-----|-----|-----|-------|--|-----|-----|-----|-----|-----|-------|-------|------|
| | | 90 | 91 | 92 | 93 | 94 | 95 | 90 | | | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total | | |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | | | | |
| A EQUIPEMENT p 32 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mobilier p 32 | IDA | - | - | - | - | - | - | - | 10 | 1 | 10 | | | | | | | | | | 11 | | | | |
| Informatique p 26 | IDA | - | - | - | - | - | - | - | 4 ordin | | 52 | | | | | | | | | | 63 | | | | |
| Veh CSS | IDA | - | - | 1 | - | - | - | - | 1 | | 16 | | | | | | | | | | 19 | | | | |
| Sub total EQUIPEMENT p 32 | | | | | | | | | | | 78 | | | | | | | | | | 96 | | | | |
| B FORMATION p 34 | | | | | | | | | | | | | | | | | | | | | | | | | |
| form locale | IDA | - | - | - | - | - | - | - | 1 | | 4 | | | | | | | | | | 6 | | | | |
| form etran | IDA | - | - | - | - | - | - | - | 1 | | 53 | | | | | | | | | | 65 | | | | |
| Sub total FORMATION p 34 | | | | | | | | | | | 53 | 4 | | | | | | | | | 70 | | | | |
| C ASSI TECHN p 35 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plan de l'ed | IDA | - | 1 | 1 | 1 | 1 | 1 | 5 | \$130/an | | 137 | 137 | 137 | 137 | 137 | 686 | | 168 | 177 | 185 | 193 | 202 | 925 | | |
| Voyages | IDA | 3 | 3 | 3 | 3 | 3 | 3 | 15 | \$25 | | 8 | 8 | 8 | 8 | 8 | 40 | | 9 | 10 | 10 | 11 | 11 | 51 | | |
| Arch/icon | IDA | - | 1 | 1 | 1 | 1 | 1 | 3 | \$15/mois | | 16 | 16 | 16 | | | 48 | | 19 | 20 | 21 | | | 61 | | |
| Voyages | IDA | - | 2 | - | - | - | - | 2 | \$20 | | 4 | | | | | 4 | | 5 | | | | | 5 | | |
| Sub total ASSI TECHN p 35 | | | | | | | | | | | 8 | 165 | 161 | 161 | 145 | 137 | 778 | | 9 | 202 | 208 | 217 | 204 | 202 | 1042 |
| D ASS TECHN LOCALE p 35 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plan de l'educ | IDA | 24 | 24 | 24 | 24 | 24 | 24 | 144 | \$0 75/mois | | 19 | 19 | 19 | 19 | 19 | 112 | | 21 | 23 | 24 | 25 | 26 | 27 | 147 | |
| Sub total ASS TECHN LOCALE p 35 | | | | | | | | | | | 19 | 19 | 19 | 19 | 19 | 112 | | 21 | 23 | 24 | 25 | 26 | 27 | 147 | |
| E FONCTIONNEMENT p 36 | | | | | | | | | | | | | | | | | | | | | | | | | |
| CSSS | IDA | - | - | - | - | - | - | - | \$76 5 | | 16 | 16 | 16 | 16 | 16 | 81 | | 20 | 21 | 22 | 23 | 24 | | 109 | |
| Etudes CSSS | IDA | - | - | - | - | - | - | 1 | \$150 | | 155 | | | | | 155 | | 190 | | | | | | 190 | |
| long/Plat/PDP | IDA | - | - | - | - | - | - | - | \$38 5 | | 8 | 8 | 8 | 8 | 8 | 41 | | 10 | 11 | 11 | 11 | 12 | | 55 | |
| Voyages | IDA | - | - | - | - | - | - | - | \$23 5 | | 5 | 5 | 5 | 5 | 5 | 24 | | 6 | 6 | 7 | 7 | 7 | | 33 | |
| Sub total FONCTIONNEMENT p 36 | | | | | | | | | | | 185 | 29 | 29 | 29 | 29 | 302 | | 226 | 38 | 39 | 41 | 43 | | 387 | |
| F PART GVI p32 | | GVI | | | | | | | 341 | 352 | | | | | | 352 | | 401 | | | | | | 401 | |
| Total INVESTMENT COSTS | | | | | | | | | | | 379 | 500 | 213 | 209 | 193 | 185 | 1 679 | 432 | 611 | 276 | 282 | 272 | 272 | 2 144 | |
| Total | | | | | | | | | | | 379 | 500 | 213 | 209 | 193 | 185 | 1 679 | 432 | 611 | 276 | 282 | 272 | 272 | 2 144 | |

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PROJECT COSTS AND FINANCING PLAN/
COUTS DU PROJET ET PLAN DE FINANCEMENT

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EDUCATION IV
Table 20 BI AUXILIAIRES DIDACT p43
Detailed Cost Table
(DOLLARS EU '000)

| | Unit | Quantity | | | | | | | Unit Cost | Base Costs in \$ | | | | | | | Totals Including Contingencies (US\$ '000) | | | | | | | |
|--|-------|----------|----|----|----|----|----|---------|-----------|------------------|-------|-------|-----|-----|-------|-------|--|-------|-------|-------|-----|----|-------|-----|
| | | 90 | 91 | 92 | 93 | 94 | 95 | Total | | 90 | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total | |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | | | |
| A REHAB LIMIRE RENAPI p 65 | IDA | - | - | - | - | - | - | \$50 | - | - | 26 | 26 | - | - | - | 52 | - | - | 34 | 35 | - | - | - | 69 |
| B B142 MOBILIER p 66 | | | | | | | | | | | | | | | | | | | | | | | | |
| Cellule diff | IDA | - | - | - | - | - | - | \$25 | 26 | - | - | - | - | - | - | 26 | 30 | - | - | - | - | - | - | 30 |
| Cellule Ed | IDA | - | - | - | - | - | - | 27 4 | - | 28 | - | - | - | - | - | 28 | - | 35 | - | - | - | - | - | 35 |
| Sub Total B142 MOBILIER p 66 | | | | | | | | | 26 | 28 | - | - | - | - | - | 54 | 30 | 35 | - | - | - | - | - | 64 |
| C B142 VEHICULES p 67 | | | | | | | | | | | | | | | | | | | | | | | | |
| Unite Prim | IDA | 1 | - | - | - | - | - | \$65 | 69 | - | - | - | - | - | - | 69 | 79 | - | - | - | - | - | - | 79 |
| Cellule Edvt | IDA | 1 | - | - | - | - | - | 1 veh | 21 | - | - | - | - | - | - | 21 | 24 | - | - | - | - | - | - | 24 |
| Cellule Diff | IDA | - | - | - | - | - | - | Cam-Veh | - | 106 | - | - | - | - | - | 106 | - | 129 | - | - | - | - | - | 129 |
| Sub Total B142 VEHICULES p 67 | | | | | | | | | 90 | 106 | - | - | - | - | - | 196 | 103 | 129 | - | - | - | - | - | 232 |
| D B142 ORDINATEURS p 67 | | | | | | | | | | | | | | | | | | | | | | | | |
| Unite Primaire | IDA | - | 1 | - | - | - | - | \$10 | - | 11 | - | - | - | - | - | 11 | - | 13 | - | - | - | - | - | 13 |
| Cellule Ed | IDA | - | 1 | - | - | - | - | \$203 5 | - | 216 | - | - | - | - | - | 216 | - | 264 | - | - | - | - | - | 264 |
| Sub Total B142 ORDINATEURS p 67 | | | | | | | | | | 226 | - | - | - | - | - | 226 | - | 276 | - | - | - | - | - | 276 |
| E EQUIPEMENT | | | | | | | | | | | | | | | | | | | | | | | | |
| Cellule Diff | IDA | - | - | 1 | - | - | - | 53 | - | - | 53 | - | - | - | - | 53 | - | 68 | - | - | - | - | - | 68 |
| Cellule Diff | IDA | - | - | - | - | - | - | \$117 5 | - | 125 | - | - | - | - | - | 125 | - | 152 | - | - | - | - | - | 152 |
| Sub Total EQUIPEMENT | | | | | | | | | | 125 | 53 | - | - | - | - | 178 | - | 152 | 68 | - | - | - | - | 221 |
| F B 143 FORMATION p 70 | | | | | | | | | | | | | | | | | | | | | | | | |
| Form tran | IDA | - | - | - | - | - | - | \$99 6 | - | 52 | 52 | - | - | - | - | 104 | - | 63 | 67 | - | - | - | - | 130 |
| Form Loc | IDA | - | - | - | - | - | - | \$14 2 | - | 3 | 3 | 3 | 3 | 3 | 15 | - | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 20 |
| Sub Total B 143 FORMATION p 70 | | | | | | | | | | 55 | 55 | 3 | 3 | 3 | 118 | - | 67 | 71 | 4 | 4 | 4 | 4 | 4 | 150 |
| G B 144 ASSISTANCE TECHNI p 72 | | | | | | | | | | | | | | | | | | | | | | | | |
| Courte duree | IDA | - | - | - | - | - | - | \$75 5 | - | 80 | - | - | - | - | - | 80 | 91 | - | - | - | - | - | - | 91 |
| A1 Belge p65 | BELGE | 5 | 5 | 5 | 5 | 5 | 5 | 106 | 528 | 528 | 528 | 528 | 528 | 528 | 3 168 | 602 | 645 | 682 | 712 | 743 | 776 | 4 | 161 | |
| A1 FAC p65 | FAC | 2 | 4 | 4 | 4 | 4 | - | 106 | 211 | 422 | 422 | 422 | 422 | - | 1 901 | 241 | 516 | 546 | 570 | 595 | - | - | 2 467 | |
| A1 HGD | BELGE | 5 | 5 | - | - | - | - | 63 | 317 | 317 | - | - | - | - | 634 | 361 | 387 | - | - | - | - | - | 748 | |
| Sub Total B 144 ASSISTANCE TECHNI p 72 | | | | | | | | | 1 136 | 1 267 | 950 | 950 | 950 | 528 | 5 782 | 1 294 | 1 548 | 1 228 | 1 282 | 1 338 | 776 | 2 | 467 | |
| H SALAIRES | | | | | | | | | | | | | | | | | | | | | | | | |
| Gouvern | GVI | - | - | - | - | - | - | \$143 | - | 30 | 30 | 30 | 30 | 30 | 148 | - | 36 | 38 | 40 | 42 | 44 | - | - | 200 |
| Sub Total SALAIRES | | | | | | | | | | 30 | 30 | 30 | 30 | 30 | 148 | - | 36 | 38 | 40 | 42 | 44 | - | - | 200 |
| Total INVESTMENT COSTS | | | | | | | | | 1 252 | 1 837 | 1 114 | 1 009 | 983 | 561 | 6 755 | 1 427 | 2 244 | 1 439 | 1 361 | 1 384 | 824 | 8 | 679 | |
| Total | | | | | | | | | 1 252 | 1 837 | 1 114 | 1 009 | 983 | 561 | 6 755 | 1 427 | 2 244 | 1 439 | 1 361 | 1 384 | 824 | 8 | 679 | |

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Table 21 BI AUX OUDACT SUITE p66
Detailed Cost Table
(DOLLARS EU '000)

| | Unit | Quantity | | | | | | Total | Base Costs in \$ | | | | | | Totals including contingencies (US\$ '000) | | | | | | | | |
|-------------------------------|-------|----------|--------|--------|--------|--------|--------|-----------|------------------|-------|-------|-------|-------|-------|--|-------|-------|-------|-------|-------|-------|--------|-------|
| | | 90 | 91 | 92 | 93 | 94 | 95 | | Unit Cost | 90 | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | | |
| A B 145 MANUELS p 74 | | | | | | | | | | | | | | | | | | | | | | | |
| a) Droits | IDA | - | - | - | - | - | - | \$200 | 104 | 104 | | | | | 207 | 118 | 127 | | | | | 245 | |
| b) Lab Man | IDA | - | - | - | - | - | - | \$44.8 | 9 | 9 | 9 | 9 | 9 | 9 | 46 | 11 | 12 | 13 | 13 | 14 | 14 | 54 | |
| c) Indem UPP | IDA | - | - | - | - | - | - | \$137 | 29 | 29 | 29 | 29 | 29 | 29 | 143 | 35 | 37 | 39 | 40 | 42 | 42 | 197 | |
| d) Fongibles UP | IDA | - | - | - | - | - | - | \$120 | 25 | 25 | 25 | 25 | 25 | 25 | 127 | 31 | 33 | 34 | 36 | 37 | 37 | 158 | |
| e) Op Vehi UP | IDA | - | - | - | - | - | - | \$62.8 | 13 | 13 | 13 | 13 | 13 | 13 | 65 | 16 | 17 | 18 | 18 | 19 | 19 | 85 | |
| f) Semin Annuel | IDA | - | - | - | - | - | - | \$37.6 | 8 | 8 | 8 | 8 | 8 | 8 | 39 | 10 | 10 | 11 | 11 | 11 | 11 | 53 | |
| g) Fong Coll Ed | IDA | - | - | - | - | - | - | \$72 | 15 | 15 | 15 | 15 | 15 | 15 | 76 | 17 | 19 | 20 | 21 | 21 | 21 | 98 | |
| h) Prime Coll Ed | IDA | - | - | - | - | - | - | \$72 | 15 | 15 | 15 | 15 | 15 | 15 | 75 | 18 | 19 | 20 | 21 | 21 | 22 | 101 | |
| Sub Total B 145 MANUELS p 74 | | | | | | | | | 119 | 218 | 114 | 114 | 114 | 99 | 779 | 135 | 266 | 148 | 154 | 161 | 146 | 100 | |
| B IMPRESSION p 77 | | | | | | | | | | | | | | | | | | | | | | | |
| locale | IDA | | | | | | | \$2.0 m | | 424 | 424 | 424 | 424 | 424 | 2 120 | | 518 | 548 | 572 | 597 | 621 | 2 858 | |
| locale | IDAII | | | | | | | \$2.0 m | | 424 | 424 | 424 | 424 | 424 | 2 120 | | 518 | 548 | 572 | 597 | 621 | 2 858 | |
| Etran IDA | IDA | | | | | | | \$2.5 m | | 530 | 530 | 530 | 530 | 530 | 2 650 | | 647 | 685 | 715 | 746 | 779 | 3 131 | |
| Etran IDA | IDAII | | | | | | | \$3.5 m | | 742 | 742 | 742 | 742 | 742 | 3 710 | | 906 | 959 | 1 001 | 1 045 | 1 091 | 4 000 | |
| Etran FAC | FAC | | | | | | | 1.0 m | 1 060 | | | | | | 1 060 | 1 208 | | | | | | 1 208 | |
| Sub Total IMPRESSION p 77 | | | | | | | | | 1 060 | 2 120 | 2 120 | 2 120 | 2 120 | 2 120 | 11 660 | 1 208 | 2 590 | 2 739 | 2 859 | 2 985 | 3 117 | 15 498 | |
| C DISTRI/CONSERV p77 | | | | | | | | | | | | | | | | | | | | | | | |
| Castors | IDA | | 15 000 | 15 000 | 15 000 | 15 000 | 60 000 | \$12 | | | 191 | 191 | 191 | 191 | 763 | | | 246 | 257 | 264 | 280 | 1 047 | |
| Fonct Entrepnts | IDA | 1 | 1 | 1 | 1 | 1 | 5 | \$75.5/an | | 79 | 79 | 79 | 79 | 79 | 393 | | 96 | 102 | 106 | 111 | 116 | 510 | |
| Frais de transp | IDA | 1 | 1 | 1 | 1 | 1 | 4 | 7c/livre | | 167 | 167 | 167 | 167 | 167 | 667 | | 204 | 215 | 225 | 235 | 245 | 819 | |
| Salaires | GVI | | | | | | | \$867 | | 180 | 180 | 180 | 180 | 180 | 898 | | 219 | 232 | 242 | 251 | 264 | 1 011 | |
| Sub Total DISTRI/CONSERV p77 | | | | | | | | | | 425 | 616 | 616 | 616 | 616 | 449 | 2 722 | | 519 | 796 | 831 | 867 | 660 | 3 600 |
| D ACQUIS MANUELS p 78 | | | | | | | | | | | | | | | | | | | | | | | |
| Fongibles | IDA | | 1 | 1 | 1 | 1 | 4 | \$60 | | | 21 | 21 | 21 | 21 | 84 | | | 27 | 29 | 30 | 30 | 86 | |
| Man techn | IDA | | | | | | | | | 95 | 95 | 95 | 95 | 95 | 477 | | 117 | 123 | 129 | 134 | 140 | 647 | |
| Sub Total ACQUIS MANUELS p 78 | | | | | | | | | | 95 | 117 | 117 | 117 | 95 | 541 | | 117 | 151 | 157 | 164 | 140 | 733 | |
| Total INVESTMENT COSTS | | | | | | | | | 1 179 | 2 858 | 2 967 | 2 967 | 2 967 | 2 764 | 15 702 | 1 343 | 3 492 | 3 833 | 4 002 | 4 178 | 4 063 | 18 500 | |
| Total | | | | | | | | | 1 179 | 2 858 | 2 967 | 2 967 | 2 967 | 2 764 | 15 702 | 1 343 | 3 492 | 3 833 | 4 002 | 4 178 | 4 063 | 18 500 | |

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R E P U B L I Q U E D U Z A I R I E
E D U C A T I O N
Table 30 82 FORMALUM CUMINUE p 87
Detailed Cost Table
(DOLLARS, LU '000)

| Unit | Quantity | | | | | Base Costs in \$ | | | | | Totals including Contingencies (US\$ '000) | | | | | | |
|-------------------------------|----------|-----|-----|-----|-----|------------------|-------|-------|-------|-------|---|-------|-------|-------|-------|-------|-------|
| | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 00 | 01 | 02 | 03 | 04 | 05 | Total |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | |
| Professeurs p 97 | | | | | | \$406 b | | | | | | | | | | | |
| Inter écoles p 98 | | | | | | \$4 85m | | | | | | | | | | | |
| Assist Tech PVS | | 0 4 | 0 8 | 1 2 | 1 6 | 2 | | | | | | | | | | | |
| Constr Gvt | | | | | | \$867 | | | | | | | | | | | |
| Total INVESTMENT COSTS | | | | | | | 1 135 | 1 177 | 1 309 | 1 442 | 1 484 | 1 484 | 1 521 | 1 766 | 2 010 | 2 181 | 8 884 |
| Total | | | | | | | 1 135 | 1 177 | 1 309 | 1 442 | 1 484 | 1 484 | 1 521 | 1 766 | 2 010 | 2 181 | 8 884 |

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R E P U B L I Q U E D U Z A I R E
E D U C A T I O N I V
Table 40 B3 REGION PILDIE p 103
Detailed Cost Table
(DOLLARS EU '000)

| | Unit | Quantity | | | | | | | Unit Cost | Base Costs in \$ | | | | | | | Totals including contingencies (US\$ '000) | | | | | | |
|-----------------------------------|-------|----------|-----|-----|-----|----|----|------------|-----------|------------------|-------|-----|-----|----|----|-------|--|-------|-------|-----|-----|-----|-------|
| | | 90 | 91 | 92 | 93 | 94 | 95 | Total | | 90 | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | | |
| A B3 INFRASTRUCTURE p 115 | | | | | | | | | | | | | | | | | | | | | | | |
| 1 CONSTR p116 | | | | | | | | | | | | | | | | | | | | | | | |
| Classes Primaires | IDA | - | - | - | - | - | - | \$300 | - | - | 63 | 63 | 63 | 63 | 63 | 314 | - | 77 | 81 | 85 | 88 | 92 | 423 |
| Sous Reged Buta | IDAII | - | - | - | - | - | - | \$120 | - | - | 63 | 63 | - | - | - | 126 | - | 77 | 81 | - | - | - | 158 |
| EM Banalia | IDA | - | - | - | - | - | - | \$785 | 411 | 411 | - | - | - | - | - | 822 | 468 | 502 | - | - | - | - | 970 |
| EM Bondo | IDA | - | - | - | - | - | - | \$710 | - | - | 372 | 372 | - | - | - | 743 | - | 454 | 480 | - | - | - | 934 |
| Insp Buta | IDA | - | - | - | - | - | - | \$52.5 | - | - | 55 | 55 | - | - | - | 55 | - | 67 | - | - | - | - | 67 |
| Sub total CONSTR p116 | | | | | | | | | | 411 | 963 | 497 | 63 | 63 | 63 | 2 060 | 468 | 1 177 | 642 | 85 | 88 | 92 | 2 573 |
| 2 MOBILIER p 117 | | | | | | | | | | | | | | | | | | | | | | | |
| EM | IDA | - | - | - | - | - | - | \$170 | - | - | 180 | - | - | - | - | 180 | - | - | 233 | - | - | - | 233 |
| Sous Reged | IDAII | - | - | - | - | - | - | \$30 | - | - | 32 | - | - | - | - | 32 | - | - | 41 | - | - | - | 41 |
| Mob Archi | IDA | - | - | - | - | - | - | \$10 | 10 | - | - | - | - | - | - | 10 | 12 | - | - | - | - | - | 12 |
| Sub total MOBILIER p 117 | | | | | | | | | | 10 | 212 | - | - | - | - | 222 | 12 | - | 274 | - | - | - | 286 |
| 3 EQUIPEMENT p117 | | | | | | | | | | | | | | | | | | | | | | | |
| EM p 117 | IDA | - | - | - | - | - | - | \$135 | - | - | 143 | - | - | - | - | 143 | - | - | 193 | - | - | - | 193 |
| Vehicule EM | IDAII | - | 2 | - | - | - | - | \$30/veh | - | - | 64 | - | - | - | - | 64 | - | 78 | - | - | - | - | 78 |
| Velos Enseign | IDA | - | 500 | 500 | 400 | - | - | \$250/velo | - | - | 133 | 133 | 106 | - | - | 371 | - | 162 | 171 | 145 | - | - | 476 |
| Motos stages EM | IDA | - | - | - | 6 | - | - | \$3 | - | - | - | - | 19 | - | - | 19 | - | - | 26 | - | - | - | 26 |
| Vehic Arch | IDA | - | - | - | - | - | - | \$30 | 32 | - | 10 | 10 | 10 | 10 | 10 | 32 | 36 | - | - | - | - | - | 36 |
| Eq Constr EP | IDA | - | - | - | - | - | - | \$50 | - | - | 10 | 10 | 10 | 10 | 10 | 52 | - | 13 | 13 | 14 | 15 | 15 | 70 |
| Sub total EQUIPEMENT p117 | | | | | | | | | | 32 | 207 | 143 | 279 | 10 | 10 | 681 | 36 | 252 | 185 | 376 | 15 | 15 | 879 |
| Sub total B3 INFRASTRUCTURE p 115 | | | | | | | | | | 453 | 1 170 | 852 | 341 | 73 | 73 | 2 963 | 516 | 1 429 | 1 101 | 460 | 103 | 108 | 3 717 |
| Total INVESTMENT COSTS | | | | | | | | | | 453 | 1 170 | 852 | 341 | 73 | 73 | 2 963 | 516 | 1 429 | 1 101 | 460 | 103 | 108 | 3 717 |
| Total | | | | | | | | | | 453 | 1 170 | 852 | 341 | 73 | 73 | 2 963 | 516 | 1 429 | 1 101 | 460 | 103 | 108 | 3 717 |

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R E P U B L I Q U E D U Z A I R E
E D U C A T I O N I V
Table 51 84 ECOLES PRIM URBAINES p 128
Detailed Cost Table
(DOLLARS EU '000)

| Unit | Quantity | | | | | | Unit Cost | Base Costs in \$ | | | | | | Totals Including Contingencies (US\$ '000) | | | | | | | | | |
|-------------------------------|----------|-------|----|----|----|----|-----------|------------------|----|-----|-----|-------|-------|--|-------|----|-----|-------|-------|-------|-------|-------|--|
| | 90 | 91 | 92 | 93 | 94 | 95 | | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total | |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | | |
| A CONSTRUC p 134 | | | | | | | | | | | | | | | | | | | | | | | |
| Ecoles prim urb | IDAII | - | - | - | - | - | \$2050 | | | 429 | 858 | 858 | 2 146 | | | | 579 | 1 209 | 1 262 | 1 050 | | | |
| Classes sec | IDAII | - | - | - | - | - | \$207 | | | | 43 | 173 | 217 | | | | | 61 | 255 | 316 | | | |
| Sub Total CONSTRUC p 134 | | IDAII | - | - | - | - | \$130 | | | 429 | 902 | 1 032 | 2 363 | | | | 579 | 1 270 | 1 517 | 3 365 | | | |
| B HONORAIRES | | | | | | | | | | | | | | | | | | | | | | | |
| C MOBILIER p135 | | IDAII | - | - | - | - | | | | 67 | 67 | | 135 | | | | 91 | 95 | | 186 | | | |
| Ecoles Prim | IDAII | - | - | - | - | - | \$235 | | | | 125 | 125 | 249 | | | | | 175 | 183 | 358 | | | |
| Classes Sec | IDAII | - | - | - | - | - | \$20 | | | | 11 | 11 | 21 | | | | | 15 | 16 | 31 | | | |
| Sub Total MOBILIER p135 | | | - | - | - | - | | | | | 135 | 135 | 270 | | | | | 190 | 199 | 389 | | | |
| D GVI p 201 | | GVI | - | - | - | - | \$1165 | | | 244 | 244 | 244 | 244 | 244 | 1 220 | | 298 | 315 | 329 | 343 | 359 | 1 644 | |
| Total INVESTMENT COSTS | | | | | | | | | | 244 | 244 | 740 | 1 348 | 1 411 | 3 987 | | 298 | 315 | 999 | 1 898 | 2 074 | 5 584 | |
| Total | | | | | | | | | | 244 | 244 | 740 | 1 348 | 1 411 | 3 987 | | 298 | 315 | 999 | 1 898 | 2 074 | 5 584 | |

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 Table 60 C I ADMIN CEMIRAIT p137
 Detailed Cost Table
 (DOLLARS EU '000)

| | Unit | Quantity | | | | | Total | Unit Cost | Base Costs in \$ | | | | | | | Totals Including Contingencies (US\$ '000) | | | | | | |
|-------------------------------|-------|----------|----|----|----|----|--------|-----------|------------------|-----|-----|------|------|------|------|--|-----|-----|------|------|------|------|
| | | 90 | 91 | 92 | 93 | 94 | | | 95 | 90 | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | |
| A REHABILITATION p154 | | | | | | | | | | | | | | | | | | | | | | |
| Constr | IDAII | - | - | - | - | - | \$13 m | | 408 | 544 | 408 | 1361 | | | | | 551 | 767 | 600 | 1917 | | |
| Honor | IDAII | - | - | - | - | - | \$102 | | 67 | 40 | 13 | 135 | | | | | 87 | 55 | 19 | 20 | 180 | |
| Mobilier | IDAII | - | - | - | - | - | \$660 | | | | | 700 | 700 | | | | | | | | 1028 | 1028 |
| Sub total REHABILITATION p154 | | | | | | | | | 67 | 449 | 558 | 1121 | 2195 | | | | 87 | 605 | 785 | 1648 | 3126 | |
| B EQUIPEMENT p155 | | | | | | | | | | | | | | | | | | | | | | |
| Equipement | IDAII | | | | | | \$57 | | | 60 | | 60 | | | | | | | 81 | | 81 | |
| Reseau Tel | IDA | | | | | | \$150 | | | 159 | | 159 | | | | | | | 214 | | 214 | |
| Ordinateurs | IDAII | | | | | | \$17 | | 18 | | | 18 | | | | | 22 | | | | 22 | |
| Sub total EQUIPEMENT p155 | | | | | | | | | 18 | 219 | | 237 | | | | | 22 | | 296 | | 318 | |
| C FORMATION p 156 | | IDA | | | | | \$493 | | 26 | 26 | | 51 | | | | | 33 | | 35 | | 68 | |
| D ASSIST TECHN p157 | | | | | | | | | | | | | | | | | | | | | | |
| Secrétaire Inform | BEIGE | | | | 1 | 1 | 1 | 3 | \$60/an | | | 62 | 62 | 62 | 187 | | | | 84 | 88 | 91 | 261 |
| Gest Stock (CPID) | IDA | | | | | | \$200 | | 42 | 42 | 42 | 42 | 211 | | 48 | 52 | 55 | | 57 | 59 | 271 | |
| Etudes p158 | FAC | | | | | | \$50 | | 11 | 11 | 11 | 11 | 53 | | 12 | 13 | 14 | | 14 | 15 | 68 | |
| | IDA | | | | | | \$49 | | 52 | | | 52 | | | 59 | | | | | | 59 | |
| Sub total ASSIST TECHN p157 | | | | | | | | | 105 | 53 | 53 | 115 | 115 | 62 | 502 | 119 | 65 | 68 | 155 | 162 | 91 | 660 |
| E FONCTION p160 | | | | | | | | | | | | | | | | | | | | | | |
| a) Serv Inform | IDAII | | | | | | | | 9 | 9 | 17 | 17 | 17 | 17 | 85 | 10 | 10 | 22 | 23 | 24 | 25 | 115 |
| b) Inform region | IDAII | | | | | | | | | | | 10 | 10 | 21 | | | | | 15 | 15 | 30 | |
| c) Ann Stat | IDAII | | | | | | | | | 17 | 17 | 17 | 17 | 87 | | | 21 | 22 | 23 | 24 | 25 | 117 |
| d) Fonct Dir Archiv | IDAII | | | | | | | | 16 | 16 | 16 | 16 | 16 | 78 | | | 19 | 20 | 21 | 22 | 23 | 105 |
| e) Fonct Intend | IDAII | | | | | | | | 1 | 1 | 1 | 1 | 1 | 5 | | | 1 | 1 | 1 | 1 | 2 | 7 |
| f) Sup Region | IDAII | | | | | | | | 7 | 7 | 7 | 7 | 7 | 44 | | 8 | 9 | 9 | 10 | 10 | 11 | 57 |
| g) It DPSS | IDAII | | | | | | | | | 6 | 6 | 6 | 6 | 31 | | | 8 | 8 | 8 | 9 | 9 | 42 |
| h) Et Adm | IDAII | | | | | | | | 33 | | | | | 33 | | 38 | | | | | | 38 |
| Sub total FONCTION p160 | | | | | | | | | 49 | 56 | 65 | 65 | 75 | 385 | 56 | 69 | 83 | 87 | 106 | 110 | 511 | |
| F SALAIRES p160 | | | | | | | | | | | | | | | | | | | | | | |
| a) Primes CSDA | IDAII | | | | | | | | | 8 | 8 | 8 | 8 | 8 | 41 | | 10 | 11 | 11 | 12 | 12 | 56 |
| b) Primes DPSS | IDAII | | | | | | | | 10 | 10 | 10 | 10 | 10 | 62 | | 12 | 13 | 13 | 14 | 15 | 15 | 81 |
| c) Prim Serv Gen | IDAII | | | | | | | | | 3 | 3 | 3 | 3 | 15 | | | 4 | 4 | 4 | 4 | 5 | 21 |
| d) Salaires | GVI | | | | | | \$21 | | | 4 | 4 | 4 | 4 | 22 | | | 5 | 6 | 6 | 6 | 6 | 24 |
| Sub total SALAIRES p160 | | | | | | | | | 10 | 26 | 26 | 26 | 26 | 140 | 12 | 32 | 34 | 35 | 37 | 38 | 187 | |
| Total INVESTMENT COSTS | | | | | | | | | 164 | 153 | 236 | 899 | 774 | 1285 | 3511 | 187 | 187 | 305 | 1213 | 1040 | 1888 | 4810 |
| Total | | | | | | | | | 164 | 153 | 236 | 899 | 774 | 1285 | 3511 | 187 | 187 | 305 | 1213 | 1040 | 1888 | 4810 |

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R E P U B L I Q U E D U Z A I R E
E D U C A T I O N I V
Table 80 D ADMINISTRATION DU PROJET p 184
Detailed Cost Table
(DOLLARS US '000)

| | Unit | Quantity | | | | | | Unit Cost | Base Costs in \$ | | | | | | Totals including Contingencies (US\$ '000) | | | | | | | |
|-----------------------------|------|----------|----|----|----|----|----|------------|------------------|-----|-----|-------|-----|-----|--|-------|-----|-----|-------|-------|-------|-------|
| | | 90 | 91 | 92 | 93 | 94 | 95 | | Total | 90 | 91 | 92 | 93 | 94 | 95 | Total | 90 | 91 | 92 | 93 | 94 | 95 |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | | | | | | | |
| A BPE KINSHASA P191 | | | | | | | | | | | | | | | | | | | | | | |
| Mobilier | IDA | - | - | - | - | - | | \$20 | 4 | 4 | 4 | 4 | 4 | 4 | 21 | 5 | 5 | 6 | 6 | 6 | 28 | |
| Equipement | IDA | - | - | - | - | - | | \$30 | 6 | 6 | 6 | 6 | 6 | | 32 | 7 | 8 | 8 | 9 | 9 | 41 | |
| Ordinateurs | IDA | 3 | - | - | - | - | 3 | \$15/ord | 48 | | | | | | 48 | 58 | | | | | 58 | |
| Vehic | IDA | 3 | - | - | 3 | - | 6 | \$28/vh | 89 | | | 89 | | | 178 | 101 | | | 120 | | 222 | |
| Radios | IDA | - | - | - | - | - | | \$20 | 21 | | | | | | 21 | | | | | | 26 | |
| Voy etudes | IDA | - | 1 | 1 | 1 | 1 | 4 | \$7/voy | 7 | 7 | 7 | 7 | 7 | | 30 | 9 | 10 | 10 | 10 | 10 | 39 | |
| Form | IDA | - | - | - | - | - | | \$15 | 3 | 3 | 3 | 3 | 3 | | 16 | 4 | 4 | 4 | 4 | 5 | 21 | |
| Salaires | IDA | 1 | 1 | 1 | 1 | 1 | 1 | \$60/an | 62 | 62 | 62 | 62 | 62 | 62 | 372 | 71 | 76 | 80 | 84 | 87 | 488 | |
| fonction | IDA | 1 | 1 | 1 | 1 | 1 | 1 | \$40/an | 42 | 42 | 42 | 42 | 42 | 42 | 250 | 48 | 51 | 54 | 56 | 59 | 329 | |
| Voy regions | IDA | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 19 | 4 | 4 | 4 | 4 | 4 | 25 | |
| Sub Total BPE KINSHASA P191 | | | | | | | | | 202 | 197 | 128 | 217 | 128 | 114 | 986 | 230 | 240 | 165 | 293 | 180 | 168 | 1 276 |
| B BPE IFCEPS | | | | | | | | | | | | | | | | | | | | | | |
| Contract p 195 | IDA | | | | | | | \$50/an | 53 | 53 | 53 | 53 | 53 | | 265 | 60 | 65 | 68 | 71 | 75 | 340 | |
| Vehi IFCEPS | IDA | | | | | | | \$50 | | | | | | | 53 | | | | | | 71 | |
| Sub Total BPE IFCEPS | | | | | | | | | 53 | 53 | 53 | 106 | 53 | | 318 | 60 | 65 | 68 | 143 | 75 | 411 | |
| C SUPER/ETUDES | | | | | | | | | | | | | | | | | | | | | | |
| Achevement | IDA | | | | | | | \$60 | | | | | | | 63 | 63 | | | | | 93 | |
| Expertise | IDA | | | 6 | | | 6 | \$15/mois | | | 95 | | | | 95 | | | 123 | | | 123 | |
| As Tech Ponct | IDA | 5 | 5 | 5 | 5 | 5 | 5 | \$15/mois | 79 | 79 | 79 | 79 | 79 | 79 | 475 | 90 | 97 | 102 | 107 | 112 | 624 | |
| Voy As Tech | IDA | 6 | 6 | 6 | 6 | 6 | 6 | \$2/voy | 13 | 13 | 13 | 13 | 13 | 13 | 76 | 14 | 15 | 16 | 17 | 18 | 100 | |
| Audits | IDA | 1 | 1 | 1 | 1 | 1 | 1 | \$15/audit | 16 | 16 | 16 | 16 | 16 | 16 | 95 | 18 | 19 | 20 | 21 | 22 | 125 | |
| Etudes | IDA | | | | | | | \$400 | | | 207 | 207 | | | 414 | | | | 279 | 292 | 571 | |
| Salaires | GVI | | | | | | | \$16 | 3 | 3 | 3 | 3 | 3 | | 17 | 4 | 4 | 4 | 4 | 5 | 22 | |
| fonction p 201 | GVI | | | | | | | \$1700 | 360 | 360 | 360 | 360 | 360 | 360 | 1 802 | 440 | 466 | 486 | 507 | 510 | 2 429 | |
| Sub Total SUPER/ETUDES | | | | | | | | | 108 | 471 | 566 | 679 | 679 | 535 | 3 038 | 123 | 576 | 732 | 915 | 956 | 786 | 4 088 |
| Total INVESTMENT COSTS | | | | | | | | | 363 | 721 | 747 | 1 002 | 860 | 649 | 4 341 | 414 | 881 | 965 | 1 351 | 1 210 | 954 | 5 775 |
| Total | | | | | | | | | 363 | 721 | 747 | 1 002 | 860 | 649 | 4 341 | 414 | 881 | 965 | 1 351 | 1 210 | 954 | 5 775 |

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REPUBLIQUE DU ZAIRE
EDUCATION IV
Summary Account by Project Component
(DOLLARS LU '000)

| | A STRAT SECT | | | B QUALITE DE L'ENSEIGNEMENT | | | | | C ADMINISTRATION DEPS | | | D ADMIN PROJETS | | | Physical Contingencies | |
|-------------------------------|------------------------------------|------------------|------------------------------|-----------------------------|----------------------------|----------------------------|-------------------------------|------------------|-----------------------|----------------------|---------------|-----------------|-------------------------|--------|------------------------|--------|
| | A1 OPER | B1 Avail | B1 Object | B2 form | | B3 Infrastructures | | | C1 CENTRALE | C2 REGIONS | | BPE | | Total | % | Amount |
| | CSSS, Dep Planification, PDP | B131-134 Prep | B135 Edit/Prod Manuels | B2 formation Maitres | B331 2 Ecol Normales | B333 Ecoles Primaire | B333/5/6 Condit Enseign | Ecoles Pr Urb | 131 Regroup | C133 Eff Admin | C2 Regions | D1 Kinshasa | D2 Banda Bas dele | | | |
| I INVESTMENT COSTS | | | | | | | | | | | | | | | | |
| A GENIE CIVIL | | | | | | | | | | | | | | | | |
| Ec. Prim /Regeds etc DEPS | | 52 | | | 1 565 | 314 | 181 | 3 582 | | 1 361 | | 550 | | 6 244 | 10 0 | 624 |
| Sub Total GENIE CIVIL | | 52 | | | 1 565 | 314 | 181 | 3 582 | 1 361 | | 550 | | 7 605 | 10 0 | 760 | |
| B EQUIPEMENT | | | | | | | | | | | | | | | | |
| Equipement/Mat /fourn | | 125 | 1 020 | | 162 | | 371 | 270 | 219 | | 1 008 | 1 855 | 265 | 5 295 | 10 0 | 530 |
| Vehicules | 16 | 90 | 106 | | 32 | 64 | | | | | 2 602 | 178 | 53 | 3 141 | 10 0 | 314 |
| Manuels | | 541 | 11 660 | | | | | | | | | | | 12 201 | 10 0 | 1 220 |
| Ordinateurs | 52 | 226 | | | | | | | 18 | | | 48 | | 344 | 10 0 | 34 |
| Sub Total EQUIPEMENT | 68 | 982 | 12 786 | | 194 | 64 | 371 | 270 | 237 | | 3 610 | 2 081 | 318 | 20 981 | 10 0 | 2 098 |
| C MOBILIER | | | | | | | | | | | | | | | | |
| Importe local | 10 | 28 | 26 | | 10 | | | 212 | 700 | | 231 | | | 1 143 | 10 0 | 114 |
| Sub Total MOBILIER | 10 | 28 | 26 | | 10 | | | 212 | 700 | | 231 | 21 | | 1 239 | 10 0 | 124 |
| D CONSULTANTS | | | | | | | | | | | | | | | | |
| Consultant Intern | 778 | | 5 782 | | 634 | | | | | 316 | | 805 | | 8 314 | 10 0 | 811 |
| Consultant Mat | 112 | 148 | 1 369 | | | | | | 135 | 187 | | 17 | | 1 967 | 10 0 | 197 |
| Architectes etc Etudes | 155 | | | | | | | | 135 | | | | | 135 | 10 0 | 13 |
| | | | | | | | | | | | | 414 | | 570 | 10 0 | 57 |
| Sub Total CONSULTANTS | 1 045 | 148 | 7 152 | | 634 | | | | 135 | 135 | 502 | | 1 236 | 10 986 | 10 0 | 1 099 |
| E FORMATION | | | | | | | | | | | | | | | | |
| Formation Ext | 53 | | | | | | | | | | | | 30 | 83 | 10 0 | 8 |
| Formation Locale | 4 | 118 | 39 | 5 913 | | | | | 51 | 185 | | | 16 | 6 326 | 10 0 | 633 |
| Sub Total FORMATION | 57 | 118 | 39 | 5 913 | | | | | 51 | 185 | | | 45 | 6 409 | 10 0 | 641 |
| F OPERATIONS | | | | | | | | | | | | | | | | |
| Matériel etc | 122 | | | | | | | | | | | | | 122 | 10 0 | 12 |
| Salaires | 352 | | | | | | | | | 140 | | | | 865 | 10 0 | 86 |
| General | 24 | | 1 126 | | 52 | | | | | 385 | 10 | 269 | | 1 866 | 10 0 | 187 |
| Sub Total OPERATIONS | 499 | | 1 126 | | 52 | | | | | 525 | 10 | 641 | | 2 855 | 10 0 | 285 |
| Total INVESTMENT COSTS | 1 679 | 1 329 | 21 128 | 6 546 | 1 822 | 378 | 764 | 3 987 | 2 484 | 1 212 | 4 401 | 4 023 | 318 | 50 072 | 10 0 | 5 007 |
| Total BASELINE COSTS | 1 679 | 1 329 | 21 128 | 6 546 | 1 822 | 378 | 764 | 3 987 | 2 484 | 1 212 | 4 401 | 4 023 | 318 | 50 072 | 10 0 | 5 007 |
| Physical Contingencies | 168 | 133 | 2 113 | 655 | 182 | 38 | 76 | 399 | 248 | 121 | 440 | 402 | 32 | 5 007 | 0 0 | 0 |
| Price Contingencies | 297 | 252 | 4 635 | 1 683 | 238 | 86 | 135 | 1 198 | 779 | 262 | 1 153 | 938 | 61 | 11 717 | 9 1 | 1 065 |
| Total PROJECT COSTS | 2 144 | 1 714 | 27 876 | 8 884 | 2 241 | 501 | 975 | 5 584 | 3 512 | 1 596 | 5 995 | 5 364 | 411 | 66 796 | 9 1 | 6 072 |
| Taxes | 43 | 34 | 558 | 178 | 45 | 10 | 19 | 112 | 70 | 32 | 120 | 107 | 8 | 1 316 | 9 1 | 121 |
| foreign Exchange | 1 324 | 1 371 | 24 053 | 3 200 | 1 343 | 312 | 860 | 3 209 | 2 445 | 693 | 5 540 | 3 997 | 403 | 48 750 | 9 1 | 4 432 |

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REPUBLIQUE DU ZAIRE
EDUCATION IV
SUMMARY ACCOUNTS COST SUMMARY

| | (DOLLARS EU '000) | | | (US\$ '000) | | | % Foreign Exchange | % Total Base Costs |
|------------------------------|-------------------|---------------|---------------|---------------|---------------|---------------|--------------------|--------------------|
| | Local | Foreign | Total | Local | Foreign | Total | | |
| I INVESTMENT COSTS | | | | | | | | |
| A GENIE CIVIL | | | | | | | | |
| Ec. Prim /Rogads etc | 2,767 | 3,477 | 6,244 | 2,767 | 3,477 | 6,244 | 56 | 12 |
| DEPS | 603 | 758 | 1,361 | 603 | 758 | 1,361 | 56 | 3 |
| Sub Total GENIE CIVIL | 3,370 | 4,235 | 7,605 | 3,370 | 4,235 | 7,605 | 56 | 15 |
| B EQUIPEMENT | | | | | | | | |
| Equipment/Mat /fourn | 106 | 5,189 | 5,295 | 106 | 5,189 | 5,295 | 98 | 11 |
| Vehicules | 63 | 3,078 | 3,141 | 63 | 3,078 | 3,141 | 98 | 6 |
| Manuels | 244 | 11,957 | 12,201 | 244 | 11,957 | 12,201 | 98 | 24 |
| Ordinateurs | 7 | 337 | 344 | 7 | 337 | 344 | 98 | 1 |
| Sub Total EQUIPEMENT | 420 | 20,561 | 20,981 | 420 | 20,561 | 20,981 | 98 | 42 |
| C MOBILIER | | | | | | | | |
| Importe | 23 | 1,120 | 1,143 | 23 | 1,120 | 1,143 | 98 | 2 |
| Local | 67 | 29 | 96 | 67 | 29 | 96 | 31 | 0 |
| Sub Total MOBILIER | 90 | 1,149 | 1,239 | 90 | 1,149 | 1,239 | 93 | 2 |
| D CONSULTANTS | | | | | | | | |
| Consultant Intern | 1,220 | 7,094 | 8,314 | 1,220 | 7,094 | 8,314 | 85 | 17 |
| Consultant Mat | 1,565 | 403 | 1,967 | 1,565 | 403 | 1,967 | 20 | 4 |
| Architectes etc | 107 | 28 | 135 | 107 | 28 | 135 | 20 | 0 |
| Etudes | 453 | 117 | 570 | 453 | 117 | 570 | 20 | 1 |
| Sub Total CONSULTANTS | 3,345 | 7,640 | 10,986 | 3,345 | 7,640 | 10,986 | 70 | 22 |
| E FORMATION | | | | | | | | |
| Formation Ext | 2 | 81 | 83 | 2 | 81 | 83 | 98 | 0 |
| Formation locale | 4,390 | 1,936 | 6,326 | 4,390 | 1,936 | 6,326 | 31 | 13 |
| Sub Total FORMATION | 4,392 | 2,017 | 6,409 | 4,392 | 2,017 | 6,409 | 31 | 13 |
| F OPERATIONS | | | | | | | | |
| Matériel etc | 2 | 119 | 122 | 2 | 119 | 122 | 98 | 0 |
| Salaires | 776 | 89 | 865 | 776 | 89 | 865 | 10 | 2 |
| General | 1,107 | 759 | 1,866 | 1,107 | 759 | 1,866 | 41 | 4 |
| Sub Total OPERATIONS | 1,886 | 967 | 2,853 | 1,886 | 967 | 2,853 | 34 | 6 |
| Total BASELINE COSTS | 13,502 | 36,570 | 50,072 | 13,502 | 36,570 | 50,072 | 73 | 100 |
| Physical Contingencies | 1,350 | 3,657 | 5,007 | 1,350 | 3,657 | 5,007 | 73 | 10 |
| Price Contingencies | 3,194 | 8,523 | 11,717 | 3,194 | 8,523 | 11,717 | 73 | 23 |
| Total PROJECT COSTS | 18,046 | 48,750 | 66,796 | 18,046 | 48,750 | 66,796 | 73 | 133 |

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REPUBLIQUE DU ZAIRE
EDUCATION IV
financing Plan By Disbursement Category
(US\$ '000)

| | IDA | | IDA Ph 2 | | COOP BELGE | | FAC | | GOUVERNEMENT | | Government | | Total | | for each | Local (Excl. taxes) | Duties & taxes |
|---------------------------|---------------|-----------|---------------|-----------|--------------|----------|--------------|----------|--------------|-----------|--------------|----------|---------------|------------|---------------|---------------------|----------------|
| | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % | | | |
| A CONSTR 1 | 2,257 | 53 | 142 | 3 | | | | | 1,611 | 38 | 256 | 6 | 4,266 | 6 | 2,376 | 1,805 | 85 |
| B CONSTR 2 | | | 5,667 | 94 | | | | | 390 | 6 | 6,057 | 9 | 3,373 | 9 | 2,563 | 121 | |
| C EQ/MOB/MAT/VEH/1 | 10,916 | 73 | 210 | 1 | | | 1,184 | 8 | 2,381 | 16 | 364 | 2 | 15,055 | 23 | 14,635 | 119 | 301 |
| D EQ/MOB2 | 210 | 1 | 14,195 | 97 | | | | | 294 | 2 | 14,699 | 22 | 14,405 | 22 | 0 | 294 | |
| E CONSULTANTS | 4,434 | 33 | 358 | 3 | 5,931 | 44 | 2,484 | 18 | | | 270 | 2 | 13,477 | 20 | 9,746 | 3,462 | 270 |
| F FORMATION | 7,842 | 98 | | | | | | | | | 160 | 2 | 8,002 | 12 | 2,519 | 5,323 | 160 |
| G FONCT | 1,859 | 77 | 501 | 21 | | | | | | | 48 | 2 | 2,408 | 4 | 979 | 1,380 | 48 |
| H SALAIRES | 168 | 6 | 158 | 5 | | | | | 2,453 | 87 | 57 | 2 | 2,833 | 4 | 717 | 2,059 | 57 |
| Total Disbursement | 27,685 | 41 | 21,228 | 32 | 5,931 | 9 | 3,668 | 5 | 6,445 | 10 | 1,839 | 3 | 66,796 | 100 | 48,750 | 16,710 | 1,336 |

January 30, 1990 08 44

Specialist Services, Local Training and Training Abroad/
Services de spécialistes, formation locale et à l'Étranger

A/ Specialist Services/
Services de spécialistes

| COMPOONENT reference in Working Papers | EXPERTS | ASSIGNMENT | Nb r | Duration | | Travel Cost (\$) | Cost Monthly | TOTAL COST (\$) | FINANCEMENT | |
|--|--------------|-------------------------------|------------------------|----------|---------------|---------------------|-----------------|--------------------|-------------|-----------------|
| | | | | months | Toi(men/mtbs) | | | | | |
| A. STRATEGY | | | | | | | | | | |
| 1 | A.4.4.a. | Education planner | CSS | 1 | 60 | 60 | 37 500 | 10 833 | 687 500 | IDA |
| 2 | A.4.4.b. | Investment Economist | Planning unit | 1 | 3 | 3 | 4 000 | 15 000 | 49 000 | IDA |
| 3 | A.4.4.c. | Education Finance Expert | Planning unit | pm | pm | pm | pm | pm | pm | PRAIGI I |
| <i>(sub-total)</i> | | | | 2 | | 63 | | | 736 500 | |
| B.1. BOOKS/GUIDES | | | | | | | | | | |
| 4 | B.1.4.4.a. | Copyrights Specialist | Direction IV | 1 | 1 | 1 | 2 000 | 15 000 | 17 000 | IDA |
| 5 | B.1.4.4.b. | School books writing expert | Direction IV | 1 | 1,5 | 1,5 | 2 000 | 15 000 | 22 500 | IDA |
| 6 | B.1.4.4.c.1. | Word Processing Expert | Direction iv | 1 | 1 | 1 | 2 000 | 15 000 | 17 000 | IDA |
| 7 | B.1.4.4.c.2. | Comp. Assist. Manag. Expert | Direction IV | 1 | 1 | 1 | 2 000 | 15 000 | 17 000 | IDA |
| 8 | B.1.4.4.d.1. | Edution Expert | Direction IV | 1 | 60 | 60 | pm | pm | pm | ACXD |
| 9 | B.1.4.4.d.1. | Distribution Experts | Direction IV | 2 | 60 | 120 | pm | pm | pm | ACXD |
| 10 | B.1.4.4.d.1. | Maintenance Expert | Direction IV | 1 | 60 | 60 | pm | pm | pm | ACXD |
| 11 | B.1.4.4.d.1. | Unit Chief | Direction IV | 1 | 60 | 60 | pm | pm | pm | ACXD |
| 12 | B.1.4.4.d.2. | Primary Education Experts | Direction IV | 6 | - | 288 | pm | pm | pm | FAC |
| 13 | B.1.4.4.d.3. | Technical delivery bilExperts | Direction IV | 2 | 60 | 120 | pm | pm | pm | ACXD (IB) |
| <i>(sub-total)</i> | | | | 17 | | 712,5 | | | 73 500 | |
| B.2 FORMATION | | | | | | | | | | |
| 14 | B.2.4.4. | On the job training Expert | Inspection/SERNAFOR | 2 | 60 | 120 | pm | pm | pm | ACXD |
| <i>(sub-total)</i> | | | | 2 | | 120 | | | pm | |
| B.3. LOCAL REHABILITA. | | | | | | | | | | |
| 15 | B.3.4.4.a. | Teacher Training Expert | Direction IV | 1 | 3 | 3 | 2 500 | 15 000 | 47 500 | IDA |
| 16 | B.3.4.4.b. | Civil Work Expen | Haut Zaire | 1 | 48 | 48 | 15 000 | pm+4200 | 200 000 | ACXD (IB) + IDA |
| 17 | B.3.4.4.c. | Teacher Training Expert | Haut Zaire | 6 | 24 | 144 | pm | pm | pm | ACXD (IB) |
| <i>(sub-total)</i> | | | | 8 | | 195 | | | 247 500 | |
| C.1. CENTRAL ADMINIST. | | | | | | | | | | |
| 18 | C.1.4.4.a. | High Level Secretary | Cent. Adm/Sec. Gener | 1 | 36 | 36 | | pm+500 | 18 000 | ACXD (IB) + IDA |
| 19 | C.1.4.4.b. | Programming Expert | Direct. Informatique. | (1) | 12 | 12 | 20 000 | 15 000 | 200 000 | IDA |
| 20 | C.1.4.4.c. | Inventory Management Expert | Dir. Services Generaux | (1) | 3 | 3 | pm | pm | pm | FAC (CEPE-TEDE) |
| 21 | C.1.4.4.d. | Human Resources Expert | DEPS | 2 | 1,5 | 3 | 4 000 | 15 000 | 49 000 | IDA |
| <i>(sub-total)</i> | | | | 5 | | 54 | | | 267 000 | |
| D. PROJECT ADMINIST. | | | | | | | | | | |
| 22 | D.4.4.a. | Procurement Expert | RPE | 1 | 1,5 | 1,5 | 36 000 | 15 000 | 261 000 | IDA |
| 23 | D.4.4.a. | Education Expert | BFC | 1 | 1,5 | 1,5 | 36 000 | 15 000 | 261 000 | IDA |
| 24 | D.4.4.b. | Education Experts | Haut Zaire/ICEPS | 2 | 60 | 120 | pm | pm | pm | ACXD |
| 25 | D.4.6. | Auditing Experts | BPE | 1 | 6 | 6 | | 15 000 | 90 000 | IDA |
| <i>(sub-total)</i> | | | | 5 | | 156 | | | 612 000 | |
| TOTAL | | | | 39 | | 1301,5 | | | 1 936 500 | |

F.A.C. : Fonds d'Aide et de Cooperation (France) - A.G.C.D.. Agence Generale de Cooperation et Developpement (Belgium) - I.B. : Bilateral indirect

| Component | Other Working Documents | Beneficiaries | Trainers | Number of Beneficiaries | Duration (days) | Combined Total Duration (man/day) | Total Travel Cost (\$) | Individ. Total Per diem Per diem (\$) | Total Accommodation Cost (\$) | Training Material Cost (\$) | GTAC US\$ | | | |
|---------------------------------|-----------------------------|---------------|-----------------------------|-------------------------|-----------------|-----------------------------------|------------------------|---------------------------------------|-------------------------------|-----------------------------|-----------|----------|---------|--------|
| 1 Subtot. A | A Strategy | A.4.3.a. | Planning Unit staff | DEFS staff | 15 | 21 | 315 | 0 | 3060 | 94500 | 0 | 30000 | 1245000 | 4150 |
| | | | | | 15 | | 315 | 0 | 3000 | 94500 | 0 | 30000 | 1245000 | 4150 |
| 2 3 4 Subtot. B.1 | B.1 Books & guides | B.1.4.3.a.1. | Authors, Direction IV | Various | 20 | 12 | 240 | 0 | 3600 | 86400 | 28800 | 94800 | 211000 | 7000 |
| | | | | | 16 | 12 | 192 | 0 | 3000 | 57600 | 23040 | 39000 | 119640 | 3988 |
| | | | | | 36 | 24 | 832 | 0 | 144000 | 51840 | 133800 | 229640 | 15188 | |
| | | | | | 110 | 10 | 1100 | 0 | 3000 | 330000 | | 330000 | 11000 | |
| 5 5 5 6 Subtot. B.2 | B.2 In-service training | B.2.4.3.a. | Regional Trainers Ksa | Cellule Edition | 1300 | 10 | 13000 | 13000000 | 7000 | 9100000 | | 10400000 | 34667 | |
| | | | | | 1410 | | 14100 | 13000000 | 9430000 | 1468000 | 12198000 | 40660 | | |
| | | | | | 9780 | 5 | 48900 | | 14530000 | 4950000 | | | | |
| | | | | | 9840 | | 499100 | | 15769800 | 5256600 | | | | |
| 7 8 9 Subtot. B.3 | B.3 Local Rehabilitation | B.3.4.3.a.1. | Teacher training Professors | | 40 | 30 | 1200 | 600000 | 3000 | 360000 | 240000 | 184000 | 840000 | 28133 |
| | | | | | 30 | 12 | 360 | 450000 | 3000 | 108000 | 720000 | 716000 | 296000 | 9167 |
| | | | | | 20 | 4 | 80 | 300000 | 3000 | 24000 | 210000 | 75000 | 7500 | |
| | | | | | 90 | | 1640 | 1350000 | 4920000 | 3330000 | 2536000 | 1215600 | 40526 | |
| 10 Subtot. C.1 | C.1 Central Administration | C.1.4.3.a.1. | DEFS General Services staff | CPTD | 5 | 20 | 100 | | 3000 | 30000 | | 30000 | 1100 | |
| | | | | | 5 | | 100 | | | | | 30000 | 1100 | |
| 11 12 13 Subtot. C.2 | C.2 Regional Administration | C.2.4.3.a.1. | Regeds & Sous-Regeds | DEFS staff & ext. | 101 | 25 | 2525 | 780000 | 2000 | 757500 | 2525000 | 935000 | 4957500 | 166587 |
| | | | | | 11 | 10 | 110 | 1100000 | 5000 | 35000 | 1100000 | 177100 | 2927100 | 9757 |
| | | | | | 4 | 60 | 240 | 520000 | 4000 | 96000 | | 128000 | 4767 | |
| | | | | | 116 | | 2875 | | | | 5418210 | 8667 | | |
| 14 15 Subtot. D | D. Projects Administration | D.4.3.b. | DEFC, High level staff | | 3 | 12 | 36 | | | | | 21000 | 1000 | |
| | | | | | 4 | 60 | 240 | 20000 | | | | 90000 | 3000 | |
| 16 Subtot. E | | | | | 4 | 60 | 240 | 20000 | | | | 90000 | 3000 | |
| 17 Subtot. F | | | | | 4 | 60 | 240 | 20000 | | | | 90000 | 3000 | |
| 18 Subtot. G | | | | | 18076 | 10082 | 185000 | | | 400000 | 65000 | 1000000 | 30000 | |

B/ Local Training/
Formation locale

SUMMARY OF TRAINING ABROAD (Costs in US\$)

| COMPONENT | ANNEX Working Documents | BENEFICIARIES | Nbr | Durat. months | Tot. Durat. (man/month) | Monthly Scholarship | Total Scholarship | Total Travel Cost | Training Cost | TOTAL COST | Assigned Department |
|---------------------|-------------------------|-------------------------|-----------|---------------|-------------------------|---------------------|-------------------|-------------------|---------------|---------------|-----------------------------|
| A. STRATEGY | A.4.3.b.1 | Education planners | 3 | 6 | 18 | 1500 | 27000 | 6000 | 9000 | 42000 | Dir. Planif. et C.S.S. |
| | A.4.3.b.2 | Architects/Invest.spec. | 1 | 3 | 3 | 1500 | 4500 | 2000 | 1500 | 8000 | Dir. Planif. et Constr. Sc. |
| B. BOOKS AND GUIDES | B.1.4.3.b.1 | Editors, "Bur. Edition" | 2 | 3 | 6 | 1200 | 7200 | 4000 | 24000 | 35200 | "Bureau Edition" |
| | R.1.4.3.b.2 | Authors | 4 | 3 | 12 | 1200 | 14400 | 8000 | 12000 | 34400 | "Div. Ins. Mat. et Prim." |
| | B.1.4.3.b.3 | stocks gestion | 1 | 4 | 4 | 1500 | 6000 | 2000 | 7000 | 15000 | "Bureau Distribution" |
| | B.1.4.3.b.3 | G.A.O. | 1 | 4 | 4 | 1500 | 6000 | 2000 | 7000 | 15000 | "Bureau Distribution" |
| C. ADMINISTRAT. | C.1.4.3.b.1 | Statisticians | 4 | 6 | 24 | 1200 | 28800 | 8000 | 7200 | 44000 | Dir. Plan. et stat. scol. |
| DBPE. | D.4.3.b. | BPE Staff | 4 | 1 | 4 | 5000 | 20000 | 8000 | .. | 28000 | BPE. |
| TOTAL | | | 20 | .. | .. | - | 113900 | 40000 | 67700 | 221600 | |

Training Abroad /
 Formation a l'Etranger

REPUBLIC OF ZAIRE/REPUBLIQUE ZAIRE

EDUCATION SECTOR REHABILITATION PROJECT/
PROJET DE REHABILITATION DU SECTEUR DE L'EDUCATION

DISBURSEMENT SCHEDULE/TABLEAU DE DECAISSEMENTS

| Fiscal Year | Quarter | Disbursement | | Accumulated | | Undisbursed | | Percent Disbursed |
|---------------------|-----------|--------------|------|----------------------------|------|-----------------------|------|-------------------------|
| | | US\$ | DZ\$ | US\$ | DZ\$ | US\$ | DZ\$ | |
| Année Budgétaire | Trimestre | Décaissement | | Décaissements Accumulés | | Solde non Décaissé | | Pourcentage Décaissé |
| | | US\$ | DZ\$ | US\$ | DZ\$ | US\$ | DZ\$ | |
| FY90 | 4 | 2.0 | | 2.0 | | | | 4 |
| FY91 | 1 | 0.0 | | 2.0 | | | | 4 |
| | 2 | 0.5 | | 2.5 | | | | 5 |
| | 3 | 0.0 | | 2.5 | | | | 5 |
| | 4 | 0.5 | | 3.0 | | | | 6 |
| FY92 | 1 | 2.0 | | 5.0 | | | | 10 |
| | 2 | 2.0 | | 7.0 | | | | 14 |
| | 3 | 2.0 | | 9.0 | | | | 18 |
| | 4 | 2.0 | | 11.0 | | | | 22 |
| FY93 | 1 | 3.0 | | 14.0 | | | | 29 |
| | 2 | 3.0 | | 17.0 | | | | 35 |
| | 3 | 3.0 | | 20.0 | | | | 41 |
| | 4 | 4.0 | | 24.0 | | | | 49 |
| FY94 | 1 | 3.0 | | 27.0 | | | | 55 |
| | 2 | 3.0 | | 30.0 | | | | 61 |
| | 3 | 3.0 | | 33.0 | | | | 67 |
| | 4 | 3.0 | | 36.0 | | | | 73 |
| FY95 | 1 | 3.0 | | 39.0 | | | | 80 |
| | 2 | 2.0 | | 41.0 | | | | 85 |
| | 3 | 2.0 | | 43.0 | | | | 88 |
| | 4 | 1.0 | | 44.0 | | | | 90 |
| FY96 | 1 | 2.0 | | 46.0 | | | | 94 |
| | 2 | 2.0 | | 48.0 | | | | 98 |
| | 3 | 2.0 | | 49.0 | | | | 100 |

Estimated date of effectiveness/Date estimée d'entrée en vigueur: June 1990
 Estimated Closing Date/Date estimée de clôture: December 1996

M A P

