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STAFF APPRAISAL REPORT

REPUBLIC OF SENEGAL

**SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)**

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Title: SECOND HUMAN RESOURCES DEVELOPMENT
Author: ROSEMARY BELLEN
Ext.: 24836 Room: J9-029 Dept.: AR5EH
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**Population and Human Resources
Operations Division
Sahelian Department
Africa Region**

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CURRENCY EQUIVALENT

Currency Unit = CFA Franc (CFAF) / US\$1 = 250 CFAF

WEIGHTS AND MEASURES

Metric System

1 m. = 1.09 yd.

1 sq.m. = 10.76 sq. ft.

ABBREVIATIONS AND ACRONYMS

AfDB	African Development Bank
AGETIP	<i>Agence d'Exécution des Travaux d'Intérêt Public</i>
BAC	<i>Baccalauréat</i>
BFEM	<i>Brevet de fin d'études moyennes</i>
BPE	<i>Bureau des Projets d'Education et de formation technique professionnelle</i>
CF	<i>Coopération Française</i>
DCES	<i>Division des Constructions et des Equipements Scolaires</i>
DEPEE	<i>Direction de l'Education Préscolaire et de l'Enseignement Elémentaire</i>
DPRE	<i>Direction de la Planification et de la Réforme de l'Education</i>
EFI	<i>Ecole de Formation des Instituteurs</i>
IA	<i>Inspection d'Académie</i>
INEADE	<i>Institut National d'Etudes et d'Action pour le Développement de l'Education</i>
KfW	<i>Kreditanstalt für Wiederaufbau</i>
MEN	<i>Ministère de l'Education Nationale</i>
NGO	Non-Governmental Organization (Organisation Non Gouvernementale)
PCU	Project Coordination Unit
UCAD	<i>Université Cheikh Anta Diop</i>
UNICEF	United Nations Children's Fund

FISCAL YEAR

January 1-December 31

SCHOOL YEAR

October-June

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MAP: IBRD 24252

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES DEVELOPMENT PROJECT

(EDUCATION V)

CREDIT AND PROJECT SUMMARY

Borrower: Republic of Senegal

Beneficiary: Ministry of National Education

Credit

Amount: SDR 29.1 million (US\$40.0 million equivalent)

Terms: Standard, with 40 years maturity

Cofinancing: Government of Germany, DM 10 million (US\$5.8 equivalent)

Project

Description:

The project would assist the Government in implementing its education development program for the period 1993-98 which aims mainly to improve access to, and the quality and efficiency of, primary education, with the specific targets of raising the primary enrollment ratio from 58% in 1992 to 65% by 1998. Secondary objectives include improving the quality and efficiency of secondary and higher education and strengthening education sector planning and management. To achieve these objectives, the project supports policy measures: (a) in primary education to contain costs, diversify sources of financing, and reduce inequities between urban and rural areas, and between boys and girls; (b) in secondary education to improve internal efficiency; and (c) in sector planning and management, to decentralize education planning, administration and supervision to the regional and departmental levels. In addition, the project would finance investments designed to:

1. Expand access to primary education and improve its quality and efficiency by: (a) providing for the construction of about 1,310 new classrooms in six educationally disadvantaged regions (to increase the enrollment ratio in the regions by 8 percentage points) and the rehabilitation of 1,080 classrooms; (b) supporting special measures to boost girls' participation; (c) ensuring a sustainable supply of good quality textbooks; (d) strengthening pre-service and in-service teacher training; (e) supporting quality improvement initiatives at the school level; and (f) establishing a national system to assess student achievement.
2. Improve the quality and efficiency of secondary and higher education by: (a) funding studies leading to a long-term development program for general secondary education; and (b) supporting physical improvements needed in the short-run.
3. Strengthen sector planning and management capacities by: (a) strengthening the capacity of the inspectorates and the planning directorate; and (b) strengthening project management and coordination.

**Benefits
and Risks:**

Project benefits would be widespread. Over the five-year period 1993-1998, the project would provide about 65,000 additional student places in the six regions where access to primary education is lowest, representing a capacity increase of about 30% in these regions, mostly (77%) in rural areas. Implementation of the Government's full program supported by the project would provide about 200,000 additional student places resulting in an enrollment increase of about 25% over the life of the project. Mutually reinforcing qualitative improvements, in the form of better trained teachers, an adequate supply of textbooks, more effective supervision by inspectors, and student assessment and feedback, would improve internal efficiency, reduce wastage and improve the quality of learning. Achievement of these objectives will be closely monitored according to a set of indicators developed and agreed upon with the Government. The project would introduce several innovative measures, with possible far-reaching effects, such as: (a) the introduction of an experimental "School Development Fund," designed to finance quality improvements initiated and developed by schools; (b) well-targeted measures and programs to boost girls' primary school enrollment in selected departments where girls comprise less than 41% (the national average) of enrollment; (c) establishment of a sustainable supply of good quality primary textbooks, expected to benefit all primary school children, through delegation of textbook production, distribution and sales to the private sector and institution of a cost recovery system; (d) increased delegation of responsibility for education planning, management and administration from the central ministry to regional and departmental offices in an effort to make the system more responsive to local needs which, in the long run, would benefit all schools; and (e) improve the efficiency and lower the cost of classroom construction by delegating responsibility for school construction management from the Ministry of Education to a non-governmental contract management agency. Local communities would also be required to participate financially in school maintenance, reducing the burden on the Government's budget.

There are three main risks. First, the Government's capacity to manage a classroom construction program of the scope envisaged under the project is inadequate, as demonstrated by long delays and high costs in school construction under the ongoing education project (Cr. 1735-SE). This problem would be addressed by delegating responsibility for managing school construction to a non-governmental contract management agency (AGETIP) which is already managing the bulk of the third phase of classroom construction under the ongoing education project (Cr. 1735-SE). Second, the innovative programs proposed under the project, in particular the "School Development Fund" program and programs to boost girls' participation, are risky and may not fully reach their objectives. Risks in these areas would be addressed by careful monitoring of program development during the first year of the project and by structured annual reviews of progress, with the expectation that the programs would require modifications during project implementation. Third, full cost recovery for textbooks may not be feasible and Government may be required to partly subsidize their provision. Preliminary studies indicate, however, that parents are willing to pay provided that books of good quality are available at a reasonable cost when needed. The project would take great care in assuring the reliability of the supply network, turning to the private sector to handle all distribution and sales activities, against agreed profit margins. No environmental risks are foreseen; classrooms and latrines would be sited and constructed following design standards and procedures already approved by the Bank under the ongoing education project (Cr. 1735-SE). School buildings are also small and located on vacant Government or community property; they do not displace anyone.

ESTIMATED PROJECT COSTS AND FINANCING PLAN
(US\$ million)¹

	<u>ESTIMATED PROJECT COSTS²</u>		
	<u>LOCAL</u>	<u>FOREIGN</u>	<u>TOTAL</u>
1. Improve Access, Quality and Efficiency of Primary Education	31.4	25.7	57.1
2. Improve Quality and Efficiency of Secondary and Higher Education	1.4	3.1	4.5
3. Strengthen Sector Planning and Management Capacities	1.6	2.2	3.8
4. Refinancing PPF	0.3	0.4	0.7
Total Base Costs	<u>34.7</u>	<u>31.4</u>	<u>66.1</u>
Physical Contingencies	0.4	0.7	1.1
Price Contingencies	1.7	3.9	5.6
TOTAL PROJECT COSTS	<u>36.8</u>	<u>36.0</u>	<u>72.8</u>

Financing Plan (US\$ million)

IDA	40.0
Government	21.0
Communities	6.0
Germany (KfW)	5.8
TOTAL	<u>72.8</u>

Estimated IDA Disbursements:

IDA FY	US\$ million					
	<u>94</u>	<u>95</u>	<u>96</u>	<u>97</u>	<u>98</u>	<u>99</u>
Annual	2.0	6.0	9.0	10.0	9.0	4.0
Cumulative	2.0	8.0	17.0	27.0	36.0	40.0

Economic Rate of Return : Not applicable

Map: IBRD 20660

1. Totals may not add up due to rounding.
2. Net of taxes and duties.

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES DEVELOPMENT PROJECT

(EDUCATION V)

I. INTRODUCTION

1.1 The Government of Senegal has requested IDA's assistance in financing a project designed to help implement its Human Resources Development Program, focusing on education and training. The proposed project's principal objective is to assist Senegal to significantly increase access to and the quality of primary education, with a particular focus on rural areas and girls' participation. Secondary objectives include improving the quality and efficiency of secondary and higher education and strengthening education sector planning and management.

1.2 The project would be IDA's fifth education project in Senegal. The policy measures and associated investment program have been developed through dialogue with the Senegalese authorities based on a series of pre-investment studies conducted under the ongoing Primary Education Development Project (Cr. 1735-SE), the Government's Education Sector Policy Letter (1992), and extensive discussions with Government and donors during supervision of the ongoing education project and preparation of this proposed project.

1.3 Total project costs are estimated at about US\$73.0 million equivalent, net of taxes and duties (with a foreign exchange component of US\$36.0 million), of which IDA would finance US\$40 million. Financing by the German Government (KfW) is estimated at US\$5.8 million equivalent.³ Contributions from the Government of Senegal are estimated at US\$21.0 million, and those from communities at US\$6.0 million. In parallel to this proposed operation, the French Government is supporting a complementary four-year operation at an estimated cost of FF100 million (US\$20.0 million equivalent) to support the training of teachers, teacher trainers, supervisors and administrators in primary and secondary education.

II. SECTORAL CONTEXT

A. Background

2.1 Senegal is a coastal semi-arid country situated in Africa's Sahelian zone. Its income per capita is US\$710 (placing it among the lower-middle-income economies), and its population of 7.2 million is growing at a high rate of about 3.1% a year. While the level of urbanization is well above the Sub-Saharan African average of 28%, the majority of the population (60%) lives in rural areas, and half is under the age of 16. Although agriculture's share in GDP (12%) is low relative to the service (60%) and industrial (18%) sectors, about two-thirds of Senegal's labor force is employed in this sector. Within the sector, groundnut cultivation accounts for 60% of farm cash income, and groundnut products are Senegal's main export.

3. The German Government (KfW) has agreed in principal to make available to the Government about 10 million DM (about US\$6 million equivalent) to finance primary classroom construction in the regions of Fatick and Kaolack (about 440 classrooms). The appraisal mission is scheduled to take place in March 1993 with effectiveness to follow in September 1993.

B. Economic Developments

2.2 Over the past decade, the Government has been struggling to reverse economic stagnation. In the wake of a short-lived boom in groundnut and phosphate export earnings in the mid-1970s, the Government embarked on an ambitious infrastructure investment program and expanded public enterprises, creating an unsustainably large resource gap. The gap was exacerbated by two severe drought years, a drastic fall in world market groundnut prices, and a sharp rise in petroleum import prices. Distortions in the structure of economic incentives, including price controls, import restrictions and excessive regulation of the economy, also contributed to the stagnation.

2.3 In response to the crisis, since mid-1983 the Government has implemented a series of adjustment programs through which it has liberalized the economy, reduced distortions in the agricultural and industrial sectors, strengthened public investment programming, initiated reforms in the public enterprise sector, restructured the banking sector, and put in place a more prudent external debt management policy.⁴ Both fiscal and external balances have improved significantly and inflation has been restrained to under 3% a year. Problems remain, however. Progress in implementing structural adjustment measures has been slow. Small and medium size enterprises remain severely constrained by lack of access to credit and by high labor costs, and frequent policy changes have discouraged new investment. Real wages of farmers, labor productivity, and per capita food production have fallen due to declining soil fertility in the main growing region (the Groundnut Basin), high population growth, and the consequent expansion of farming into marginal lands where yields are lower. Critical expenditures on supporting infrastructure have also lagged.

C. Medium-Term Prospects and Policies

2.4 With the assistance of the IMF and The World Bank, the Government has prepared a medium-term economic and financial policy framework (PFP). The framework emphasizes continued promotion of the private sector and efficiency improvements in public sector resource management. On the structural side, the strategy aims to put in place a comprehensive agricultural policy, further liberalize the labor market, introduce greater flexibility in wage setting, reduce the cost of energy, and accelerate public enterprise reform. On the financial front, the program aims to improve the efficiency of tax administration, increase the private sector's access to credit, and reduce the civil service wage bill. Budgetary allocations for the maintenance of infrastructure, basic education, and primary health care are expected to increase. In the health sector, the Government is undertaking measures to improve the efficiency and coverage of health care so that at least 45% of the population has regular access to maternal and child care and essential medicines. In education, the Government's main long-term objective is to provide primary education for all school-aged children, with a medium-term objective of increasing the primary enrollment ratio from 58% in 1991 to 65% in 1998. To this end, the Government plans to allocate sufficient resources to cover the cost of teachers' salaries and of instructional materials and supplies.

4. The programs have been supported by four successive stand-by arrangements with the International Monetary Fund, the enhanced structural adjustment facility, four structural adjustment loans and a financial sector adjustment operation with the World Bank.

D. Education and Training

1. The Education System

2.5 The education system consists of a six-year cycle of primary education, a four-year lower-secondary cycle and a three-year upper cycle of general or technical education. Higher education is offered through two- or four-year programs at the Universities of Dakar and St. Louis or at specialized training institutions. The Ministry of National Education (MEN) is responsible for all formal education and training. Professional and vocational training is under the Ministry of Labor and Vocational Training, while most technical ministries operate sector-specific programs. Annex 2-1 provides a flow chart of the formal education system; Annex 2-2 shows an organigram of the MEN; and Annex 2-3 provides statistical data on the coverage, costs and efficiency of the system.

2. Sector Development Issues

2.6 Following a period of rapid expansion during the 1970s and early 1980s, factors both external and internal to the education system have undermined its sustainable development. Externally, slow economic growth, declining government budgets and competing priorities during the 1980s, combined with a high school-age population growth rate of 3.3%, have constrained the Government's capacity to meet the rising demand for education and maintain its quality. Within the sector itself, heavy dependence on central government financing, inadequate planning, management and use of resources, and a failure to develop and implement sound sectoral policies, especially in higher education, have contributed to the stagnation. School expansion, quality, and efficiency have suffered as a result. Today, (a) access to primary education remains limited and inequitably distributed across regions, between urban and rural areas, and between girls and boys; (b) the effectiveness of education at all levels is poor; (c) financial constraints combined with an inefficient use of resources adversely affect access and quality, and (d) weak planning, programming, and management capacities limit the Government's ability to develop the education sector effectively.

(a) Limited and inequitable access to primary education

2.7 Literacy and primary enrollment rates in Senegal are substantially below the average for Sub-Saharan Africa and for countries at a similar level of income. According to the most recent estimates, only 27% of Senegal's population 15 and older is literate compared with a Sub-Saharan average of 49%, and enrollment in primary school represents only 58% of the school-aged population compared with the Sub-Saharan average of 79%.⁵ The average primary enrollment ratio, however, masks extreme disparities among regions, between urban and rural areas, and between boys and girls. Geographic disparities largely reflect an urban bias in the allocation of schools. Although rural children account for about 60% of the primary school-aged population, only 38% of them are enrolled, compared with nearly 100% of school-aged children in urban areas. In the predominately rural regions of the country, enrollment ratios are as low as 27% in Diourbel, 35% in Louga, and 38% in Tambacounda, while those in the urban regions of Dakar and Ziguinchor are 96% and 105%, respectively. Gender disparities in enrollment, although less pronounced than those between urban and rural areas, are also significant. Girls represent only 41% of primary enrollment, and only 48% of the school-aged girls are enrolled compared with 68% of boys.⁶ Given the existing distribution:

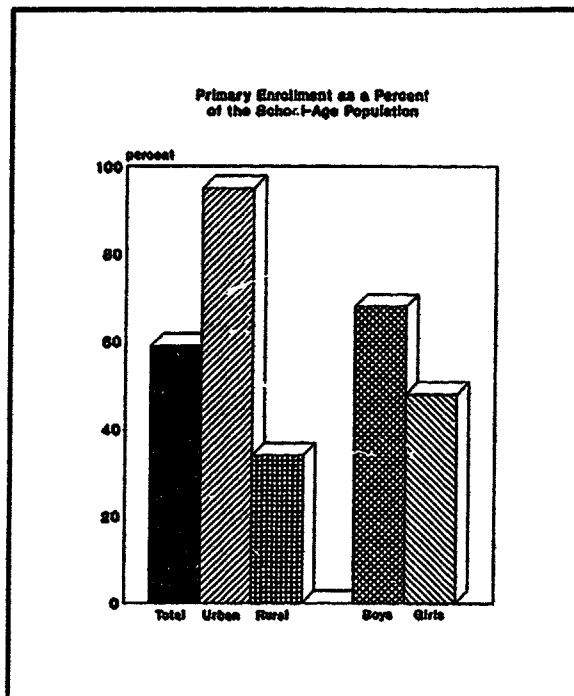
5. Sources: République du Sénégal, Les Principaux Résultats Provisoire du Recensement de la Population de l'Habitat du Sénégal, Dakar: Direction de la Prévision et de la Statistique, Décembre 1988; UNESCO, Statistical Yearbook, Paris, 1992.

6. Girls comprise 35% of total enrollment in lower secondary, and 33% in upper secondary.

of educational opportunities, raising primary enrollment and literacy rates depends importantly on expanding access to education in rural areas, and on increasing girls' enrollment.

(b) Low school effectiveness

2.8 The effectiveness of education is low at all levels as evidenced by poor internal efficiency and low examination pass rates. In primary education, repetition rates average 16%, ranging between 10% in grade one to 34% in grade six. The average number of student years necessary to graduate from the 6-year primary cycle is 8. In 1990/91, only 56% of students passed the school leaving exam. In lower- and upper-secondary education (*collèges* and *lycées*), about 15% and 16% of students are repeaters, respectively -- ranging between 12% in the first grade to 20% in the fourth grade. The average number of student years necessary to graduate is 6 in the 4-year lower cycle and 5.5 in the 3-year upper cycle. In 1990/91, only half the students passed the baccalaureate exam. In higher education, internal efficiency is particularly low. More than 40% of students at the University of Dakar are repeaters. Promotion rates between the first and second year average only 25%. The number of student years necessary to graduate from a four-year program averages 18 in economics, 21 in the humanities and 27 in the sciences.



2.9 Low effectiveness is due to a number of factors. In primary education, only very limited resources are available for quality improvements -- 95% of the budget is spent on salaries and 3% on subsidies to private schools, leaving only 2% (US\$3 per pupil) for equipment, materials, furniture and the operating costs of schools, inspectorates, and teacher support services. As a result, textbooks are in short supply, an estimated 1,600 classrooms (out of a total 11,000) need major rehabilitation, inspectors lack the physical means and financial resources to provide supervisory services and in-service teacher training programs are defunct. At the post-primary levels, inefficiencies are related, on the one hand, to the failures of previous levels of education and, on the other, to uncontrolled expansion with insufficient and poorly allocated resources (para. 2.11). The result is overcrowded facilities, temporary shelters serving as secondary school classrooms, severe shortages of pedagogical materials and equipment, no funds for in-service or continuing education for education personnel, and programs that are poorly matched with labor market needs.

(c) Financial constraints, inefficiencies, and high costs

2.10 Limited resources. Measured in constant prices, total government expenditure declined in real terms by 2% a year throughout the 1980s, falling from 34% of GDP in the early 1980s to 21% in 1990. Government expenditure on education also fell by 2% a year during the early 1980s, but has been increasing in real terms by 3.8% a year since 1986 (with a sharp increase in 1989/90 due to salary increases for civil servants). Education's share of the government budget, therefore, has risen steadily from 21% in 1986 to 26% in 1990, a share 50% higher than the average for Sub-Saharan Africa. Resources for education cannot be expected to grow any faster over the coming years -- education's share of the government budget is already high, prospects for economic

growth are modest, and rigid budget ceilings will continue to contain government expenditure. Within the most likely economic growth scenario, if education retains its current share of the government recurrent budget, recurrent education expenditure would grow by 3.9% a year in real terms.⁷ Although significant, the resources would only be sufficient to cover the salary cost of additional primary teachers required to reach the Government's modest target of increasing the primary enrollment ratio from 58% in 1991 to 65% by 1998.⁸

2.11 Inefficiencies and high costs. High rates of repetition crowd classrooms, limit access and increase the cost of obtaining graduates from the system. In primary education, the unit cost of a completer is increased by 18%, and by about 14% for a lower- or upper-secondary school graduate. Resources are also poorly used. In upper-secondary schools (*lycées*), teachers teach on average 30% less than the minimum time prescribed (16 hours per week instead of 24); student:teacher ratios are low (16:1); and the number of non-teaching staff is excessive which results in a cost per student of US\$366 (2.4 times higher than in primary). Teacher Training Colleges are particularly inefficient. Expenditure per student is nearly US\$3,000 due in large part to a low student:staff ratio of 4:1 and an excessive number of administrative staff. At the University of Dakar, uncontrolled enrollment increases, coupled with very generous scholarships and student subsidies for social support services (free housing, meals, medical care, transport) and inefficient management, have caused expenditures to soar and per student costs to reach US\$3,200. The sharply increasing budget of the University of Dakar (between 1986 and 1990, its share of the recurrent education budget increased from 15% to 24%) has to a large extent been financed by diverting resources previously allocated to secondary education. As a result, secondary's share of the education budget fell from 25% in 1986 to 21% in 1990, barely sufficient to finance teachers' salaries and with disastrous consequences for the availability of materials and other non-salary inputs essential to ensure adequate quality of education.⁹

(d) Weak Sector Planning and Resource Management

2.12 Sector planning and resource management are weak at all levels of education. In primary education, planning and management deficiencies are most evident at the regional and departmental inspectorates, to which the Ministry of Education (MEN) has recently delegated certain administrative, management and planning responsibilities, in addition to regular professional support functions. However, the ability of inspectors and supervisors to provide professional support to principals and teachers is already severely constrained by a lack of physical resources (transport, in particular) and inappreciable operating funds. Additional administrative and planning tasks cannot effectively be carried out by regional and departmental inspectorates without additional resources. Resource constraints also affect educational planning and programming at the central level of the MEN: the processing of education statistics by the Ministry's Planning Unit (DPRE) is several years behind schedule due to out-of-date computer equipment, and basic data are not available on time for planning purposes (school mapping, posting of teachers, etc.). Planning and management of secondary and higher education are also weak, as demonstrated by the uncontrolled expansion of enrollments, particularly at the University of Dakar (from 6,000 in 1986 to 18,000 in 1991), and by the absence of plans to set their development along a more rational and sustainable course. The management of physical resources (construction and maintenance of educational infrastructure and

7. "Medium-Term Economic and Financial Policy Framework Paper (1990/91-1992/93)," Africa Region, Sahel Department, The World Bank, 1991; "Public Expenditure Review," Africa Region, Sahel Department, The World Bank, 1991.

8. The estimates assume a continuation of cost saving measures such as double-shift and multigrade teaching (see para. 2.13).

9. In 1990, 95% of the secondary education budget went to salaries.

provision of educational materials and supplies) is constrained by inadequate budgets, inexperienced technical staff, and inefficient systems and procedures.

3. The Government's Education and Training Strategy

2.13 The Government's Education and Training policy is based on the work of a national conference on education (*Etats Généraux*) held in 1981. The conference's recommendations were translated into a strategy for education reform adopted by the Government in 1985 which has guided sector development since then. The reform program generally aims to make the education system more equitable, effective, efficient and responsive to national development needs, and specifically aims to attain universal primary education. The Government has made some progress in implementing this program. Due to a moderate expansion of capacity combined with efficiency measures such as double-shifting in urban schools and multigrade teaching in rural schools, public primary school enrollments increased at a rate of about 3.5% a year between 1985/86-1990/91, contributing to an increase in the enrollment ratio from 54% to 58% over that time.

2.14 For the coming years, the Government's priorities are spelled out in a "Letter of Education Development Policy," attached as Annex 3. Primary education will continue to remain the priority sub-sector with a focus on expanding access in rural areas, raising the primary enrollment ratio from 58% to 65% by 1998, raising the enrollment of girls, improving quality and internal efficiency, and containing costs through a continued use of double-shift and multi-grade teaching. In general secondary education, the Government's focus will be on strengthening the quality of education, containing costs, and developing medium and long-term plans for the sub-sector. In vocational training, the Government intends to develop a program to restructure and consolidate vocational training institutions, improve the quality of training programs, adapt them better to labor market demand, and promote the participation of employers in their design, operation, and financing. In post-secondary education, plans are being prepared to restructure professional training institutes and to correct inefficiencies in the university system. The current dialogue between the Government and IDA on post-secondary education aims at restructuring professional training institutes and at developing and applying concrete measures to limit admission, repetition, and student subsidies in higher education, to be followed by investments to improve quality and management.

E. Lessons Learned

2.15 The Bank Group has been involved in the education sector in Senegal since 1971. The first three projects, all completed, supported vocational, technical, and agricultural education (Cr. 253-SE, US\$2.0 million; Cr. 530-SE, US\$15.0 million; Cr. 408-SE, US\$22 million). The ongoing Primary Education Development Project (Cr. 1735-SE, US\$12.0 million) was prepared within the context of the recommendations of the *Etats Généraux*. It supports the Government's priorities to improve access to, and the quality of, primary education and was the first project to include policy measures to improve resource use within the education sector, focusing on primary education. During its implementation, the Bank continued its dialogue on education policies and programs with the Government and worked closely with other donors to coordinate activities. Pre-investment studies covering primary and higher education, and vocational and post-secondary professional training were financed by the ongoing education project (Cr.1735-SE) between 1989 and 1991. Studies on vocational training and higher education were conducted jointly by the Bank and the French Government in 1990-91. The studies led to the decision to prepare three separate operations, of which the proposed project, which focuses mainly on primary education, is the first. Two follow-up operations, a vocational/ professional education project and a higher education project, are currently under preparation.

2.16 From an operational perspective, completion reports for the first three projects report delays in contract awards, and inadequate project monitoring and coordination. Implementation of the ongoing project has been constrained by: (a) linking disbursements for investments in primary education to reductions in spending for higher education (which has proven difficult to achieve, especially those regarding cuts in student subsidies); and (b) inadequate capacity and inefficient procedures of the concerned Government departments to undertake a relatively modest (400 classrooms) school construction program. The proposed project would address these problems by: (i) requiring the preparation of sample bid documents and a procurement plan as a condition of negotiations, (ii) delegating responsibility for managing school construction from the Government to AGETIP; (iii) linking sub-sectoral policies to their respective investments; and (iv) requiring up-front implementation of a minimum set of measures in higher education. Each is discussed in Section III of this report.

III. THE PROJECT

A. Project Objectives, Scope and Description

3.1 **Objectives.** The project would assist the Government in implementing its education development program for the period 1993/98 which aims mainly to improve access to, and the quality and efficiency of primary education, with the specific targets of raising the primary enrollment ratio from 58% in 1992 to 65% by the 1997/1998 academic year (para. 2.14). Secondary objectives include improving the quality and efficiency of secondary and higher education and strengthening education sector planning and management. The Government's policies and programs are described in a "Letter of Education Development Policy" attached as Annex 3. Progress in achieving these objectives will be assessed against monitoring indicators, developed and agreed upon with the Government, which include annual targets for classroom construction, teacher recruitment and deployment, girls' enrollment, rates of repetition and double-shifting, and student:staff ratios as shown in Annex 14.

3.2 To achieve these objectives, the project would support policy measures: (a) in primary education to contain costs, diversify sources of financing, and reduce inequities between urban and rural areas, and between boys and girls; (b) in secondary education to improve internal efficiency; and (c) in sector planning and management, to decentralize education planning, administration and supervision to the regional and departmental levels. In addition, the project would finance investments designed to: (1) expand access to primary education, focusing on underserved (mainly rural) areas and participation of girls, and improve its quality and efficiency; (2) improve the quality and efficiency of general secondary and higher education; and (3) strengthen sector planning and managerial capacities, as summarized in the following box.

PROJECT SUMMARY (Total Cost US\$72.8 million)a/

1. **Expand Access to Primary Education (focusing on rural areas and the participation of girls), and Improve its Quality and Efficiency (US\$62.5 million)**
 - o Expanding classroom construction, maintenance and rehabilitation
 - o Supporting special measures to boost girls' participation
 - o Establishing a sustainable textbook system
 - o Strengthening pre-service and in-service teacher training
 - o Supporting school initiated quality improvements
 - o Establishing a national system to assess student achievement
2. **Improve the Quality and Efficiency of Secondary and Higher Education (US\$5.2 million)**
 - o Financing pre-investment studies in secondary education
 - o Supporting physical improvements needed in the short-term
3. **Strengthen Sector Planning and Managerial Capacities (US\$4.4 million)**
 - o Strengthening the capacity of the inspectorates and the planning directorate
 - o Strengthening project management and coordination

a/ Includes base costs and contingencies. Totals do not add up due to US\$0.7 million PPF refinancing.

3.3 Scope. The proposed project would provide broad-based support for primary education, both in terms of the types of interventions proposed and in geographic coverage. Qualitative improvements, such as teacher training, the provision of textbooks, improved supervision and management, and policy measures designed to improve efficiency, contain costs and diversify sources of financing would apply to the entire primary system. Primary classroom construction, however, would be concentrated in five of the country's ten administrative regions, selected on the basis of their low primary enrollment ratios (below 45%). The proposed experimental "School Development Fund" and pilot programs to boost girls' participation are also geographically limited because of their experimental nature (paras. 3.27-31, 3.12-15). Proposed support for secondary and higher education is modest, focusing the development of plans and programs to strengthen the quality and efficiency of these sub-sectors and meeting some immediate needs for physical rehabilitation and libraries. In parallel to this proposed project, a program financed by the French Government would provide broad-based support to primary and secondary education in the areas of pre- and in-service teacher training, school mapping, and management training for school inspectors and administrators.

1. Expand Access to Primary Education and Improve its Quality and Efficiency (US\$62.5 million)

3.4 This component contributes to the Government's objectives to increase the primary enrollment ratio from 58% to 65% by 1998, spread educational opportunities more equitably between urban and rural areas, and between boys and girls, maintain the value of investments in educational infrastructure, and pursue programs and policies to improve the quality and efficiency of primary education. There are six sub-components: (a) expanding classroom construction, maintenance and rehabilitation; (b) supporting special measures to boost girls' participation; (c) establishing a sustainable textbook system; (d) strengthening in-service and pre-service teacher training; (e) supporting school-level quality improvements; and (f) establishing a national system to assess student achievement.

3.5 To support this investment program, the Government would continue to apply policy measures to contain costs and diversify sources of financing introduced under the ongoing project (Cr. 1735-SE). The measures include: i) continuation of double-shift teaching in 30% of urban classrooms (37% of urban enrollment), ii) recruitment of candidates into teacher training at a ratio of *instituteur-adjoints* to *instituteurs* of 80 to 20 (para. 3.11), and iii) recovering textbook costs (para. 3.18). The Government would also develop a policy and an approach, satisfactory to IDA, to reduce

repetition to be implemented not later than academic year 1994/95. The Government gave assurances during negotiations that these measures would be implemented during the project period.

(a) Expanding Classroom Construction, Maintenance and Rehabilitation (US\$48.8 million)

3.6 Scope and Objectives. The objectives of the Government's primary school construction and maintenance program for the period 1993/1998 are to provide about 200,000 additional student places to accommodate an increase in the national enrollment ratio from 58% to 65% by 1998 (with most of this increase taking place in rural areas), and to maintain the existing educational infrastructure. The proposed project would contribute to this program by financing the construction and furnishing of about 1,310 new classrooms (65,000 student places) and the rehabilitation of 1,080 existing classrooms, and by pursuing an ongoing program of school maintenance. Details are provided in Annex 4.

3.7 Classroom Construction. To increase the primary enrollment ratio to 65% by 1998, the Government would need about 3,500 new classrooms over the five-year project period (1993/1998), for a total investment of about 12 billion CFAF (US\$48 million).¹⁰ For reasons of equity in the distribution of educational opportunities between urban and rural areas, the Government would locate about 1,100 classrooms (30% of the total) in the high-enrollment urban regions of Dakar and Ziguinchor, and about 2,400 (70% of the total) in the other eight, mostly rural, regions. This would have the effect of maintaining enrollment ratios in Dakar and Ziguinchor at current levels (96% and 105%, respectively), and increasing enrollment ratios in each of the eight other regions by 8 percentage points.

3.8 The project would support this program by financing the construction of about 1,310 classrooms and related facilities and furniture at an estimated cost of 5.3 billion CFAF (US\$21.1 million) in five of the six most rural regions: 260 in Diourbel, 160 in Louga, 240 in Tambacounda, 360 in Kaolack, 215 in Fatick and 75 in Kolda. Of this total, the IDA credit would finance 75% of the cost of civil works and 100% of specialist services and furnishings for 875 classrooms (US\$12.5 million) in the regions of Diourbel, Louga, Tambacounda, Kaolack and Kolda. Communities would finance the remaining 25% of the cost of civil works (US\$4.3 million). The KfW would finance the remaining 435 classrooms in the regions of Kaolack and Fatick (US\$5.8 million) under the same cost-sharing arrangements. Combined, the classrooms would provide 65,000 additional student places (77% in rural areas) and would satisfy about 30% of the total needed to attain the national target of 65% enrollment by 1998. The remaining requirement (2,190 classrooms) would be financed by Government, communities, NGOs and other donors, under ongoing or planned programs. On-going programs include those financed by the OPEC Fund (200 classrooms), the AfDB (300 classrooms) and the Japanese Government (200 classrooms). Prospects for additional support from donors for the financing of a substantial part of the remaining classroom construction program are also good.

10. The requirements were determined by region using region-specific population growth rates, average class sizes, current levels of multi-grade and double-shift classes, and assuming an average cost per block of 3 classrooms at 9.9 million CFAF -- including principals' offices, storage for materials and textbooks, latrines, a fence, and furniture.

3.9 School Rehabilitation and Maintenance. To maintain the value of existing investments, the project would rehabilitate and furnish 1,080 classrooms (about 25% of total needs) at an estimated total cost of 2.5 billion CFAF (US\$10.1). Of this, the Credit would finance the costs of architectural studies, supervision and school furniture (US\$3.0 million); Government and communities would finance the cost of all civil works (US\$5.3 and US\$1.8 million, respectively). To ensure the availability of Government resources, MEN budgetary allocations would be reviewed each year during joint annual implementation reviews (para. 4.4). Responsibility for managing the school rehabilitation and maintenance programs would remain with the MEN's division of school construction and equipment (DCES). To strengthen the capacity of the DCES to manage the programs, the project would also finance vehicles, equipment and 8 months of short-term local training in computer programs relevant to its work.

3.10 Responsibility for Implementation. The classroom construction program would be based on site selection criteria and school location maps prepared by the Directorate of Planning (DPRE) and on regional development plans submitted by the inspectorates. The DCES would be responsible for setting and disseminating building standards and construction norms and for managing school rehabilitation and maintenance programs. Responsibility for managing the primary classroom construction and rehabilitation programs would be delegated by the MEN to the *Agence d'Exécution des Travaux d'Intérêt Public* (AGETIP), a non-governmental contract management agency established under the IDA financed Public Works and Employment Project (Cr. 2075-SE) which is managing the bulk of the third phase of classroom construction under the ongoing education project (Cr. 1735-SE).

3.11 In preparation for project start-up, the MEN has transmitted to IDA the first-year program of new construction and rehabilitation, an official agreement to delegate the management of the works to AGETIP and a draft contract between the MEN and AGETIP (including a manual of operational procedures and a staffing plan). Execution of the latter documents is a condition of credit effectiveness. During negotiations, the Government also gave assurances: (a) that adequate budgetary provisions would be made to finance the rehabilitation and maintenance programs, and (b) that it would implement, beginning with the 1993/94 academic year, a program, satisfactory to IDA, for training and deploying on an annual basis the number of primary school teachers (at an *instituteur-adjoint* to *instituteur* ratio of 80 to 20) to attain a gross enrollment rate 65% by the 1997/1998 academic year. Construction programs for the remaining four years of project implementation would be discussed and agreed during joint annual implementation reviews (para. 4.4).

(b) Supporting Special Measures to Boost Girls' Participation (US\$0.8 million)

3.12 Scope and objectives. Although the classroom construction program will significantly extend access to primary education, it is only the first step to increase girls' participation. Research from many countries shows that girls' enrollment often depends not only on the availability of schools but also on a variety of other factors related to the school, home, and community (the distance to school, exclusionary school policies, concern for girls' moral safety, poor quality and seemingly irrelevant education, high opportunity costs and poor employment prospects, to name just a few). Given past trends in Senegal, simply building schools will not guarantee that girls will enroll, attend and complete the cycle. Therefore, the Government's education policy places priority on the need to develop effective interventions to boost girls' participation.¹¹

11. A team from the DPRE has already conducted a study (financed by UNICEF) in a sample of communities to determine the reasons for girls' low enrollment which will be incorporated into the study design.

3.13 To support the Government's policy and efforts to boost female participation, the project would support a program to assist the MEN in developing and implementing broad based interventions at the level of the school, home and community, and pilot well-targeted interventions in departments where girls comprise less than 41% (the national average) of primary school enrollment. With respect to broad based interventions, the project would support: (a) a national information campaign to advertise the benefits of educating girls and to encourage girls' attendance, (b) an evaluation of school policies and textbooks to eliminate disincentives, (c) studies of the distribution of girls' enrollment and attendance barriers from which would be developed (d) policy reforms and pilot interventions in selected departments where girls comprise less than 41% of enrollment. (Annex 5 provides a list of the departments). Studies under (c) would analyze available data from the MEN and the "Priority (household) Survey" to identify schools and communities where girls' enrollment is low, describe the economic and demographic context of the families and communities, assess the relationship between education and socio-economic indicators (mortality, fertility, etc.), and interview community leaders, educational personnel (especially teachers), students, and girls in and out of school to identify the reasons for girls' non-participation, to assess intervention options and to inform the national information campaign.

3.14 Responsibility for implementation. Overall responsibility and supervision for the component would lie with the DPRE which would nominate a task manager. The DPRE would draw on the expertise of other ministerial staff and local research and media consultants to develop and implement the program. In particular, the evaluation of learning materials would be done by INEADE as part of its evaluation of existing textbooks and those to be produced under the proposed project. Project support for this is included in the textbook component. In carrying out the program described in para. 3.13, the MEN would: (i) complete studies under (b) not later than June 30, 1995, under terms of reference satisfactory to IDA, (ii) complete, no later than June 30, 1994, studies under (c), conducted under terms of reference satisfactory to IDA, (iii) begin a national information campaign, under terms of reference satisfactory to IDA, not later than December 31, 1994, taking into account the results of the studies in (c), and (iv) not later than August 31, 1995, implement MEN designed pilot programs, under terms of reference satisfactory to IDA, to increase girls' enrollment.

3.15 Project support. To support the national information campaign, the project would finance 6 months of international and 10 months of local specialist services, the cost of promotional materials and radio broadcasts, and three seminars for education policy makers to sensitize them to the issue and to disseminate the results of the studies. For the studies sub-component, the project would finance 5 months of international and 16 months of local consultant and research assistant services, the cost of field work, and materials reproduction. The project would also provide US\$400,000 to support pilot interventions as agreed with IDA. The Government has submitted an implementation calendar for the program and terms of reference for a consultant to help design the national information campaign.

(c) Establishing a Sustainable Textbook System (US\$6.4 million)

3.16 Scope and objectives. The objectives of this component are to establish a sustainable textbook supply system by financing the publication and distribution of an initial stock of books, putting in place a textbook sales system to finance stock replenishment, and controlling book quality. Toward these ends, the IDA credit would finance: (a) the publication, sales and distribution costs of 1,180 million copies of 14 new textbook titles for grades 3 to 6, (b) about 260,000 textbook reprints to account for enrollment growth, (c) 52,000 teachers' guides for 5 subjects and 5 grades, and (d) a pedagogical evaluation of the books published under the ongoing education credit (Cr. 1735-SE). (Annex 6 provides details). To ensure that an adequate supply of books are available on the market, the MEN would procure about 3.1 million reprints over the life of the project, financed from a textbook revolving fund. As a condition of Board presentation, the Government has transmitted to IDA terms of reference for the evaluation and for related consultant services.

3.17 Responsibility for implementation. The national pedagogical institute (INEADE) would be responsible for defining curricula, preparing the pedagogical and technical specifications for textbooks to be procured, participating in the evaluation of bid proposals submitted by publishers and evaluating the quality and content of textbooks produced. Private publishers (local or international), selected through International Competitive Bidding, would handle all production tasks, including designing textbooks and teachers' guides, commissioning and supervising authors and illustrators, editing manuscripts, contracting printers and delivering books to MEN warehouses. The textbook procurement process would be handled by the MEN's Project Coordinating unit (PCU), following established procedures.

3.18 Distribution and sales. Books financed under the ongoing project (Cr. 1735-SE) are being sold by 59 private sector booksellers throughout the country at 350-600 CFAF, under a contract between the MEN and a private sector distributor. The sales price includes a 48% margin for the distributor and book sellers but does not in all cases reflect the full cost recovery price. Proceeds from the sale of the books are deposited into an account at a commercial bank and are to be used exclusively for stock replenishment. Textbooks procured under the proposed project are expected to cost students about 800 CFAF on the average,¹² including a 30% margin for distribution and sales.¹³ (Different scenarios for cost recovery are shown in Annex 6.) Teachers' guides would be distributed to schools free of charge. Distribution and sales services would be procured through ICB procedures. A study to assess the availability and affordability of books being sold under the existing scheme was completed in January 1993. As a condition of credit effectiveness, the Government would review the results of the study, and adopt an operational plan, satisfactory to IDA, for the distribution and sale of textbooks provided by the proposed project (including provisions for an annual audit of the revolving fund). The proposed procurement schedule for books is shown in Annex 6.

3.19 Project support. The project would finance the production and distribution costs of 1.18 million copies of 14 titles for grades 3 to 6, 0.26 million reprints needed for enrollment growth and 52,000 teachers' guides. To assist INEADE and strengthen its capacity to exercise its functions as summarized in para. 3.17, the project would finance 18 months of technical assistance to develop book specifications, assist in evaluating bid proposals, and assess the content and quality of books

12. The price difference is due in part to a higher cost of books for the upper primary grades, and, in part to about a 50% Government subsidy.

13. The 48% margin was considered too high by the mission's textbook specialist.

published under the ongoing project (Cr. 1735-SE). The project would also finance 24 months of fellowships for INEADE staff responsible for setting and evaluating pedagogical and technical specifications for science, history/geography, mathematics and reading books, and seminars for approximately 100 inspectors and teacher trainers to introduce them to the objectives, content and organization of books developed and procured under the project. Annex 6 provides supporting details.

(d) Strengthening Pre-service and In-service Teacher Training (US\$4.3 million)

3.20 Scope and objectives. The project would support the strengthening of pre-service and in-service teacher training by improving the learning environment and resource use in the *écoles de formation des instituteurs* (primary teacher training colleges) and in the *Inspections d'Académie* (regional inspectorates). In parallel, a program proposed by the *Coopération Française* (CF) would strengthen pre- and in-service training in core subject areas by upgrading the competencies of teachers and their trainers and supervisors.

3.21 Pre-service teacher training. Pre-service teacher training is the responsibility of the *écoles de formation des instituteurs* (EFIs), located in the major regional capitals. The ongoing project (Cr. 1735-SE) supports a number of efficiency measures to lower the cost of teacher training by: (a) reducing the number of colleges from six to four (Kolda, St. Louis, Louga and Thies); (b) increasing the student:teacher ratio to 13:1, and (c) restructuring the training programs offered by the four remaining colleges to three one-year programs: (i) pre-school teacher certification; (ii) primary teacher certification at the level of *instituteur* (BAC+1); and (iii) primary teacher certification at the level of *instituteur-adjoint* (BFEM+1). Previously, four teacher training colleges offered a four year *instituteur* program (BFEM+4), one offered a one-year *instituteur* program (BAC+1), and one offered a one-year *instituteur-adjoint* program (BFEM+1). Starting in 1991/92, the (BFEM+4) program was discontinued. The four EFIs that remain will offer the BAC+1 (20% of enrollment) and the BFEM+1 programs (80% of enrollment) and retain a capacity of 1,000-1,200 student places. During negotiations, the Government gave assurances that the restructuring program would be maintained during the project period (1993/98).

3.22 To accommodate the programs and the larger enrollment, the EFIs require physical rehabilitation, equipment, and library facilities. Staffing resources allocated to the colleges, however, remain generous (para. 2.11). The four EFIs could accommodate teacher training needs over the coming years with 40% fewer budgeted staff.¹⁴ The MEN has transmitted to IDA a time-table to increase student:teacher ratios to 14:1, reduce the number of administrative staff, and reassign redundant staff.

3.23 In-service teacher training. In-service training is mainly the responsibility of school inspectors and principals. Through supervision visits, inspectors review teacher performance and offer advice on how to improve their practice. Inspectors, with assistance from INEADE, are also responsible for disseminating instructional innovations associated with the reform (underway since 1989, under the responsibility of INEADE). School principals provide pedagogical support through bi-weekly animation sessions for teachers. Overall, the system functions poorly. Inspectors are

14. About 330 new recruits would be needed annually for the classrooms financed by the project. If the full construction program were implemented to reach the national target of 65% enrollment, about 750 new recruits would be needed annually. Even at maximum needs, if student:teacher ratios were 14:1, a total of 58 training staff would be needed in the four colleges compared with 94 budgeted in 1990-91 and 97 budgeted in 1991-92.

constrained by the insufficient resources (operating funds and transportation) to supervise and assist principals, and in-service training programs are rare.

3.24 **Project support.** To equip the consolidated EFIs to accommodate the new programs, the project would finance the cost of rehabilitating, equipping and furnishing the four EFIs -- Kolda, St. Louis, Louga and Thies (Details are in Annex 7.) and periodic evaluations of the effectiveness of the restructured pre-service teacher training programs. The program proposed by the CF supports qualitative improvements in the pre-service programs by financing 6 technical assistants to help review and establish plans for pre-service training and assist in its implementation. Technical assistants would be recruited for four years and in two multidisciplinary teams (Math, French and integrating school in the local environment), based at the EFIs in St. Louis and Thies. The French Government would also finance documentation and materials reproduction centers at each of the four EFIs, vehicles and scholarships, and local training through a twinning arrangement with specialized French institutions. In in-service teacher training, the program proposed by the CF helps develop and implement programs to upgrade the professional competence of inspectors, teacher trainers, school principals and teachers by strengthening the existing structure under the responsibility of the MEN's in-service training unit (Structure de Formation Continue). Regional training centers (*poles regionaux*) would be established at 6 of the 10 *Inspections d'Académie* (IAs). Linkages between pre-service and in-service training would be reinforced through collaboration with the pre-service teacher training colleges.

3.25 The French Government would finance technical assistance consisting of teams of two based at 6 regional inspectorates (Ziguinchor, Thies, Tambacounda, St. Louis, Kaolack and Dakar) but covering the entire territory, pedagogical reference libraries and materials reproduction centers at each *pole regional*, two vehicles for each of the six inspectorates, a mobile van-library to service three regions and operating costs of the training programs. The proposed IDA Credit would support improved management and supervision by inspectors as well as in-service teacher training by continuing the program to rehabilitate the IAs started under the ongoing education project (Cr. 1735-SE). The proposed IDA credit would finance the rehabilitation of 8 IAs (including a conference/training room and associated office equipment and furniture), vehicles for the 4 IAs not financed by the French Government and two vans for conversion into mobile resource libraries to cover the remaining regions. In-service training programs would be reviewed during joint annual implementation reviews.

(e) Supporting School Initiated Quality Improvements (US\$1.3 million)

3.26 **Scope and objectives.** In support of Government policy to decentralize the planning, management and administration of education, and to increase community participation in education development, the project would support the piloting of an experimental School Development Fund (SDF) to encourage school-initiated programs that meet the objectives of improving the quality of primary education and girls' participation. Programs would consist, for example, of activities that improve student achievement in core subject areas (such as developing supplementary learning materials, providing supplementary reading materials, workshops on effective teaching methods and school leadership), and of those that increase girls' participation (such as active recruitment of girls by teachers and principals, providing textbooks free of charge, developing materials for independent study, financing workshops to sensitize teachers to discrimination in the classroom, etc.).

3.27 To support these initiatives, the project would pilot an experimental SDF in three regions to provide small grants to 200 schools through a competitive process. Grants would be modest, averaging 1 million CFAF per project, and would not exceed 1.25 million CFAF per project.¹⁵ For reasons of equity, 60% of the grants would be awarded to "high risk" schools, 25% to "average risk" schools, and 15% to "low risk" schools. Risk would be determined by indicators such as repetition, dropout and examination pass rates, availability of instructional materials and furniture, and high pupil:teacher ratios. Schools (public and private) in the pilot regions would compete for the grants by preparing and submitting proposals for a school improvement project. Proposals would be endorsed by the teachers involved, the school principal and a representative of the local management committee and would be assessed on their relative merits of meeting the MEN's sector objectives. Implementation would be gradual, allowing for close monitoring and evaluation. The program would be introduced in one region toward the end of the first project year; awards to about 70 schools in that region would be announced at the beginning of the second project year, and implemented during the next two years. During project years 3 and 4, the program would be extended to about 130 schools in the other two regions.

3.28 Responsibility for implementation. The DEPEE would have overall responsibility for the program and would nominate a task manager for the purpose. The DPRE would assist the DEPEE to establish risk criteria and to rank schools by high, average, and low need. The DEPEE in collaboration with INEADE and the IAs would be responsible for setting proposal evaluation criteria, advertising the program, and training departmental inspectors, teachers and school principals in proposal preparation. A team of inspectors would be responsible for evaluating the proposals for their region and for recommending grant recipients which would be endorsed by the Director of the DEPEE.

3.29 SDF funds would be deposited into a commercial bank account managed by a local school committee (the Parent Teacher's Association or a committee formed for a particular school or group of schools). Schools would receive 75% of the funds needed at the start of the project and the remainder upon satisfactory completion of the project. Teachers, in collaboration with the school principal would submit a progress report, endorsed by a representative of the management committee, to the IA every six months.¹⁶ An evaluation of the program would be conducted at the end of each year by the DEPEE with inputs from the IAs and departmental inspectorates. Any proposed changes to the program resulting from the evaluation would be submitted to IDA for review and agreement. In depth case studies would also be conducted on three to five of the pilot schools to identify factors associated with effective improvements at the school level to both evaluate the effectiveness of specific project proposals and to inform further school improvement initiatives.¹⁷ During the life of the project, about 30 primary inspectors would be trained to evaluate school projects through a two-day workshop in each pilot region. To assist teachers and principals to participate in the program, a three-day seminar would be held in each region for a representative from each school (a teacher or the principal) to develop a shared vision of what factors contribute to school effectiveness and an understanding of the program's objectives, proposal requirements and evaluation criteria. A technical audit of the SDF program would be conducted semi-annually under terms and conditions satisfactory to IDA.

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15. Projects would not exceed two years' duration. Grant recipients would be entitled to one grant during the project period, and small schools with few teachers would be encouraged to collaborate on a single proposal.
 16. Departmental inspectors would, in the course of their regular school supervision, also monitor and report on the implementation of the school projects to the regional Academic Inspector.
 17. To undertake this study, Senegal would participate in a research program on managing schools for effectiveness organized for the Africa region by the Technical Department of the World Bank.

3.30 Project support. The project would finance grants of a maximum of 1 million CFAF each (\$US4,000) to 200 schools; training for about 480 inspectors, teachers and principals in project preparation; 5 months of international consultant services for program development and evaluation; local staff training in program evaluation; vehicles for the DEPEE; and the costs of materials printing and program operations and evaluation. As a condition of disbursement, the Government would: (a) adopt terms of reference satisfactory to IDA for the operation of the SDF, including an implementation timetable and a draft manual of procedures (containing proposal evaluation criteria and a list of allowable expenditures), and (b) employ an auditor, with qualifications and experience, and under terms and conditions satisfactory to IDA, to conduct semi-annual technical audits of the SDF operations. Financial audits of the SDF would be conducted in conjunction with the required audits of all project accounts (para. 4.14).

(f) Establishing a National System to Assess Student Achievement (US\$.9 million)

3.31 Scope and objectives. The project would support the MEN to establish a sample-based system to assess student achievement in grades 2, 4 and 6 in French, Mathematics, and Science. The assessment would: (a) evaluate the extent to which curriculum objectives are attained; (b) evaluate the effectiveness of innovations introduced under the ongoing education project, and of the proposed project investments;¹⁸ (c) relate the evaluation results to school, teacher and student characteristics to identify potential explanations for differences in achievement and areas in need of improvement; and (d) disseminate the results to textbook specialists, teachers, teacher trainers, supervisors and administrators, explaining the implications of the results for improvements in classroom instruction, classroom and school management, and curriculum.

3.32 Responsibility for implementation. The MEN's planning department (DPRE), in collaboration with an overseas institution with internationally recognized expertise in student achievement assessment, would be responsible for developing and implementing the evaluation system. The cooperating institution would assist in determining staffing, equipment, organizational and training needs, provide workshops and training on specialized topics, offer advice throughout the development and implementation of the system, assist in data analysis and in preparing plans for the effective incorporation of the lessons learned into teacher training systems. The DPRE would limit its staffing to a core group of project manager, measurement specialist/test developer, statistician and education researcher. The remaining assistance required such as computer programming, data coding and entry, and statistical analyses would be supplied through short-term contracts with local consultants. To prepare the design of the system, the Director of the DPRE and the task manager of this component visited several institutions with expertise in the field of student assessment. Each institution transmitted a proposal of assistance. The MEN will evaluate these proposals and propose its selection to IDA for approval.

3.33 Project support. To support this program, the project would finance: (a) 26 months of technical assistance to be provided through a twinning arrangement with an international institution having recognized expertise in assessment of student achievement; (b) 78 months of local consulting services to provide support to the DPRE; (c) local workshops to develop test objectives and items and to disseminate the results of the evaluation; (d) requisite equipment and software, and program operating costs; and (e) 26 months of fellowships for local staff training. Details of this component and its investments are given at Annex 8.

18. Innovations include INEADE's pilot school reform program, and double-shift and multi-grade teaching.

2. Improve the Quality and Efficiency of Secondary and Higher Education (US\$5.2 million)

3.34 Scope, objectives and project support. The main objective of this component is to support

Government initiatives to develop and implement long-term policy and investment programs to improve the quality and efficiency of secondary and higher education. In secondary education, the project would support the preparation of a long-term policy and investment program based on analyses of the efficiency, quality, equity, costs and financing of the *collèges* and *lycées*, an assessment of policy and investment options, and estimates of the costs associated with these options. To support this activity, the project would finance nine months of consultant services to help prepare background studies, conducted under terms of reference satisfactory to IDA, on the supply, quality, internal and external efficiency, costs, financing, control, management and administration of the system, as well as the policies that govern them (US\$.2 million). Annex 9 provides details. While the studies are being prepared, the project would finance the most urgently needed physical rehabilitation and improve access to instructional materials in an effort to improve the learning environment. Towards these objectives, the IDA Credit would finance the rehabilitation, furnishing and equipping of temporary classrooms in 6 *collèges* and the rehabilitation and furnishing (furniture and books) of libraries in 15 *lycées* (US\$2.7 million). Annex 10 provides details. In parallel to this investment, the French Government would support a program to strengthen teacher training in three core areas (French, Mathematics, and Physical Sciences), improve resource management and develop a school mapping program for secondary education by financing technical assistance, local training, and training abroad in a French institution with expertise in teacher training and school management.

3.35 In higher education, a consultative process was initiated in June 1992 to develop a broad-based consensus on a set of reforms designed to improve the efficiency and effectiveness of resource allocation and use at the *Université Cheik Anta Diop* (UCAD). The consultative process is assisted by a sector study which identifies many of UCAD's inefficiencies.¹⁹ The study concludes that to be sustainable, investments to improve the quality of teaching and research at the UCAD would need to be preceded by measures to control new admission, limit repetition, and improve the efficiency of student support services, permitting reallocation of a part of the resources now used for student subsidies in favor of pedagogical purposes. As part of the preparation of the proposed project, and assisted by a PPF, the Government has started to develop a strategy to implement measures in these areas. Within this framework, in November 1992, the UCAD began taking measures to control and reduce repetition and to conduct management audits of the UCAD and of the *Centres des Oeuvres Universitaires de Dakar* which administers student support services (food, housing, transportation and health). While project preparation for an IDA credit to support higher education continues, the present project would finance the stocking of UCAD's central library with books and professional journals (US\$0.9 million) as well as urgently needed minor repairs to sanitation and electrical systems as agreed upon with IDA (US\$1.4 million).²⁰

3. Strengthen Sector Planning and Managerial Capacities (US\$4.4 million)

3.36 To strengthen the Government's educational planning and managerial capacities, the project would develop the capacity of regional and departmental inspectorates and the MEN's planning directorate (DPRE) to plan and to manage resources, strengthen project management and

19. World Bank, "Revitalizing Higher Education in Senegal: The Challenge of Reform," Population and Human Resources Division, Sahelian Department, Africa Region, April 1992.

20. Since a future operation will address broad infrastructure needs at the UCAD, this proposed project will finance only minor repairs to keep the UCAD functioning.

coordination, and finance pre-investment studies (US\$0.2 million), conducted under terms of reference satisfactory to IDA, to enable the MEN to further the development of the education system.

(a) Strengthen the Capacity of the Inspectorates and the Planning Directorate (US\$2.2 million)

3.37 Scope and objectives. This component would improve education planning by updating equipment and programs in the DPRE, and supporting the Governments' objective to decentralize authority for planning and management to the regional inspectorates, a program begun under the ongoing education (Cr. 1735-SE). The DPRE is responsible for collecting, analyzing and publishing education statistics, for school mapping, and developing, monitoring and evaluating education plans, projects and proposals. The Government has decided to devolve some of these responsibilities to the regional inspectorates (IAs); the ongoing education project supported the initial phases. Under the proposed deconcentrated system, the IAs would be responsible for collecting and inputting annual education statistics to be used in the preparation of regional education plans which would include an updated school map, identification of classroom needs, a statistical and summary report of developments over the past year, and proposed needs.

3.38 Project support. To support the devolution of these functions, the project would finance: (a) computers and related equipment, furniture, and vehicles for the DPRE and the IAs; (b) extensions to and/or rehabilitation of the physical facilities of 8 out of 10 IAs (also a support to in-service training, see para. 3.24-3.26); and (c) a study to examine options for training education planners, including the development of a university level program. The French Government would finance the development and implementation of training programs for MEN staff to support the annual collection of education statistics, school mapping, data analysis, and the preparation of regional education plans according to guidelines established by the MEN.

(b) Strengthening Project Management and Coordination (US\$2.2 million)

3.39 Background. The MEN's project management office (BPE) was established in 1986 to coordinate the implementation of the ongoing education project (Cr. 1735-SE) and other externally-financed education projects (AfDB, OPEC Fund, Japan, etc.). The BPE serves the MEN in an advisory capacity and assists the Minister with the development of sector policies and programs, the preparation of budget submissions, relations with external financiers, etc. The BPE is managed by a director, and has a professional staff of four (accountant, procurement officer, civil engineer, and education advisor) and about 20 support staff. It receives technical assistance and logistic support from both IDA and the AfDB.

3.40 The BPE would continue to manage the implementation of the ongoing education project (Cr.1735-SE, expected to be completed in 1993) and other externally financed projects. The scope and complexity of the proposed project, however, exceeds the implementation capacity of the BPE and requires the establishment of a separate coordination unit uniquely dedicated to this new operation. With responsibility for managing all new primary school construction delegated to AGETIP (para. 3.10), the new project coordination unit (PCU) would focus its attention on coordination, facilitating implementation, providing professional advice, and monitoring and evaluating project outcomes.

3.41 Project Coordination Unit. The PCU would be staffed with a Director, reporting to the Minister of Education, and four professional staff (senior education adviser, project administrator, accountant and procurement officer). If the senior education advisor and project administrator are recruited internationally, the project would finance these services for a maximum of four years

combined. Local counterparts to the consultants, with qualifications and experience acceptable to IDA, would be appointed within one year of the date of Credit effectiveness to assume these positions, also financed by the credit. The accountant and procurement officer would be recruited locally. Support staff would include two secretaries, an administrative assistant and an accounts clerk. All staff would be recruited on a competitive basis under terms of reference satisfactory to IDA and would be appointed subject to IDA's approval. Agreed upon terms of reference for the PCU and key positions are in Annex 11. As a condition of credit effectiveness, the PCU would be fully established, with the Director and the four senior professional staff in post. The Government gave assurances at negotiations that it would operate the PCU under the agreed terms of reference (including staffing) and that key staff would not be replaced without IDA's prior consent.

3.42 Project support. The Credit would finance the investment costs associated with setting up the PCU, including office equipment, vehicles, and furniture, supplies and operating expenditures, a maximum of 48 months of technical assistance (education advisor, 24 months; project administrator, 24 months); about 430 months of local salaries for an education advisor, administrator, a procurement specialist, accountant, (2) secretaries, administrative assistant and chauffeur, and about 25 months of local professional assistance in the areas of accounting and auditing, preparation of procurement documents and other technical areas if necessary, under service contracts subject to IDA review and approval. Civil servants seconded to the PCU would be financed by the Government. Details are in Annex 11. In addition, the credit would finance consultant services and operating costs associated with pre-investment studies, conducted according to terms of reference satisfactory to IDA.

B. Project Cost and Financing Plan

3.43 The total cost of the project, net of taxes, is estimated at about US\$73.0 million, with a base cost of US\$66.1 million and a foreign exchange component of US\$36.0. Price contingencies, estimated at US\$5.6 million assume an annual domestic inflation rate of 3.0% and a foreign inflation rate of 3.9%; physical contingencies are estimated at US\$1.1 million (2% of base costs). IDA would finance 54% of total project costs (US\$40 million); Government and communities would finance 29% and 8% respectively (US\$27.0 million); financing from the KfW is estimated at 8% (US\$5.8). Detailed project cost estimates are given in Annex 12.

3.44 Recurrent cost implications. Recurrent costs generated by project investments (mainly teachers' salaries) can be financed within the budget or through cost savings resulting from the project. To attain the target of 65% primary enrollment by 1998 implies the need for an additional 16.0 billion CFAF over the five-year project period to finance the salaries of about 3,500 new teachers. (The additional teacher salary cost is estimated by year as follows: 1993/94 - CFAF 0.94 billion; 1994/95 - CFAF 1.9 billion; 1995/96 - CFAF 3.0 billion; 1996/97 - CFAF 4.2 billion; 1997/98 CFAF 5.5 billion.) The estimates assume a continuation of the efficiency measures currently enforced (i.e., an *instituteur-adjoint:instituteur* ratio of 80 to 20 for new recruits, and 30% of new classes in urban areas double-shifting; para. 3.5) without which the salary costs would be 21% higher. Assuming that the education budget grows in real terms by 3.9% a year over the project period (para. 2.10) and all the real increase is allocated to primary education, sufficient resources should be available to finance the increased number of teachers and primary's share of the education budget would increase from 48% in 1992 to 58% in 1997. Increasing student:teacher ratios from 9:1 to 14:1 in the EFIs while reducing administrative staff by 35% would release about 0.1 billion CFAF to improve the provision of education at that level. The second important recurrent cost implication of project investments is the cost of maintaining a growing network of primary schools. The Government's share of school rehabilitation under the project is 1.8 billion CFAF (0.45 billion CFAF a year between 1993/94 and 1996/97) to which should be added about 0.5 billion CFAF a year for regular maintenance. Given that the capital budget for education has ranged between 2 and 6 billion

CFAF between 1986 and 1990, maintaining the infrastructure is feasible within existing budgets but would require the transfer of some .5 billion CFAF from the investment to the recurrent budget to finance maintenance. During negotiations, the Government gave assurances that it would: (a) implement, beginning with the 1993-94 academic year, a program, satisfactory to IDA, for training and deploying on an annual basis the number of primary school teachers needed (at an *instituteur-adjoint* to *instituteur* ratio of 80 to 20) to attain a gross enrollment rate of 65% by the 1997/1998 academic year, and (b) that adequate budgetary provisions would be made to finance the project, including the primary school rehabilitation and maintenance programs (para. 3.11).

IV. PROJECT IMPLEMENTATION

A. Status of Project Preparation and Readiness

4.1 Project preparation was conducted by technical committees of the MEN, assisted by external agencies where necessary (e.g. AGETIP for construction management), coordinated by the BPE, and supported by pre-investment studies financed under the ongoing education project (Cr.1735-SE) and a PPF advance of US\$700,000. Throughout project preparation, discussions were held with other donors, particularly with France and Germany, to agree on sector strategies and priorities (para. 2.15). The Government has satisfactorily met all conditions of negotiations and board presentation. Upon effectiveness of the proposed project, implementation can begin promptly as sample bid documents for all procurement will have been prepared and the Ministry of Education is reasonably well organized and ready to begin.

B. Project Coordination and Management

4.2 Day-to-day management and implementation of each project component would be carried out by designated units in the MEN. The responsibilities of each of the major partners would be as follows. The primary education component would be managed by the Director of the DEPEE. Implementation of each sub-component would be under the responsibility of designated senior staff, with INEADE playing a coordinating role in textbook development and distribution and in education reform, and the IAs having main responsibility for coordinating in-service teacher training and qualitative improvement programs. The secondary education component would be the responsibility of the Director of Middle and Secondary Education (DEMSG). Responsibility for managing new primary classroom construction would be delegated to AGETIP under contract to the MEN, following a procedure manual acceptable to IDA (para. 3.10). The project's policy measures are integrated in the various components and will be implemented by the respective units, with the PCU providing a monitoring and advisory function.

4.3 Day-to-day coordination of project activities, administrative and financial matters, monitoring project implementation and outcomes, and inter-agency coordination would be the responsibility of the PCU. The PCU would: (a) coordinate the preparation of annual work programs and budgets for all project components; (b) procure goods and services and recruit consultants, with the exception of procurement directly related to civil works managed by AGETIP; (c) maintain and consolidate all project accounts, including special accounts and accounts kept by AGETIP for its project-financed construction activities; (d) prepare the necessary documentation for withdrawal of proceeds from the IDA Credit; (e) make arrangements for the audit of project accounts and SOEs; (f) prepare and submit biannual and annual progress reports to IDA and cofinanciers, as required; (g) organize annual and mid-term reviews of project implementation; and (h) liaise with cofinanciers and maintain an effective dialogue with key donors and agencies in the education sector.

C. Monitoring and Evaluation

4.4 Monitoring and evaluation of program performance, including investments and policies, would be carried out by the implementing units over the life of the project, with the PCU playing a coordinating role. Key monitoring indicators based on the Government's action plan (para. 3.1) are shown in Annex 14. In addition, special efforts would be made to measure the impact of the project's investments on qualitative improvements by assessing student performance through a sample-based assessment system to be carried out by the DPRE in collaboration with an international institution with expertise in this area (paras. 3.32-34). In its role as project coordinator, the PCU would: (a) transmit to IDA progress reports on the implementation of the project and program not later than October 31 and April 30 each year following the format being used in the ongoing education project (Cr. 1735-SE); (b) submit annual projected work programs and budgets not later than October 31 of each year; (c) organize and carry out, jointly with IDA, and during the fourth quarter of each year, a review of progress made in carrying out the project and program; and (d) carry out, jointly with IDA, a mid-term review of progress made in carrying out the project and program at an agreed upon time between April and October 1995. Based on the review, the MEN would prepare and implement an action plan, acceptable to IDA, for further implementation of the project. Details on the Bank's supervision plan and on the annual and mid-term reviews are provided in Annex 13. Within six months of the Credit closing date, the PCU would also transmit to IDA a completion report, prepared in accordance with terms of reference satisfactory to IDA. During negotiations, the Government gave assurances that these requirements would be met.

D. Procurement

4.5 Table 1 summarizes the project elements by disbursement category, their estimated costs, and proposed procurement methods. Procurement arrangements and schedules are given in Annex 15. Senegal's procurement laws and regulations conform with IDA Guidelines. No special exemptions, permits or licenses need to be specified in Credit documents for International Competitive Bidding (ICB) as Senegal's procurement practices allow IDA procedures to take precedence over any contrary provisions in local regulations.

4.6 Civil works. The proposed civil works program (totalling US\$33.0 million, net of taxes and duties and including contingencies) includes: (a) construction of about 1,310 new classrooms and related facilities such as storage, principals' offices, latrines, and enclosures (US\$17.1 million); (b) rehabilitation of 1,080 classrooms (US\$7.1 million); and (c) other civil works (US\$8y.8 million) consisting of renovating: (i) four EFIs (US\$3.3 million), (ii) classrooms in six *collèges* and 15 *lycée* libraries (US\$1.9 million), (iii) eight regional inspectorates (US\$1.3 million), (iv) water and electrical systems at the UCAD (US\$1.3 million); and (v) 80 boreholes for new primary project classrooms (US\$1.0 million). Of the civil works under (a) above, the IDA credit would finance 75% of the construction of 875 new classrooms (US\$8.5 million); communities would contribute 25% (US\$2.8 million); the KfW and communities would finance the remainder under the same cost-sharing arrangements. The Government and communities would finance part (b) above. For civil works under part (c), the IDA credit would finance 100%.

4.7 Classroom construction and rehabilitation. Civil works contracts, construction grants and contracts for construction materials for the primary classroom construction program would be managed and awarded by AGETIP, according to procedures approved for the Second Public Works and Employment Project, and as agreed upon with IDA. AGETIP would maintain a roster of pre-qualified contractors eligible for Local Competitive Bidding (LCB), would permit additional applications at any time, and would not preclude large or foreign firms from participating. Standard bidding documents will propose a reference price and indicate unit prices and quantities. Contractors

would be invited to bid by way of discounts either on the total or on the unit prices. Contracts would be awarded to the lowest evaluated bid based on criteria specified in bidding documents. The contract award committee of AGETIP would open bids in public and have full authority to contract. It would justify, however, in writing and prior to signing the contract and with reference to the bidding documents' criteria, any decision not to select the lowest evaluated bid. For contracts with fewer than five bidders, or contracts greater than or equal to US\$250,000 equivalent, the award committee would request IDA approval prior to signing the contract. Primary school rehabilitation would be financed by Government; IDA would finance only the cost of consultant services and furniture to this component.

4.8 Other civil works. Civil works contracts financed by IDA for remodeling and extending the four teacher training colleges (US\$3.3 million) would be awarded through ICB. The remaining civil works contracts (US\$5.5 million for inspectorates, secondary schools, the UCAD and boreholes) would be awarded through LCB in accordance with procedures acceptable to IDA; however, foreign firms would not be prevented from bidding.²¹ Contracts would be grouped, to the extent practical, into packages estimated to cost less than US\$0.5 million each. In the event any contract exceeds this amount, ICB procedures would apply. No preferential margin would be given to domestic contractors when LCB is used.

4.9 Goods. Goods financed under the project (US\$12.7 million) include furniture, equipment, office supplies, vehicles, textbooks and library books. Because foreign bidders are unlikely to be interested in school furniture which local firms can produce below international market prices, school furniture financed by the Credit (US\$4.5 million) would be procured through LCB in accordance with procedures acceptable to IDA. Other furniture, as well as equipment, office supplies and vehicles (US\$2.1 million) would be grouped into packages of at least US\$0.5 million each and procured through ICB in accordance with the Bank's *Guidelines for Procurement under IBRD Loans and IDA Credits* (May 1985). Goods that cannot be grouped into packages of at least US\$0.5 million would be procured through LCB (US\$0.3 million) as there is expected to be adequate competition. Textbook publishing (manuscript writing, editing, illustrations, design and printing, US\$4.5 million) and library books and journals (US\$1.2 million) would be procured through ICB.²² A preferential margin of 15%, or the applicable customs duty, whichever is less, over the c.i.f. prices of competing goods for all ICB procurement would be given to domestic firms in accordance with the Bank's Guidelines. Office supplies and spare parts which are available off-the-shelf and cannot be grouped into bid packages of at least US\$30,000 may be procured through prudent local shopping based on price quotations obtained from at least three reliable suppliers, provided that the aggregate amount of such procurement does not exceed US\$0.15 million equivalent.

21. Due to their small size, geographic spread, and high transportation costs, these civil works contracts are unlikely to attract foreign or large firms that use modern construction equipment.

22. For textbook bid evaluations, bids would be evaluated, in a first stage, for their technical and pedagogical qualities. Prices of bidders meeting minimum technical and pedagogical requirements would be evaluated in a second stage. Prices would count toward 80% of the total bid evaluation; technical and pedagogical evaluations would contribute 20% to the overall evaluation.

Table 1.
Summary of Proposed Procurement Arrangements
(US\$ million equivalent, including contingencies)

Category of Expenditure	Methods for IDA financing			Not Bank Financed	Total
	ICB	LCB	Other		
1. Civil Works					
1.1 New Primary classroom construction (Part A only)	-	11.3 (8.5)	-	5.8 a/ (--)	17.1 (8.5)
1.2 Primary classroom rehabilitation (Part A only)	-	-	-	7.1 (--)	7.1 (--)
1.3 Other (general contracts) (Excluding Part D)	3.3 b/ (3.3)	5.5 (5.5)	-	-	8.8 (8.8)
2. Goods					
2.1 Primary textbooks (Part A only)	4.5 (4.5)	-	-	-	4.5 (4.5)
2.2 Furniture c/	0.5 (0.5)	4.7 (4.7)	-	0.9 d/ (--)	6.1 (5.2)
2.3 Office equipment & supplies	1.0 (1.0)	0.1 (0.1)	0.05 (0.05)	-	1.1 (1.1)
2.4 Vehicles	0.6 (0.6)	-	0.1 (0.1)	-	0.7 (0.7)
2.5 Library books	1.2 (1.2)	-	-	-	1.2 (1.2)
3. Contractual services					
3.1 Design/Engineering/Supervision	-	-	2.4 (2.4)	0.5 e/ (--)	2.9 (2.4)
3.2 Textbook Distribution and Sales (Part A only)	1.3 (1.3)	-	-	-	1.3 (1.3)
3.3 Specialists Services (International)	-	-	2.3 (2.3)	-	2.3 (2.3)
3.4 Specialist Services (Local)	-	-	1.2 (1.2)	-	1.2 (1.2)
4. Training					
	-	-	0.3 (0.3)	-	0.3 (0.3)
5. Fund for Pilot Interventions & Pre- Investment Studies (Part A only)			1.4 (1.4)	-	1.4 (1.4)
6. Incremental Operating Costs			0.4 (0.4)	15.6 f/ (--)	16.0 (0.4)
7. PPF Refinancing			0.7 (0.7)	-	0.7 (0.7)
Total Costs	12.4	21.6	8.9	29.9	72.8
IDA Credit	(12.4)	(18.7)	(8.9)	(--)	(40.0)

Note: Figures may not add up due to rounding.

Figures in parentheses are amounts financed by the IDA credit.

Project components are designated as follows:

Part A: Access, Efficiency and Quality of Primary Education

Part B: Quality and Efficiency of Secondary and Higher Education

Part C: Strengthening Planning and Management Capacities

Part D: Project Management and Coordination

a/Financed by Germany and Communities

b/Four teacher training colleges

c/Office and school furniture

d/Financed by Germany

e/Financed by Germany

f/Teacher's salaries, financed by Govt

4.10 Consultant and other services. International and local consultant services financed by IDA (US\$7.2 million equivalent) would be contracted in accordance with the *Bank's Guidelines for the Use of Consultants* (August 1981). The services include training, technical assistance, architectural services for the design and supervision of the primary construction program, and procurement and auditing. AGETIP's construction management services (not to exceed US\$1.2 million equivalent) would be procured through a sole source contract because contracts with foreign firms would be more expensive and there are no other local firms with similar contract management expertise. Textbook distribution and sales services would be treated as a service contract and would be procured through ICB procedures. Prior IDA review would not apply to contracts estimated to cost less than US\$100,000 equivalent. However, this exception to prior IDA review would not apply to the terms of reference for such contracts, to the employment of individuals, to single-source hiring of firms, to assignments of a critical nature as determined by IDA, and to amendments of contracts raising the contract value to US\$100,000 equivalent or more.

4.11 Procurement status of ongoing projects and proposed arrangements. Although disbursements under the ongoing education project are ahead of schedule by 69%, procurement is slowed by cumbersome procurement procedures and weak management capacity, particularly for classroom construction. Under the proposed project, AGETIP would manage new primary classroom construction and procurement of furniture for those classrooms (paras. 3.10-11); the PCU would be responsible for all other procurement with support from consultants when necessary (para. 4.3). The PCU would report bid evaluations and contract award information, and would review procurement progress in biannual reports to IDA (para. 4.4). The Government has furnished IDA a draft procedural manual for AGETIP and contract for its services. As a condition of effectiveness, the Government would furnish bid documents, satisfactory to IDA, for: (i) civil works and furniture for the first year of the primary school construction program, and for (ii) civil works for the teacher training colleges, the inspectorates, *collèges*, and *lycée* libraries.

4.12 Review by IDA. IDA-financed contracts for works and goods above a threshold of US\$250,000 million equivalent would be subject to IDA's prior review procedures. The review process would cover 80% of the total value of the amount contracted for goods and 40% of the amount contracted for civil works (10% of the total amount contracted for the primary classroom construction program and 100% of other major civil works contracts, Annex 15). Selective post-review of awarded contracts below the threshold levels would apply to about one in three contracts. AGETIP's contract awards will be reviewed by its auditors. Draft standard bidding documents for LCB would be reviewed by and agreed with IDA. Contracts for goods and services financed under parallel cofinancing arrangements would be awarded in accordance with the cofinancier's procurement regulations.

E. Disbursements

4.13 The project is expected to be completed over a five-year period, with the IDA Credit disbursed over six years, according to the categories shown in Table 2.²³ The estimated disbursement profile is shown in Annex 16. Disbursement of the Credit would be fully documented except for expenditures valued at less than US\$20,000 equivalent which would be made against Statements of Expenditure (SOEs). Documentation for withdrawals under SOEs would be retained at the PCU for review by IDA supervision missions and for semiannual audits. To facilitate disbursement, the Government would open a Special Account (SA) in a commercial bank to cover IDA's share of eligible expenditures managed by the PCU. The authorized allocation for the Special

23. Senegal's standard disbursement profile is seven years.

Account would be 75 million CFAF. IDA would make an initial deposit of that amount from the proposed Credit upon credit effectiveness and would replenish the SA upon receipt of satisfactory proof of incurred eligible expenditures. Replenishment requests would be accompanied by up-to-date bank statements and reconciliations of the SA. Applications for direct payments and reimbursement or requests for special commitments would apply to contracts above US\$20,000 equivalent.

Table 2
Allocation and Disbursement of the IDA Credit

<u>Category of Expenditure</u>	<u>Proposed IDA Allocation</u> <u>Financed by IDA</u> <u>(US\$ million)</u>	<u>% of Expenditures</u>
1. Civil works for new primary classroom construction	8.2	75
2. Civil Works excluding 1. a/	8.4	100
3. Primary textbooks	4.3	100
4. Furniture	4.5	100
5. Equipment & Supplies, Vehicles, & Library Books	2.7	100
6. Consultants' Services & Training	6.1	100
7. Pilot Operations	1.4	100
8. Incremental Operating Costs	0.5	100
9. PPF Refund	0.7	100
10. Unallocated	3.2	-
TOTAL	<u>40.0</u>	

a/ Includes civil works for secondary schools, the IAs, EFIs and UCAD.

F. Accounting, Auditing and Reporting

4.14 The PCU would be responsible for the project's financial management and would maintain consolidated project accounts following the system established under the ongoing education project (Cr. 1735-SE) which is functioning satisfactorily. Project accounts, including the SA, would be audited annually by independent auditors acceptable to IDA; all disbursements under SOEs would be audited semiannually. The audit reports would be submitted to IDA within three months of the end of each fiscal year. Technical audits of the SDF, conducted under terms and conditions satisfactory to IDA, would be conducted semi-annually (para. 3.31). During negotiations, the Government gave assurances that it will submit to IDA annual audit reports, of reasonable scope and detail, within three months of the end of the Government's fiscal year and, in the case of the SOEs, that it will submit semiannual reports within three months after the end of each audit period. The appointment of an independent auditor under a multi-year contract acceptable to IDA is a condition of credit effectiveness.

V. PROJECT BENEFITS AND RISKS

5.1 **Benefits.** Project benefits would be widespread. Over the five-year period 1993-1998, the project would provide about 65,000 additional student places in the six regions where access to primary education is lowest, representing a capacity increase of about 30% in these regions, mostly (77%) in rural areas. Implementation of the Government's full program supported by the project would provide about 200,000 additional student places resulting in an enrollment increase of about 25% over the life of the project. Mutually reinforcing qualitative improvements, in the form of better trained teachers, an adequate supply of textbooks, more effective supervision by inspectors, and student assessment and feedback, would improve internal efficiency, reduce wastage and improve the quality of learning. Achievement of these objectives will be closely monitored according to a set of indicators developed and agreed upon with the Government. The project would introduce several innovative measures, with possible far-reaching effects, such as: (a) the introduction of an experimental "School Development Fund", designed to finance quality improvements initiated and developed by schools; (b) well-targeted measures and programs to boost girls' primary school enrollment in selected departments where girls comprise less than 41% (the national average) of enrollment; (c) establishment of a sustainable supply of good quality primary textbooks, expected to benefit all primary school children, through delegation of textbook production, distribution and sales to the private sector and institution of a cost recovery system; (d) increased delegation of responsibility for education planning, management and administration from the central ministry to regional and departmental offices in an effort to make the system more responsive to local needs which, in the long run, would benefit all schools; and (e) improve the efficiency and lower the cost of classroom construction by delegating responsibility for school construction management from the Ministry of Education to a non-governmental contract management agency. Local communities would also be required to participate financially in school maintenance, reducing the burden on the Government's budget.

5.2 **Risks.** There are three main risks. **First**, the Government's capacity to manage a classroom construction program of the scope envisaged under the project is inadequate, as demonstrated by long delays and high costs in school construction under the ongoing education project (Cr. 1735-SE). This problem would be addressed by delegating responsibility for managing school construction to a non-governmental contract management agency (AGETIP) which is already managing the bulk of the third phase of classroom construction under the ongoing education project (Cr. 1735-SE). **Second**, the innovative programs proposed under the project, in particular the "School Development Fund" program and programs to boost girls' participation, are risky and may not fully reach their objectives. Risks in these areas would be addressed by careful monitoring of program development during the first year of the project and by structured annual reviews of progress, with the expectation that the programs would require modifications during project implementation. **Third**, full cost recovery for textbooks may not be feasible and Government may be required to partly subsidize their provision. Preliminary studies indicate, however, that parents are willing to pay provided that books of good quality are available at a reasonable cost when needed. The project would take great care in assuring the reliability of the supply network, turning to the private sector to handle all distribution and sales activities, against agreed profit margins. No environmental risks are foreseen; classrooms and latrines would be sited and constructed following design standards and procedures already approved by the Bank under the ongoing education project (Cr. 1735-SE). School buildings are also small and located on vacant Government or community property; they do not displace anyone.

VI. AGREEMENTS TO BE REACHED AND RECOMMENDATIONS

6.1 The Government has met the conditions of negotiations by furnishing the following documents for discussion and finalization at negotiations:

- (a) A letter of sector development policy and an accompanying action plan, including quantitative targets;
- (b) A letter confirming the delegation of responsibility for managing primary classroom construction and rehabilitation to AGETIP;
- (c) A draft contract between the MEN and AGETIP for the management of primary classroom construction and rehabilitation;
- (d) A manual of operating procedures and a staffing plan for the unit in AGETIP responsible for the project;
- (e) Classroom construction program for the first year of the project;
- (f) Infrastructure requirements for *collège*, *lycée*, EFI and IA facilities to be renovated under the project;
- (g) An operational plan for the School Development Fund;
- (h) Proposals from institutions with expertise in student assessment to establish a twinning arrangement with the DPRE for the implementation of a student assessment system, as well as a staffing plan for the activity;
- (i) Terms of reference for the implementation of an information campaign to promote girls' education;
- (j) A consultant's evaluation of the textbook sales and distribution system being piloted under the ongoing education project, including recommendations to expand and improve it;
- (k) Report on plans to implement new programs in the EFIs;
- (l) Draft bid documents for architectural studies for the renovation of the EFIs, IAs, *collèges*, and *lycée* libraries;
- (m) Standard bid document for ICB procurement of goods;
- (n) Standard bid document for consultant services; and
- (o) The curriculum vitae of proposed candidates for the position of PCU Director, and the Government's recommendations for interim Director, education advisor and project administrator.

6.2 During negotiations, the Government gave assurances that it would:

- (a) Maintain, during the project period, ongoing measures to contain costs in primary education (i.e. double-shifting in 30% of urban classrooms, recruiting candidates into teacher training at a ratio of *instituteur-adjoints* to *instituteurs* of 80 to 20, and recovering textbook costs) and develop a policy and approach, satisfactory to IDA, to reduce repetition to be implemented not later than academic year 1994/95 (para. 3.5);
- (b) Make adequate budgetary provision for the project, including the primary school rehabilitation and maintenance programs, to be reviewed on an annual basis (para. 3.11);
- (c) Implement, beginning with the 1993-94 academic year, a program, satisfactory to IDA, for training and deploying on an annual basis a sufficient number of primary school teachers (at an *instituteur-adjoint* to *instituteur* ratio of 80 to 20) to attain a gross enrollment rate of 65% by the 1997/1998 academic year (para. 3.11);
- (d) Complete by June 30, 1994, studies on girls' enrollment and school attendance barriers, conducted under terms of reference satisfactory to IDA (para. 3.14);
- (e) Begin, by December 31, 1994, a national information campaign to promote girls' enrollment, conducted under terms of reference satisfactory to IDA (para. 3.14);
- (f) Complete by June 30, 1995, studies on school policies and textbooks to identify gender bias, under terms of reference satisfactory to IDA (para. 3.14);
- (g) Implement, not later than August 31, 1995, pilot programs to increase girls' enrollment, under terms of reference satisfactory to IDA (para. 3.14);
- (h) Maintain the EFI restructuring program during the project period, and increase student:teacher ratios in the EFIs to 14:1, reduce the number of administrative staff, and reassign redundant staff (para. 3.21);
- (i) Operate the PCU under terms of reference (including staffing) acceptable to IDA and would not replace any key staff without IDA's prior consent (para. 3.41);
- (j) Submit biannual reports on project implementation and outcomes no later than the October 31 and April 30 each year, and annual projected work programs and budgets no later than October 31 of each year (para. 4.4);
- (k) Organize and carry out, jointly with IDA, during the fourth quarter of each year a review of the progress made in carrying out the project and program; carry out, jointly with IDA, a mid-term review of progress made in carrying out the project and program at an agreed upon time between April and October 1995, on which basis an action plan, acceptable to IDA, would be prepared for further implementation of the project (para. 4.4); and

- (l) Submit to IDA annual audit reports of the project and special account, within three months of the end of the Government's fiscal year and, semiannual audit reports of the SOEs within three months after the end of each audit period (para. 4.14).

6.3 As a condition of Board presentation, the Government has furnished IDA terms of reference for the evaluation of textbooks published under Credit 1735-SE and for related consultant services (para. 3.16).

6.4 As conditions of Credit effectiveness, the Government would:

- (a) Sign a contract, satisfactory to IDA, with AGETIP for the management of primary classroom construction and rehabilitation financed under the project (para. 3.11);
- (b) Adopt an operational plan, satisfactory to IDA, for the distribution and sale of textbooks provided under the proposed project, including provisions for an annual audit of the textbook revolving fund (para. 3.18);
- (c) Establish the PCU, under terms of reference satisfactory to IDA, with the Director and the four senior professional in post (para 3.41);
- (d) Furnish to IDA draft bid documents for civil works and furniture for the first year of the primary school construction program, and for civil works for the teacher training colleges, inspectorates, *collèges* and *lycée* libraries (para 4.11);
- (e) Appoint an independent auditor under a multi-year contract acceptable to IDA (para. 4.14); and
- (f) Provide IDA with the audits reports required pursuant to the Development Credit Agreements for the following credits: First Energy Sector Rehabilitation Project (Cr. 1710-SE), Financial Sector Adjustment Credit (Cr. 2077-SE), and the Fourth Structural Adjustment Credit (Cr. 2090-SE).

6.5 As a condition of disbursement for School Development Fund, the Government would (a) adopt terms of reference satisfactory to IDA for the operation of the SDF, including an implementation timetable and a draft manual of procedures (containing proposal evaluation criteria and a list of allowable expenditures), and (b) employ an auditor, with qualifications and experience, and under terms and conditions satisfactory to IDA, to conduct semi-annual technical audits of the SDF operations (para. 3.31).

Recommendation. Subject to the above terms and conditions, the proposed project would be suitable for an IDA credit of US\$40.0 million equivalent on standard IDA terms.

REPUBLIC OF SENEGAL
SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)
BASIC DATA, 1990

GENERAL	Senegal	Sub-Saharan Africa a/
GNP per capita (\$US)	710	635
Total population (million)	7.4	530
Percent urban	40%	28%
Population growth rate	3.1%	2.9%
Population growth rate ages 7-12	3.3%	NA
Adult literacy rate (Total)	27%	49%
Adult literacy rate (Female)	18%	38%
Total fertility rate	6.3	6.5
Under five mortality	185	169
Life expectancy at birth (years)	48	52
Primary gross enrollment ratio (Total)	58%	79%
Primary gross enrollment ratio (girls)	49%	72%

a/ Unweighted means

Sources: UNESCO Yearbook (1992), World Development Report (1992), Human Development Report (1991).

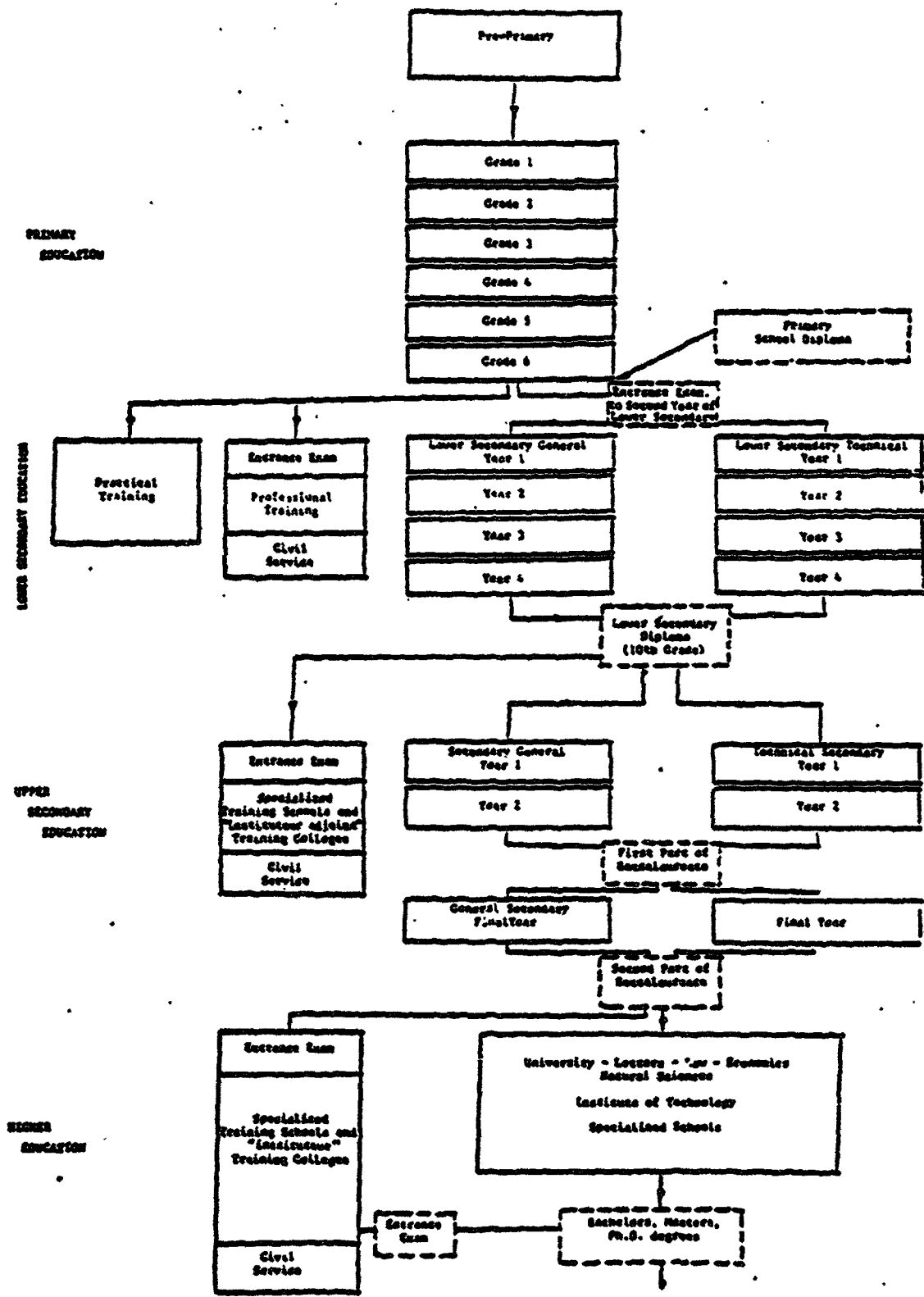
EDUCATION (1990/91)	Enrollment	Percent female	Gross enrollment ratio (%)	Pupil/teacher ratio
Primary	708,300	42	58	58 :1
Total secondary	179,950	34	13	25 :1
Lower secondary	132,350	35	15	28 :1
Upper secondary	47,600	32	10	16 :1
Teacher training	911	NA	NA	9 :1
Higher Education a/	17,819	21	3	24 :1

a/ University of Dakar.

EDUCATION BUDGET	1991/92 budget (million CFAF)	% of education budget	Per student 1990/91	
			CFAF 000	US \$
Total	64	100	59	236
Primary	31	48	44	174
Secondary	14	21	91	366
Teacher training	1	1	730	2,919
Higher education	15	24	812	3,248
Other a/	4	6		

a/ Other includes central services, professional training, and unallocated by level.
Sources: Ministry of Education Data, Annual Statistics, and Government Budgets.

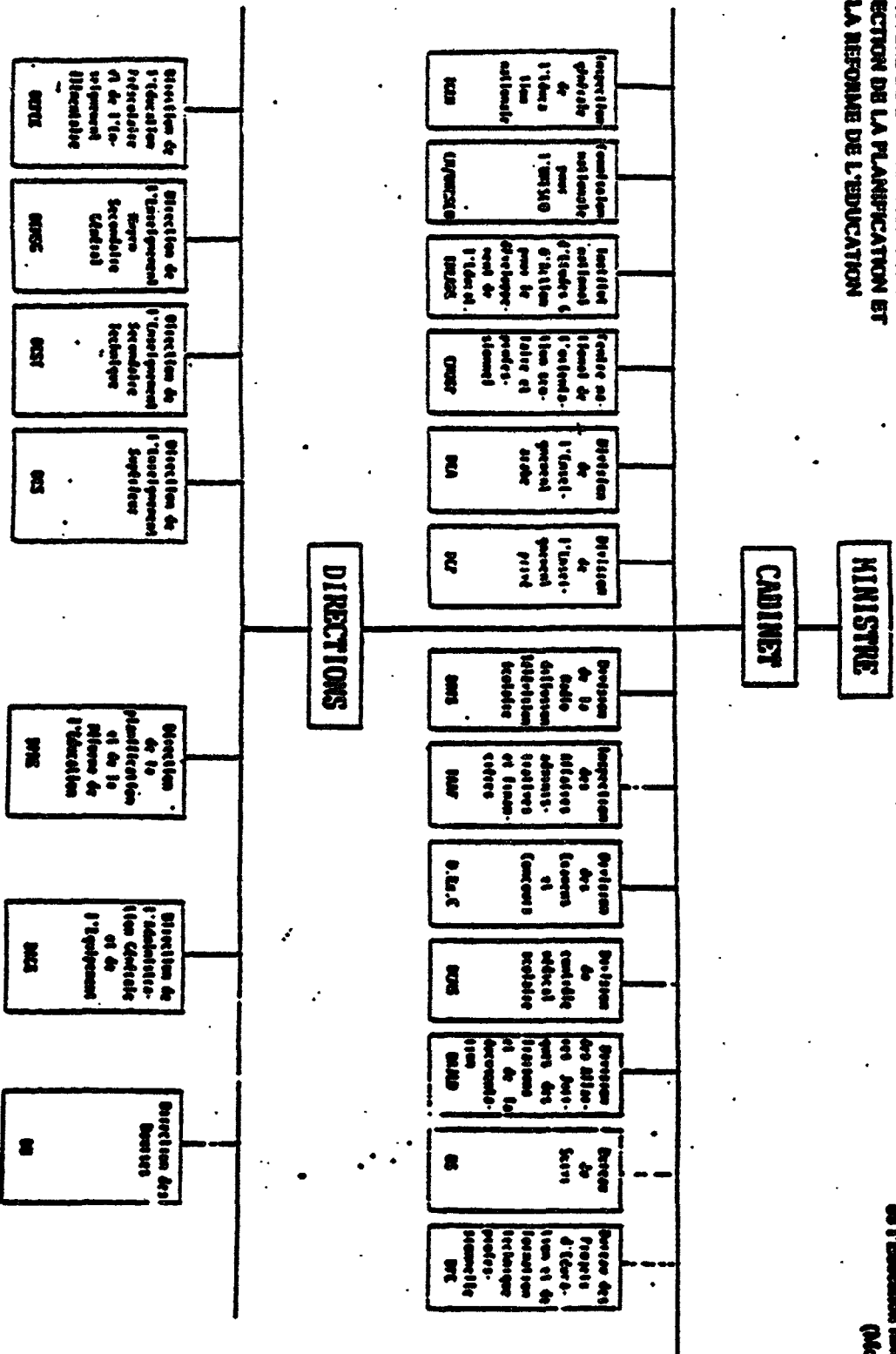
REPUBLIC OF SENEGAL
PRIMARY EDUCATION DEVELOPMENT PROJECT
FLOW CHART OF THE FORMAL EDUCATION SYSTEM



REPUBLIQUE DU SENEGAL
UN PEUPLE, UN BUT, UNE FOI
MINISTRE DE L'EDUCATION NATIONALE
DIRECTION DE LA PLANIFICATION ET
DE LA REFORME DE L'EDUCATION

ORGANIGRAMME

Reference: Decret No 86.877 du
19 juillet 1986 portant
organisation du Ministère
de l'Education nationale
(Modifié)



REPUBLIC OF SENEGAL

**SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)**

EDUCATION DATA

Table 1. Education Expenditure

	Average	Year					Average
	1980/81- 1984/85	1986/87	1987/88	1988/89	1989/90	1990/91	1986/87- 1990/91
Total government expenditure (billion CFAF)	289.6	344.6	338.4	351.6	354.9	333	344.5
Recurrent	181.7	230	236.4	241.6	242	232.1	236.42
Capital	107.9	114.6	102	110	112.9	100.9	108.08
As % of GDP	33.5%	25.7%	23.6%	23.7%	23.1%	20.6%	23.4%
Real growth rate	-2.2%	-3.9%	-3.8%	2.2%	-1.2%	-8.4%	-3.0%
Education expenditure (billion CFAF)	41.7	54.4	57.3	57.2	69	NA	59.5
Recurrent	38.3	51.3	53.7	55.2	62.5	NA	55.7
Capital	3.4	3.1	3.6	2	6.5	NA	3.8
As % of government expenditure	24.5%	15.8%	16.9%	16.3%	19.4%	NA	17.1%
Recurrent	21.4%	22.3%	22.7%	22.8%	25.8%	NA	23.4%
Capital	3.2%	2.7%	3.5%	1.8%	5.8%	NA	3.5%
Real growth rate (total)	-2.7%	-0.0%	3.2%	-1.8%	18.0%	NA	4.9%
Recurrent	-2.1%	0.7%	2.6%	1.1%	10.8%	NA	3.8%

Note: 1990/91 is a budget figure.

Table 2. Distribution of Education Expenditure

	1986/87	1987/88	1988/89	1990/91	1991/92
Percent of Expenditure:					
Central Services	4	4	4	5	5
Primary	46	45	44	46	48
Middle & Secondary	25	26	27	21	21
Middle	.	.	.	9	10
Secondary	22	23	23	10	10
Technical	3	3	3	2	2
Teacher Training	2	2	1	1	1
Professional Training	4	4	5	2	0
Higher Education	15	16	17	24	24
Other	3	3	3	1	1
Per Student Expenditure (000, constant 1987 CFAF)					
(a) Primary	39	37	37	NA	40
(b) Secondary	119	125	118	NA	85
(c) Lower	NA	NA	NA	NA	49
(d) Upper	333	399	434	NA	153
(e) Technical	440	401	448	NA	227
(f) Teacher training	2,290	2,147	926	NA	676
(g) Higher education	496	466	581	695	752
Expenditure ratios:					
(b)/(a)	3	3	3	NA	2
(f)/(a)	59	59	25	NA	17
(g)/(a)	13	13	16	NA	19

Table 3. Education Recurrent Budget Allocations, 1991/92

	Percent to:				
	Personnel	Materials	Transfers	Maint.	Total
Percent Within Category:					
Central Services	64	17	0	19	100
Primary	96	2	3	0	100
Middle & Secondary	97	3	0	0	100
Technical	92	8	0	0	100
Teacher Training	44	5	51	0	100
Professional Training	90	10	0	0	100
Higher Education	4	2	95	0	100
Other	13	40	48	0	100
Total	71	3	25	1	100
Percent Across Category:					
Central Services	4	26	0	100	5
Primary	65	29	5	0	48
Middle & Secondary	28	21	0	0	21
Technical	2	3	0	0	1
Teacher Training	1	2	3	0	1
Professional Training	0	0	0	0	0
Higher Education	1	11	91	0	24
Other	0	11	2	0	1
Total	100	100	100	100	100

Table 4. Enseignement Elementaire

	82/83	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91
Ecoles	1,969	2,150	2,247	2,322	2,372	2,420	2,432	2,422	2,458
Public	1,798	1,984	2,080	2,160	2,207	2,249	2,253	2,237	2,267
Private	171	166	167	162	165	171	179	185	191
Effectifs									
Total	496,066	533,394	567,059	583,890	610,946	642,063	658,102	682,925	708,299
CI (Public)	99,185	102,272	103,260	92,983	100,901	109,825	104,598	116,048	125,206
% variation		7.5	6.3	3.0	4.6	5.1	2.5	3.8	3.7
% privee		9.9	9.5	8.9	8.8	8.5	8.7	8.9	8.9
% urbain		65.0	63.2	62.0	60.7	60.7	61.1	61.9	62.5
% female		39.9	40.0	40.2	40.3	40.6	40.9	41.4	41.8
Taux bruts de scolar.	52.0	54.2	55.9	55.9	56.7	57.8	57.5	57.8	58.1
Urbain	86.7	87.9	88.9	86.9	88.2	90.5	91.2	92.4	95.3
Rural	29.8	32.7	34.8	36.0	36.6	36.9	35.9	35.6	34.1
Enseignement Public									
Nouveau Admis CI a/ taux de croissance	88,094	90,589	90,453	80,755	90,836	100,444	93,937	104,720	113,110
		2.8	-0.2	-10.7	12.5	10.6	-6.5	11.5	8.0
% redoublement	15.7	15.2	16.0	16.4	16.4	16.9	16.0	16.4	0.0
CM2	35.4	34.7	36.3	34.7	34.6	32.4	34.0	35.1	0.0
% abandons	4.9	5.5	5.8	4.7	3.6	5.8	4.8	5.4	0.0
Maitres b/ Eleves/maitres b/	9,963 45	10,399 46	10,247 50	10,537 51	10,864 51	10,793 54	10,691 56	10,548 59	11,008 58
Salles de classe		8,685	9,137	9,479	9,683	9,855	9,835	9,857	10,037
Nouvelles			452	342	204	172	(20)	22	180
Eleves/classe		56	57	56	58	59	61	63	64
Classes a double flux					712	850	780	1032	1362
Classes multigrade					147	172	163		142

a/ Redoublants non compris b/ Maitres d'arabe non compris

Table 5. Lower Secondary Education

ANNEX 2-3
Page 3 of 4

	1987/88	1988/89	1989/90	1990/91
Schools	235	247	253	264
Public	125	128	131	134
Private	110	119	122	130
Enrollment				
Total	107,024	123,405	127,375	132,348
6 eme	31,291	46,119	33,889	34,852
% increase				
Total		15.3%	3.2%	3.9%
6 eme		47.4%	-26.5%	2.8%
% private	30.3%	28.4%	26.9%	25.2%
% female	34.6%	33.9%	34.4%	35.1%
Gross enrollment rate	12.6%	14.1%	14.3%	14.5%
Teachers - Total	4,282	4,637	4,550	
Students/teacher	25.0	26.6	28.0	
Teachers - Public	2,625	2,775	2,755	2,778
Students/teacher	28.4	31.8	33.8	35.6
Classrooms - Total	2,212	2,536	2,512	2,821
Students/class	48.4	48.7	50.7	46.9
Classrooms - Public	1,477	1,752	1,718	1,768
Students/class	50.5	50.4	54.2	56.0

Table 6. Lower Secondary Education by Region

	Schools	Classes	Enroll	Females	Teachers	St:Class	St:Tch	% female
Dakar	118	1,340	56,364	24,393		42		43.3%
Public	48	634	37,933	15,716	1,098	60	35	41.4%
Private	70	706	18,431	8,677		26		47.1%
Ziguinchor	17	233	12,330	2,826		53		22.9%
Public	8	165	9,081	1,608	221	55	41	17.7%
Private	9	68	3,249	1,218		48		37.5%
Diourbel	11	99	4,907	1,415		50		28.8%
Public	4	67	3,650	925	107	54	34	25.3%
Private	7	32	1,257	490		39		39.0%
Saint Louis	23	200	9,502	3,047		48		32.1%
Public	16	170	8,191	2,443	228	48	36	29.8%
Private	7	30	1,311	604		44		46.1%
Tambacounda	7	55	2,601	607		47		23.3%
Public	4	40	2,127	416	83	53	26	19.6%
Private	3	15	474	191		32		40.3%
Kaolack	17	202	11,384	3,343		56		29.4%
Public	10	152	9,057	2,377	251	60	36	26.2%
Private	7	50	2,327	966		47		41.5%
Thies	33	368	19,899	7,144		54		35.9%
Public	19	266	15,041	5,032	389	57	39	33.5%
Private	14	102	4,858	2,112		48		43.5%
Louga	13	102	4,515	1,248		44		27.6%
Public	6	75	3,740	1,055	143	50	26	28.2%
Private	7	27	775	193		29		24.9%
Fatick	14	117	5,904	1,615		50		27.4%
Public	10	102	5,350	1,420	161	52	33	26.5%
Private	4	15	554	195		37		35.2%
Kolda	11	105	4,942	763		47		15.4%
Public	9	97	4,762	713	97	49	49	15.0%
Private	2	8	180	50		23		27.8%

Table 7. Secondary Education (lycées)

	1987/88	1988/89	1989/90	1990/91
Schools	55	56	67	67
Public	27	27	37	37
Private	28	29	30	30
Total	35,182	38,308	44,946	47,577
2 nd	16,624	16,454	19,059	18,339
% increase				
Total		8.9%	17.3%	5.9%
2 nd		-1.0%	15.8%	-3.8%
% private	16.9%	18.0%	12.8%	11.5%
% female	33.4%	30.4%	31.5%	0.0%
Gross enrollment rate	8.1%	8.6%	9.9%	10.2%
Teachers - Public				2,664
Students/teacher				15.8
Classrooms - Total	894	924	1,033	1,098
Students/class	39.4	41.5	43.5	43.3

Table 8. Public Secondary Schools (lycées)

	Classes	Enrollment	Female	Teachers	ST:Course	St:Tch	Tch:Course	% female
TOTAL	865	42,103	13,286	2,627	1,599	16	3.0	
Lamin Gueye	60	3,541	1,147	150	59	24	3	32.2%
ME Mariama BA	11	74	74	29	7	3	3	100.0%
TS Nourou Tall	15	756	349	74	50	10	5	46.2%
Blaise Daigne	66	3,654	973	166	55	22	3	26.6%
John Kennedy	48	1,953	1,953	145	41	13	3	100.0%
Galandou Diouf	18	946	297	67	53	14	4	31.4%
Mixte DeLaFosse	13	1,150	431	109	88	11	8	37.5%
Abdoulaye Sadji	39	1,769	652	83	45	21	2	36.9%
S. Limamou Laye	69	5,115	1,258	208	74	25	3	24.6%
CEM I Forster	1	106	34	43	106	2	43	32.1%
CEM M.Luther King	1	54	54	37	54	1	37	100.0%
C. ANta Mbacke	1	44	15	34	44	1	34	34.1%
A. Balla Mbacke	2	93	15	17	47	5	9	16.1%
LTC DeLaFosse	22	1,154	496	60	52	19	3	43.0%
LTI DeLaFosse	30	540	51	83	18	7	3	9.4%
Djignabo	59	2,906	570	156	49	19	3	19.6%
Ahoune	9	538	78	58	60	9	6	14.5%
LT Ahmad Bamba	21	1,063	261	80	51	13	4	24.6%
CEM Diery Fall	3	120	37	32	40	4	11	30.8%
Ameth Fall	10	285	285	50	29	6	5	100.0%
CH DeGaulle	35	1,340	258	84	38	16	2	19.3%
D Foutiyou Tall	28	984	241	57	35	17	2	24.5%
PM CH. Ntchorere	10	171	0	43	17	4	4	0.0%
LTA Peytavin	20	407	97	60	20	7	3	23.8%
Name Ch Mbaye	18	587	108	49	33	12	3	18.4%
Valdiodio Ndiaye	54	3340	794	103	62	32	2	23.8%
Abdoulaye Niass	22	714	226	47	32	15	2	31.7%
Demba Diop	39	1776	457	72	46	25	2	25.7%
EIH Malick SY	70	3958	1394	140	57	28	2	35.2%
CEM Ababacar SY	5	228	64	49	46	5	10	28.1%
Taiba ICS Mboro	3	91	31	26	30	4	9	34.1%
Malick Sall	22	911	237	47	41	19	2	26.0%
C. Ndof Diouf	20	867	227	54	43	16	3	26.2%
A. Molo Balde	14	629	94	70	45	9	5	14.9%
Ibou Diallo	7	219	28	45	31	5	6	12.8%

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES AND DEVELOPMENT PROJECT
(EDUCATION V)

LETTRE DE POLITIQUE GENERALE DU SECTEUR EDUCATION/FORMATION
ET PLAN D'ACTION

I. ORIENTATIONS GENERALES

La politique éducationnelle du Gouvernement s'inscrit dans le cadre des conclusions des Etats Généraux de l'Education et de la Formation (EGEF), des recommandations de la Commission Nationale de Réforme de l'Education et de la Formation (CNREF) et de la Loi d'Orientation no 91/22 du 16 février 1991. Dans ce cadre, le Gouvernement a retenu les options suivantes:

1.1 **Enseignement élémentaire:** Son développement constitue la priorité nationale. Cette priorité se justifie par le fait qu'il constitue d'abord un droit fondamental et qu'il contribue sensiblement à l'accroissement de la productivité de la main d'oeuvre, à la rentabilisation des investissements et à l'amélioration de la santé de la population. Cette priorité se traduira par une allocation conséquente des ressources financières de l'Etat. Tout en corrigeant les disparités régionales, des mécanismes d'accroissement quantitatif de la population scolarisable 7-12 ans seront mis en oeuvre en vue de tendre vers la généralisation de l'enseignement élémentaire, l'an 2000 constituant un objectif intermédiaire (70/75%). Une réelle priorité de recrutement d'enseignants est mise en oeuvre et sera poursuivie à ce niveau.

1.2 **Enseignement moyen et secondaire:** Il sera mis en oeuvre des mécanismes pour contenir et réguler ses effectifs. Des mesures seront prises pour préserver et améliorer la qualité de cet enseignement et la gestion des établissements concernés.

1.3 **Enseignement supérieur:** Les priorités viseront l'amélioration de la qualité des études universitaires dans le sens d'une meilleure adaptation aux besoins du développement et au marché du travail, à un renforcement de la recherche scientifique et technique, à une meilleure articulation entre le secondaire et le supérieur et à l'amélioration du rendement interne et externe. Le Gouvernement s'attelle à rendre les structures de formation supérieure moins dispersées, moins onéreuses, plus performantes et mieux adaptées aux besoins nationaux. Les mesures seront prises pour restructurer le réseau des établissements de formation supérieure dans ce sens.

1.4 **Alphabétisation:** Elle sera fonctionnelle, sélective ou de masse en vue de l'éradication de l'analphabétisme au sein de la population adulte, et d'une meilleure performance professionnelle de la population active, particulièrement en direction des femmes des zones rurales.

1.5 Formation professionnelle: Elle sera restructurée et adaptée au marché du travail sur la base d'une autonomisation des centres de formation professionnelle et la participation financière des bénéficiaires et des entreprises aux coûts de la formation. Ce volet, qui dépend du Ministère du Travail et de la Formation Professionnelle, constitue avec l'enseignement élémentaire, et en liaison avec lui, la priorité du Développement des Ressources Humaines au Sénégal. A ce titre, il est prévu la restructuration en profondeur de l'appareil national de formation professionnelle en vue d'une plus grande adaptation aux réalités socio-économiques fondées sur la base de principes clairement définis, tenant compte du potentiel éducatif et des possibilités du marché de l'emploi. Ces principes se résument comme suit: (a) renforcement de la spécificité et de la cohérence des activités de formation professionnelle au plan national; (b) liaisons directes de formation/emploi; (c) capacité de générer des ressources propres; et (d) plus grande autonomie des centres de formation en vue de faciliter leur adaptation aux besoins du marché du travail.

II. STRATEGIES DE MISE EN OEUVRE

Le développement de l'éducation subit les effets conjugués de deux facteurs externes au système: d'une part, la forte pression démographique et d'autre part, les limites des ressources disponibles dans un contexte marqué par la mise en application de mesures de rigueur budgétaire et d'ajustement structurel. Tenant compte de ces contraintes, il est mis en oeuvre une stratégie dont les éléments sont:

2.1 Pour l'enseignement élémentaire, (a) une plus grande maîtrise des coûts unitaires publics par une meilleure utilisation des enseignants, par des procédés de construction moins coûteux et par une diminution du nombre des redoublements et des abandons; (b) la diversification des sources de financement extrabudgétaire par la participation des familles et de la société civile au financement de l'enseignement public; (c) la participation des collectivités, des entreprises, des ONG pour réaliser les programmes de construction et équipement de nouvelles classes; (d) la mise en oeuvre d'une politique de formation des formateurs et l'incitation du perfectionnement et recyclage de tous les agents; et (e) la poursuite du programme de production de matériels didactiques, en premier lieu de manuels scolaires adaptés et compétitifs au niveau des coûts.

2.2 Pour l'enseignement moyen et secondaire, (a) la rationalisation de la gestion des institutions éducatives, particulièrement les collèges et lycées; (b) l'amélioration de la qualité de l'enseignement; et (c) la mise en place de la politique de décentralisation administrative.

2.3 Pour l'enseignement supérieur, (a) maîtriser l'accès des nouveaux bacheliers; (b) améliorer les flux internes (redoublements, abandons, etc)., et (c) maîtriser le coût social (COUD).

III. PLAN D'ACTION

Au regard des orientations et des stratégies ci-dessus définies, un plan d'action de l'éducation est retenu. Il est conçu selon les axes suivants:

3.1 Développement de l'enseignement élémentaire. Le projet Education IV qui se déroule avec succès dans trois régions-pilotes constitue une expérimentation qui sera étendue à l'ensemble du pays dans le cadre du Projet de Développement des Ressources Humaines (PDRH) en vue de la scolarisation universelle. Toutes les études menées sur l'enseignement élémentaire montrent la nécessité d'arrêter un programme fondé sur l'extension de la scolarisation et sur l'amélioration de la qualité de l'enseignement.

(a) Extension de la scolarisation. En référence aux engagements de la conférence de Jomtien et dans le but d'augmenter dans les meilleures conditions le taux de scolarisation des enfants de la tranche d'âge 7-12 ans, le plan national de développement de l'enseignement élémentaire est défini en termes d'objectifs quantitatifs faisant passer les effectifs de 801.000 en 1993 à 1.040.000 en 1998. Pour ce faire, les mesures suivantes sont envisagées:

- Un programme de construction de 3.350 salles de classe sera réalisé de 1994 à 1998, soit 670 en moyenne chaque année. Le recours au partenariat de type ONG, AGETIP, Associations locales et la participation communautaire, ... sera renforcé en vue d'augmenter les capacités de réalisation aux moindres coûts et la qualité d'exécution.
- Un programme prioritaire de réhabilitation de classes vétustes, de renouvellement des abris provisoires sera également mis en oeuvre en rapport avec la carte scolaire et avec la participation des collectivités de base.
- La maîtrise des coûts unitaires sera poursuivie de façon systématique en vue de contrôler les dépenses aussi bien de fonctionnement que d'investissement, grâce à l'amélioration de la gestion et de l'ajustement sectoriel.
- La politique de carte scolaire sera consolidée dans le but de dégager une perspective de réduction des disparités et de rationaliser les programmes d'intervention prioritaire en matière de construction et de réhabilitation de classes. L'accent sera mis particulièrement sur le développement de la scolarisation en zones rurales et suburbaines.
- Le recrutement et la formation d'enseignants en nombre suffisant sera renforcé.
- Le système de classes à double flux en zones urbaines et suburbaines sera étendu à tout le cycle élémentaire.
- Les classes multigrades seront élargies en zone rurale pour accueillir le maximum d'élèves possible dans les zones à faible densité.

- L'amélioration de l'efficacité interne du système sera accentuée notamment par la réduction des taux de redoublement.
- La politique de décentralisation sera rendue effective par la mise en place des Inspections d'Académie aux pouvoirs décisionnels plus étendus à travers lesquels seront décentralisés, la carte scolaire, les statistiques, l'entretien du patrimoine scolaire, la formation des enseignants et des projets pédagogiques.
- La scolarisation des filles sera renforcée par des mesures appropriées notamment dans les zones rurales où l'inégalité d'accès à l'école pose problème.

(b) Amélioration de la qualité de l'enseignement. Il est prévu trois mesures essentielles:

(i) Rénovation des programmes scolaires. Ce point concerne la mise en oeuvre de l'expérimentation actuelle des nouveaux programmes et méthodes d'enseignement. Le plan de base est constitué de 100 Ecoles-pilotes appuyées par le programme UNICEF 1992/1996. L'évaluation systématique intervient à chaque étape et ses résultats conditionneront l'extension progressive de la réforme à l'ensemble du système. Le travail productif constituera un élément majeur de cette réforme.

(ii) Formation et recrutement des maîtres. La formation initiale des maîtres sera révisée. Les écoles de formation des instituteurs (EFI) restructurées seront chargées de la formation des enseignants sur la base d'un nouveau profil, selon la formule Instituteurs: Bac + 1 an et Instituteurs-Adjoints: BFEM + 1an. Eu égard aux coûts récurrents pour la fonction publique, le recrutement aux EFI sera chaque année conforme au quota suivant: 20% d'instituteurs, 80% d'instituteurs-adjoints, l'évaluation des classes-pilotes ayant montré que la différence qualitative n'est pas évidente entre les deux catégories d'enseignants. La formation continue sera systématisée en utilisant les compétences des Inspections d'Académie, au niveau régional. De nouveaux maîtres additionnels seront recrutés à titre transitoire, en attendant la restructuration des EFI sur la base d'un quota moyen de 700 enseignants par an. Ces maîtres seront affectés en priorité en zone rurale.

(iii) Manuels scolaires et matériel didactique. Afin de renforcer la qualité de l'enseignement, il est prévu l'extension de la politique nationale d'édition scolaire. Le processus de production, d'édition, de distribution et de vente sera délégué au secteur privé. Le principe de recouvrement des coûts sera adopté soit par la vente, soit par le système de location. Il sera créé un fonds d'édition du Ministère de l'Education Nationale pour le refinancement des stocks de manuels. Les livres seront vendus ou mis en location à coût social. Il sera fourni gratuitement aux maîtres des guides pédagogiques dans les disciplines enseignées.

3.2 Amélioration de la qualité et de la gestion des enseignements moyen et secondaire.

Concernant ce volet, les mesures suivantes sont envisagées à court et moyen termes: (a) les recrutements dans les classes des nouveaux cycles (sixième et seconde) se feront sur la base des places réellement disponibles; (b) il ne sera autorisé qu'un seul redoublement par cycle; (c) la pratique du recasement sera interdite et le système de contrôle renforcé; (d) il est prévu une répartition plus rationnelle des professeurs et un redéploiement du personnel détaché dans des postes administratifs. Un plan de recyclage sera également mis en oeuvre; (e) l'orientation scolaire et professionnelle sera renforcée au sein des collèges et lycées, notamment dans les classes de transition (seconde et terminale), afin de mieux réguler les flux; (f) la décentralisation de la gestion des établissements sera élargie. Les CEM seront placés sous la tutelle des Inspection d'Académie. Quant à l'amélioration de la gestion des lycées, elle commencera par un cycle de formation du personnel administratif de direction (proviseurs, intendants, censeurs et surveillants généraux) et la mise au point de nouveaux critères de nomination.

3.3 Alphabétisation

(a) **Orientations générales.** Complément indispensable à l'enseignement de base, l'alphabétisation revêt une importance capitale dans la stratégie de lutte contre l'analphabétisme. Le Gouvernement, à travers sa déclaration de Politique de Population (1988) et le plan d'orientation économique et social (1989-1995) ainsi que les recommandations de la Conférence mondiale de Jomtien (1990), définit la priorité accordée à l'alphabétisation fonctionnelle. Le Ministère chargé de l'Alphabétisation et de la Promotion des Langues Nationales a pour mission de conduire et de développer une politique cohérente et efficace en direction des populations analphabètes, notamment en zone rurale et milieu suburbain.

(b) **Stratégie de mise en oeuvre.** La stratégie repose sur trois principes essentiels: (i) la participation effective (en moyens humain, financier, physique) des populations à la réalisation des actions d'alphabétisation; (ii) la sous-traitance des programmes d'alphabétisation par des acteurs reconnus pour leur expertise dans ce domaine (ONG, GIE, ASC, etc); (iii) la supervision, la coordination, le suivi et l'évaluation de tous les programmes d'alphabétisation en vue d'améliorer leurs performances.

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES AND DEVELOPMENT PROJECT
(EDUCATION V)

PRIMARY SCHOOL CONSTRUCTION AND REHABILITATION

1. Background

The objective of the Government's primary school construction program for the period 1993-1998 is to provide about 203,000 additional student places and permit the national enrollment ratio to increase from 58% to 65% by 1998. For reasons of equity in the distribution of educational opportunities between urban and rural areas, the Government would locate about 1,400 classrooms (40% of the total) in the high-enrollment urban regions of Dakar and Ziguinchor, and about 2,100 (60% of the total) in the other eight, mostly rural, regions. This would have the effect of maintaining enrollment ratios in Dakar and Ziguinchor at current levels (96 and 105%, respectively), and increasing enrollment ratios in the eight other regions by at least 8 percentage points.¹

Table 1 shows the number of classrooms needed, by region, to reach these targets. The estimates assume region-specific population growth rates, class sizes (56 student/class), and current levels of double-shift (30% in urban areas) and multi-grade teaching. Under these assumptions, about 700 new classrooms would be required each year, for a total of 3,500 classrooms over the five-year project period (FY 94-98), 60% of which would be in rural areas. The anticipated impact of this program on enrollment and enrollment ratios by region is shown in Table 2. In addition to new classroom construction, out of the existing stock of 11,000 classrooms, an estimated 1,600 need major and 3,200 need minor rehabilitation over the project period.

Experience with the Primary Education Development Project (Cr.1735-SE) shows that, using prevailing public sector methods of procurement and contracting, (a) the cost of a classroom is high, averaging 3.3 million CFAF (US\$13,200); and (b) the Government's implementation capacity is too limited to undertake an infrastructure program of the scope envisaged under the proposed project. The proposed methods of project management and implementation are designed to address these problems.

1. The requirements were determined by region using region-specific population growth rates, average class sizes, current levels of multi-grade and double-shift classes, and assuming an average cost per block of 3 classrooms of 9.9 million CFAF -- including construction at 2.3 million per classroom, additional facilities at 1.5 million per block of 3 classrooms for the director's office, storage of pedagogical materials and textbooks, a block of latrines and a fence, and furniture at 0.5 million per classroom). Project experience (Cr.1735-SE) shows that the construction of a single classroom completed by private contractors on a turnkey basis, cost up to about 4.4 million CFAF each -- which has been considered as too high; those of similar durability, utilizing equivalent standards, constructed with community participation or NGOs, and completed by small local entrepreneurs, cost between 2.0 to 2.8 million.

Table 1. New Classroom Needs, 1992/93-1997/98 (FY 1993-1998)

	Total Classroom Needs			Number of Places Created		
	Urban	Rural	Total	Urban	Rural	Total
1 Diourbel	60	212	260	4,447	10,029	14,475
2 Louga	15	145	160	1,044	6,435	7,479
3 Tambacounda	20	220	240	1,542	7,001	8,542
4 Kaolack	75	285	360	5,786	14,000	19,786
5 Fatick	20	195	215	1,414	9,836	11,250
6 Kolda	35	330	365	2,184	14,255	16,438
7 St. Louis	60	235	295	3,760	10,309	14,069
8 Thies	155	355	510	12,780	20,590	33,370
9 Dakar	865	0	865	64,286	0	64,286
10 Ziguinchor	75	155	230	5,925	8,082	14,007
All Senegal	1,385	2,115	3,500	103,166	100,535	203,701
Regions 1-5	190	1,045	1,235	14,233	47,301	61,534

Table 2. Enrollment Targets, 1990/91-1997/98 (FY 1991-98)

Region	Enrollment (000 s)		Avg. Ann. Growth	Gross Enrollment Ratio (%)		Classrooms Needed	
	1990/91 (FY 91)	1997/98 (FY 98)	FY 1991-1998	1990/91 (FY 91)	1997/98 (FY 98)	Total	Yearly
	Diourbel	30,277	50,542	7.6%	27.3	35.2	360
Louga	30,757	41,227	4.3%	35.2	43.3	220	31
Tambacounda	23,733	35,692	6.0%	37.8	45.6	330	47
Kaolack	58,427	86,127	5.7%	40.5	48.3	500	71
Fatick	43,125	58,875	4.5%	44.3	52.3	300	43
Kolda	46,201	69,215	5.9%	44.8	52.3	510	73
St. Louis	59,541	79,237	4.2%	50.4	58.4	410	59
Thies	102,228	148,946	5.5%	58.7	66.6	710	101
Dakar	234,893	324,893	4.7%	96.3	96.2	1,200	171
Ziguinchor	79,118	98,728	3.2%	105.0	105.0	320	46
Total	708,299	993,481	5.0%	58.2	64.9	4,860	694
Rural	305,272	446,022	5.6%	41.0	49.1	2,955	369
Urban	403,027	547,459	4.5%	85.0	88.1	1,905	238

a/ Assuming girls comprise 50% of enrollment in the new classrooms.

2. Project Objectives, Description and Scope

The project would support the Government's school construction program described above, as well as a school maintenance and rehabilitation program, and introduce measures to reduce the cost and improve the efficiency of school construction.

New construction. To support the Government's objectives to expand access to primary education in rural areas, the project would provide for the construction, furnishing and equipping of 1,310 classrooms in the six most educationally disadvantaged regions (Table 1, regions 1-5 and 75 classrooms in region 6), allowing their enrollment ratios to increase by an

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average of 8 points. The classrooms – 260 in Diourbel, 160 in Louga, 240 in Tambacounda, 360 in Kaolack, 215 in Fatick and 75 in Kolda – would provide a total of 65,000 additional student places, 77% rural areas. The total cost of this investment (including contingencies) is estimated 5.6 billion CFAF (US\$22.5 million), of which the IDA Credit would finance 100% of the cost of school furniture, of construction design, contract management and supervision fees, and 75% of the cost of construction materials for 875 classrooms. The remainder is expected to come from the German Government (KfW) and local communities. This program of 1,310 classrooms would satisfy about 35% of the total classrooms needed to reach the national target of 65% enrollment by 1998. The remaining requirement of some 2,190 classrooms would be financed by the Government, communities, NGOs and other donors, under ongoing or planned programs. These currently include those financed by the OPEC Fund (200 classrooms), the AfDB (300 classrooms), and the Japanese Government (200 classrooms) leaving an outstanding need of about 1,490 classrooms (Table 3).

Rehabilitation and maintenance. To maintain the value of existing investments, the project would provide for the rehabilitation of about 1,080 classrooms (280 major, 800 minor, or about 20% of current rehabilitation needs) at a total cost of 2.7 billion CFAF (US\$11.0 million). IDA would finance 30% of the cost (100% of supervision and furniture); Government would finance 52% (75% of materials and labor); communities with NGO assistance would provide the remaining 17% in cash or in kind corresponding to 25% of construction costs.

Table 3. Classroom Construction Schedule by Fiscal Year

	1994	1995	1996	1997	1998	Total
New classrooms needed	700	700	700	700	700	3,500
IDA financed	300	330	340	340		1,310
Other donors						700
Remaining needs						2,190
Rehabilitation (MEN)	220	220	220	220	220	1,100
Minor	160	160	160	160	160	800
Major	60	60	60	60	60	300

Modalities of School Construction. The project would apply four modalities of executing school construction, matched to conditions of the communities concerned. The project would assist eligible communities to finance up to 2.1 million CFAF per classroom (representing 75% of the estimated average construction cost of 2.8 million), in four ways: (a) by providing a standard kit of construction materials (developed under Education IV and costing about 1.8 million CFAF); (b) by financing up to 2.1 million CFAF per classroom constructed by private contractors using standard commercial contracting procedures acceptable to IDA; (c) by financing up to 2.1 million CFAF per classroom constructed by NGOs acting as executing agencies on behalf of the MEN; or (d) in the form of a 2.1 million CFAF grant to eligible communities, payable in three tranches of 0.7 million CFAF each, under a contractual arrangement between the community and the MEN. In choosing one of these approaches, AGETIP would evaluate the organizational capacity of the beneficiaries according to criteria agreed with IDA. In each of the four modes, participating communities would commit themselves to supply the additional resources, with support from NGOs if necessary, in the form of labor, construction materials or

financial contributions. This commitment would be formalized through a contract between the MEN and the participating community, following strictly applied selection criteria (Appendix 1).

Implementation Arrangements. To improve the efficiency and speed of implementation and keep costs low, the Government would delegate responsibility for implementing the school construction program to AGETIP, a private sector contract management agency. Simplified procurement and disbursement procedures would be adopted, similar to those currently in use by the Second Public Works and Employment Project. AGETIP would provide construction management services to the MEN, including contract management, accounting, financial management, and supervision services. The responsibilities of the various parties involved would be as follows:

- o Based on a school mapping exercise done by the planning unit (DPRE) in collaboration with the regional inspectorates (IAs) and the school construction unit (DCES), global construction objectives would be assigned by the MEN to the regional inspectorates. An information campaign organized by the DCES and DPRE would provide regional staff with standards and criteria for preparing regional work programs. The DCES would also liaise with AGETIP and the IAs to ensure that the technical specifications and construction norms are satisfied.
- o At the decentralized levels, the regional inspectorates with the assistance of a technical coordinator would inform departmental inspectors and the local organizations about the assistance for school construction available through the project, and identify school locations based on school mapping criteria and the availability of counterpart contributions. The proposed sites would be reviewed by the regional inspectorates (IAs) for conformity to the criteria for establishing schools (Appendix 1).
- o At the community level, local organizations (municipalities, rural communities, parents' associations, and private schools) would be responsible for mobilizing funds and/or contributing labor. NGOs would provide assistance in the preparation, execution and supervision of the local organizations' programs where needed through a contract between the NGO and the Government.
- o AGETIP would be responsible for the preparation of bidding documents, the evaluation of bid proposals, and contractor or supplier selection. It would manage construction and supervision contracts and subventions to local communities for school construction; coordinate the work of NGOs acting on behalf of communities; and procure and deliver school furniture. An operational manual describing the responsibilities of AGETIP and the various entities involved in school construction would be discussed and finalized during negotiations.

REPUBLIC OF SENEGAL

ANNEX 4
Appendix 1

SECOND HUMAN RESOURCES AND DEVELOPMENT PROJECT
(EDUCATION V)

CRITERES POUR LES APPUIS DU PROJET

Critères d'éligibilité

1.0 Carte Scolaire

- 1.1 * Population comprise entre 1.200 et 2.400 habitants dans un rayon de 5 Km (pour 3 classes).
- 1.2 * Population de plus de 2.400 habitants dans un rayon de 5 Km (pour 6 classes).
- 1.3 * Taux de scolarisation dans la zone de recrutement inférieur à 45%, ou au taux moyen de la région.
- 1.4 * Possibilité de normaliser les écoles existantes (pour obtenir un nombre de classes multiples de 3 ou 6)
- 1.5 * Planification au niveau de l'école qui justifie un ratio minimum de 55 élèves par classe et par maître.
- 1.6 * Etre situé dans une région du projet.

2.0 Critères Physiques

- 2.1 * Disponibilité d'un terrain jugé approprié.
- 2.2 * Existence d'un point d'eau ou accord avec le projet pour faire réaliser un forage ou un puits à travers une structure existante et appropriée.
- 2.3 * Disponibilité d'un local de stockage.
- 2.4 * L'état des bâtiments permet d'envisager une remise en état, si le coût des travaux est inférieur à 50% du montant d'une construction neuve.

3.0 Capacité contributive

- 3.1 * Apporter une contribution minimale de 25% (en financement où en nature) du coût estimé des travaux pour l'attribution de matériaux, subventions et/ou ONG.
- 3.2 * Versement sur le compte de l'agence d'exécution 25% du coût estimé des travaux pour les cas où le projet intervient avec une entreprise
- 3.3 * Existence d'une entité morale et juridique pour assurer la responsabilité de maître d'ouvrage.

4.0 Constitution du dossier

- 4.1 * Approbation par l'IDEE et l'IA.
- 4.2 * Signature d'une protocole d'accord avec AGETIP.
- 4.3 * Sélection d'un artisan acceptable.
- 4.4 * Sélection d'un prototype de classe acceptable.
- 4.5 * Accord sur le choix de la supervision des travaux par un technicien ayant une qualification jugée satisfaisante.

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES DEVELOPMENT PROJECT

AREA AND CAPITAL COST PER CLASSROOM SPACE AND PER STUDENT

	Base Costs in CFAF x 1,000 (1)														
	Area in sq.m. (m2)							Unit	Per Unit			Per Place			Civil
	Capacity			Net	Net	Net	Net	Cost	Civil		Total	Civil Equip.		Work	
	Unit	Unit	Tot	Net	Gross	Place	Unit	Per M2	Work	Furnit		Work	Furn.	Total	Per M2
U	U	U	M2	M2	M2	M2	CFAF	CFAF	CFAF	CFAF	CFAF	CFAF	CFAF	CFAF	
A. PRIMARY EDUCATION															
New Construction															
* Classroom	1	56	56	59	66	1.1	59	35	2,300	480	2,780	41	9	50	39.0
* Classroom (NGO)	1	56	56	59	66	1.1	59	29	1,900	380	2,280	34	7	41	32.2
Block of 3 classrooms	1	168	168	213	240	1.3	213	33	7,972	1,498	9,470	47	9	56	37.4
* Classrooms	3	56	168	177	197	1.1	59	35	6,901	1,440	8,341	41	9	50	39.0
* Office	1	1	1	10	12	10.0	10	35	420	38	458	420	38	458	42.0
* Storage	1	1	1	10	12	10.0	10	35	420	20	440	420	20	440	42.0
* Latrines	2	4	8	16	19	2.0	8	12	230	0	230	29	0	29	14.4
Urban School (3 Classes)	1	168	168	213	240	1.3	213	41	9,782	1,498	11,280	58	9	67	45.9
* Block of 3 Cl.	1	168	168	213	240	1.3	213	33	7,972	1,498	9,470	47	9	56	37
* Fence (440 ml)	1				110 ml			12	1,320		1,320				
* Addit. water connect.	1								490		490				
Rural School (3 Classes)	1	180	180	213	240	1.2	213	35	8,302	1,498	9,800	46	8	54	39.0
* Block of 3 Cl.	1	168	168	213	240	1.3	213	33	7,972	1,498	9,470	47	9	56	37
* Fence (tradit.)	1				110 ml			3	330		330				
* Borehole & Handpump (2)	1								PM		0				
Unit cost per new classroom:urban:									3,261	499	3,760				
(Site development included) rural:									2,767	499	3,267				
B. Rehabilitation	1	56	56	59	66	1.1	59	17	1,117	499	1,617	20	9	29	19
C. Repair	1	56	56	59	66	1.1	59	8	526		526	9	0	9	9

(1): Cost for Contract Management, Design and Supervision are estimated separately and correspond to 9% of construction costs;

(2): For 1 School out of 3 (unit cost = CFAF 2,800,000)

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES DEVELOPMENT PROJECT

DETAILED COSTS OF SCHOOL CONSTRUCTION
ANALYSE COÛTS CONSTRUCTION D'UNE CLASSE

COÛT D'UN BLOC DE TROIS (3) CLASSES
EN CFAF x 1000

TAXES ET DROITS DE DOUANE

ELEMENTS	% FE	PROJET FE	PROJET LC	PROJET TOT	COLL FE	COLL LC	COLL TOT	TOT FE	TOT LC	TOT TOT	% DOUANE	DOUANE		FISCALITE		TOTAL TAXES	
												%	CFAF	%	CFAF		
MAIN-D'OEUVRE (M.O.)																	
M.O. Non specialisee	0%	0	0	0	0	750	750	0	750	750	11%	0%	0	20%	150	150	20%
M.O. Specialisee	0%	0	0	0	0	540	540	0	540	540	8%	0%	0	20%	108	108	20%
Encadrement	0%	0	0	0	0	270	270	0	270	270	4%	0%	0	20%	54	54	20%
Sous Total	0%	0	0	0	0	1,560	1,560	0	1,560	1,560	22%						
MATERIAUX																	
Ciment	60%	367	245	612	245	163	408	612	408	1,020	15%	30%	184	20%	204	388	38%
Aciers	100%	334	0	334	83	0	83	417	0	417	6%	30%	125	20%	83	209	50%
Petit Materiel	80%	307	77	384	77	19	96	384	96	480	7%	30%	115	20%	96	211	44%
Peinture	80%	163	41	204	41	10	51	204	51	255	4%	30%	61	20%	51	112	44%
Menuiseries Metalliques	60%	258	172	431	111	74	185	369	246	615	9%	30%	111	20%	123	234	38%
Aggregats	0%	0	0	0	0	356	356	0	356	356	5%	30%	0	20%	71	71	20%
Charpente	80%	0	0	0	0	0	0	0	0	0	0%	30%	0	20%	0	0	0%
Cremalleres & calefutr.	100%	376	0	376	94	0	94	470	0	470	7%	30%	141	20%	94	235	50%
Bacs acier 10/10 + rives	100%	1,176	0	1,176	294	0	294	1,470	0	1,470	21%	30%	441	20%	294	735	50%
Sous Total	77%	2,982	535	3,516	945	622	1,566	3,926	1,157	5,083	73%						
TRANSPORT + MAGASINAGE	80%	0	0	0	120	30	150	120	30	150	2%	0%	0	30%	45	45	30%
FRAIS GENERAUX	80%	0	0	0	160	40	200	160	40	200	3%	0%	0	20%	40	40	20%
TOTAL EN '000 CFAF	60%	2,982	535	3,516	1,225	2,252	3,476	4,206	2,787	6,993	100%	17%	1,178	20%	1,414	2,591	37%
TOTAL EN '000 US\$		10.69	1.92	12.60	4.39	8.07	12.46	15.08	9.99	25.06							

PERCENTAGE/FINANCING
POURCENTAGE/BAILLEUR

---> 50% 50% 100%

1 \$ US = 279 CFAF
TOTAL AREA/SURFACE TOTALE = 198 M2
CFAF/M2 = 35,316 NT
CFAF/CLASSE = 2,331,000 HT
CFAF/M2 = 48,403 TTC
CFAF/CLASSE = 3,195,000 TTC

\$/M2 = \$127 NT
\$/CLASSE = \$8,354 NT
\$/M2 = \$173 TTC
\$/CLASSE = \$11,450 TTC

REPUBLIC OF SENEGAL

ANNEX 5
Page 1 of 1

**SECOND POPULATION AND HUMAN RESOURCES
(EDUCATION V)**

SCOLARISATION DES FILLES

POURCENTAGE LES PLUS FAIBLES PAR DEPARTEMENT
ENSEIGNEMENT ELEMENTAIRE PUBLIC

I.D.E.	CI	CP	CE1	CE2	CM1	CM2	DEPARTEMENT
SEDHIOU	32.91	29.07	29.42	23.12	24.28	18.76	26.32
KEDOUGOU	36.15	33.60	21.88	32.50	26.25	25.36	29.95
VELINGARA	33.53	31.15	30.44	30.42	28.46	25.6	30.50
BAMBEY	31.41	32.99	31.88	36.22	30.94	24.17	30.89
KOLDA	37.67	36.29	33.50	33.41	33.93	25.82	33.79
NIOURO DU RIP	30.03	33.20	35.12	31.44	32.78	30.72	33.80
KEREMER	40.64	33.91	37.28	34.77	30.58	28.15	34.23
BAKEL	39.34	33.22	35.15	32.93	35.50	28.46	34.55
KAFFRINE	40.37	39.07	36.27	37.59	32.82	29.13	35.83
TIVAOUANE	38.92	38.61	36.88	36.37	33.93	32.99	36.41
GOSSAS	39.03	38.64	40.01	35.34	32.82	34.03	36.31
KAOLACK DEP.	38.32	37.37	37.69	38.53	36.73	31.66	36.64
THIES DEP.	39.34	39.76	37.94	35.98	34.84	32.19	36.95
LINGUERE	40.86	39.49	39.66	38.60	36.22	30.90	37.31
NATAN	44.15	44.35	38.19	36.53	33.51	27.19	37.91
TAMBACOUNDA	40.65	39.63	40.49	37.93	37.77	33.54	38.40
BIGNONA	42.67	41.98	41.12	38.04	36.21	31.25	38.47
DIOURBEL	39.19	42.13	36.93	39.90	35.50	37.42	38.54
LOUGA	42.16	40.53	38.96	38.34	38.44	34.92	39.11
FOUNTOUGNE	40.94	41.06	36.96	40.14	42.26	36.14	39.34

REPUBLIC OF SENEGAL

SECOND POPULATION AND HUMAN RESOURCES
(EDUCATION V)

PRIMARY STUDENT AND TEACHER BOOKS

1. Background

Between 1987 and 1992, the on going Primary Education Development Project (Cr. 1735-SE) financed a pilot program to publish and print 1,075,000 student books and 33,000 teachers' guides for primary schools. Table 1 shows the book production schedule by title and grade. The Phase 1 books were distributed to schools free of charge for students to borrow for the school year. In principle, students were to pay a price for not returning the book to the school at the end of the year. This system was never put in place and 30% of the books were lost after the first year. Of the Phase 2 and Phase 3 books, about 800,000 are warehoused and sold to students. Phase 2 books went on sale in April 1992 once a revolving fund account had been established to finance stock replenishment. By June 1992, about 6,000 books were sold through commercial outlets in urban centers and about 4 million CFAF was collected and deposited into the account. The remainder of Phase 2 and 3 books went on sale in October 1992 through 59 distribution centers across the country under contract with a private sector distributor (ADP).

Table 1. Titles and Copies Produced Under Cr. 1735-SE (1987-1992)

	Titles	Grade	Copies
Phase 1 1989/90	Sidi et Rama-manuel de lecture d'eleve	CI	160,000
	Mathematique-cahier d'exercices d'eleve	CI	160,000
	Mathematique-livre du maitre	CI/CP	5,000
	Langage-livre de francais du maitre	CI/CP	5,000
	Formation pratique-livre de maitre	CI/CP	5,000
Phase 2 1990/91	Sidi et Rama-manuel de lecture d'eleve	CP	135,000
	Mathematique-cahier d'exercices d'eleve	CP	135,000
	Sidi et Rama-manuel de lecture d'eleve	CE1	135,000
	Sidi et Rama-manuel de lecture d'eleve	CE2	120,000
Phase 3 1991/92	Sidi et Rama-Math.-manuel d'eleve	CE1	120,000
	Sidi et Rama-Math.-manuel d'eleve	CE2	110,000
	Mathematique-livre du maitre	CE1/CE2	6,000
	Manuel de Francais-livre du maitre	CE1/CE2	6,000
	Formation pratique-livre de maitre	CE1/CE2	6,000

Note: The titles deviate from the planned schedule in the Staff Appraisal Report because: i) French books for grades CM1 and CM2 were not produced, and ii) math student books were produced for grades CI and CP but were not originally scheduled.

2. Project Objectives, Description and Scope

Table 2 shows the number of new titles to be supplied during the project period, an estimate of annual replacement needs (assumed at 30% of enrollment), and quantities needed to account for enrollment increases (5% a year). To start the system, the IDA Credit would finance: (a) the production, sales and distribution costs (editing, design, illustration, and printing) of 1.180 million new textbooks, (b) 0.4 million copies to keep pace with enrollment increases (See Table 2 line 2.c.), and (c) 52,000 teachers' guides for 6 subjects in 6 grades (See Appendix 1). The textbooks would be sold to students and the revenue deposited into the revolving fund account set up under the ongoing education project (Cr. 1735-SE). The Government would cover the costs of any loss or subsidies. Teachers books would be distributed free of charge.

Table 2 shows an estimated financing plan if: i) all costs are recovered, ii) only sales and distribution costs are recovered, and iii) books are sold at cost, assuming in all cases a 10% loss or subsidy. The most reasonable scenario is the second where distribution costs are included in the sales price to families. In this case, book sale prices would average about 800 CFAF. A study is being undertaken (financed under the PPF) to assess the availability and affordability of books being sold under the pilot scheme and to propose alternatives if existing arrangements are deemed inadequate. The results are expected by negotiations and will be incorporated into an operational plan for the distribution and sales of textbooks financed under the proposed project and satisfactory to the Association. During the project period, the MEN would be responsible for procuring about 3.1 million replacement copies financed from the sale of existing stocks.

Responsibilities. INEADE in collaboration with the appropriate divisions in the MEN would be responsible for: establishing the school curricula, preparing pedagogical and technical specifications for bid documents, participating in the evaluation of bid proposals, evaluating book quality, and organizing seminars for teacher trainers and inspectors on the books' objectives, organization, and content. Private publishers (local or international), selected through ICB, would handle all publication and production tasks and would deliver the titles to the MEN warehouses.² Under contract with the MEN, distributors and booksellers would be responsible for the distribution and sale of the books with an agreed upon profit margin.

To assist INEADE and strengthen its capacity to effectively exercise its (new) functions, the project would finance 18 months of technical assistance for setting book specifications, evaluating bids and evaluating books produced under the ongoing education project (Cr. 1735-SE),³ and 24 months of overseas fellowships for setting and evaluating pedagogical and technical specifications for science, history/geography, math and reading books (2 staff per subject for 3 months each). The project would also provide 3.6 million CFAF for three three-day seminars to be held in Dakar for approximately 100 inspectors and teacher trainers to introduce them to the objectives, content and organization of the new books.

-
2. To ensure that books are well adapted to the Senegalese context, private publishers would recruit local authors and illustrators to the extent feasible. To complete the existing series and facilitate reprinting, copyrights would remain the MEN's property.
 3. The 18 months include: 2 months for specification setting in each of the four subjects french, math, science, history/geography books, 1 month in each of these four subjects for bid evaluation, 2 months for monitoring the sales and distribution system, and 4 months for the evaluation of the books printed under the ongoing education project (2 months for french and 2 months for math books).

Table 2. Projected financial needs and cost recovery.

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
		PY 1	PY 2	PY 3	PY 4	PY 5	
BOOK AND FINANCING NEEDS							
1. New titles (000) a/	800	0	525	426	403	0	0
2. Total reprints (000)	0	391	450	677	884	1,095	1,189
(a) Book reprints 1st gen	0	95	139	186	234	285	339
(b) Book reprints from stock	0	260	252	422	571	720	756
(c) New books - enrollment growth	0	56	59	70	79	89	94
3. Total 1+2	800	391	975	1,103	1,287	1,095	1,189
4. Total IDA financed	0	55	585	495	482	0	0
5. Average purchase price (CFAF)	600	600	600	600	600	600	600
6. Average sales prices:							
(a) Distribution cost b/	780	780	780	780	780	780	780
(b) With subsidy/loss included c/	709	667	667	667	667	667	667
(c) Total (a) + (b)	847	847	847	847	847	847	847
7. Total stock to start (000) d/	800	391	975	1,103	1,287	1,095	1,189
8. Number of books sold (000)	440	352	878	993	1,158	985	1,070
Total CFAF needed (000)	0	305,292	760,656	860,196	1,003,816	853,853	927,145
COST RECOVERY							
1. Full cost recovery							
Revenue from book sales e/	395,200	298,247	743,102	840,345	980,651	834,148	905,749
Costs minus revenue	129,093	(89,908)	462,409	117,093	163,471	(126,798)	92,996
IDA financing	0	43,680	455,364	386,190	375,943	0	0
Shortfall		(133,588)	7,045	(269,096)	(212,472)	(126,798)	92,996
2. Cost recovery of distribution							
Revenue from book sales e/	347,200	274,763	684,590	774,176	903,434	768,467	834,430
Costs minus revenue		(41,908)	485,893	175,605	229,640	(49,581)	158,677
IDA financing	0	43,680	455,364	386,190	375,943	0	0
Shortfall		(85,588)	30,529	(210,584)	(146,303)	(49,581)	158,677
3. Cost recovery of purch. price							
Revenue from book sales e/	268,000	211,356	526,608	595,520	694,949	591,129	641,869
Costs minus revenue		37,292	549,300	333,588	408,296	158,903	336,016
financing	0	43,680	455,364	386,190	375,943	0	0
Shortfall		(6,388)	93,936	(52,602)	32,353	158,903	336,016
Assumptions:							
Enrollment growth rate			5.0%				
Books sold (% of stock)			90%				
Loss or subsidy (% of stock)			10%				

- a/ The new stock in PY 0 is the existing stock available for school year 1992-93. All quantities are estimated at 70% of enrollment.
- b/ Distribution cost is estimated at 30% of purchase price.
- c/ Price per book sold passes on the cost of the loss or subsidy to other students.
- d/ Book replacements assume a 5% enrollment growth rate, full replacement of this stock, and replacements for 1st generation books. Replacement needs are estimated at 30% of stock.
- e/ Revenue in PY 0 includes the 4 million CFAF from the sale of books financed under the ongoing education project (Cr. 1735-SE).

Primary Textbooks Titles, Copies and Cost

Class	Titles	Cost	Copies a/	Total cost (CFAF 000)
STUDENT BOOKS				
Phase 1 (PY 2)			350,000	213,500
CE1	Science	610	87,500	53,375
CE1	Geography	610	87,500	53,375
CE2	Science	610	87,500	53,375
CE2	Geography	610	87,500	53,375
Phase 2 (PY 3)			425,500	270,595
CN1	French-Reading	580	92,000	53,360
CN1	Math	550	92,000	50,600
CN1	Science	800	80,500	64,400
CN1	History	470	80,500	37,835
CN1	Geography	800	80,500	64,400
Phase 3 (PY 4)			402,500	266,455
CN2	French-Reading	640	80,500	51,520
CN2	Math	600	80,500	48,300
CN2	Science	800	80,500	64,400
CN2	History	470	80,500	37,835
CN2	Geography	800	80,500	64,400
Sub-Total			1,178,000	750,550
TEACHERS BOOKS				
Phase 1 (PY 2)				
CI/CP	French	1200	8,000	9,600
Phase 2 (PY 3)				
CI/CP	Science	1200	8,000	9,600
CI/CP	Geography	1200	8,000	9,600
Phase 3 (PY 4)				
CE1/CE2	Science	1200	7,000	8,400
CN1/CN2	Math	1200	7,000	8,400
CN1/CN2	French	1200	7,000	8,400
CN1/CN2	Science	1200	7,000	8,400
Sub-total			52,000	62,400
TOTAL			1,230,000	813,000
PHASE 1			350,000	223,100
PHASE 2			441,500	289,800
PHASE 3			430,500	300,100

a/ Quantities for student books are 70% of estimated enrollment.

PRODUCTION SCHEDULE

PHASE 1

1.1 Titles

CE1 Science, CE1 Geography, CE1 History, CE2 History, CE2 Science, CE2 Geography, CI/CP (tg),

1.2 Procurement Schedule

- | | |
|--|------------------------------|
| (a) Establishment of Pedagogical Specifications: | October, 1993 |
| (b) Preparation and approval of Bidding Documents: | November/December 1993 |
| (c) Invitation for Bids, Submission, Evaluation,
Approval of Evaluation. Results: | January/May, 1994 |
| (d) Contract Award: | June, 1994 |
| (e) Production/Delivery: | July, 1995 |
| (f) Sale: | September, October ..., 1995 |
| (g) Training in the Use of Books: | October, 1995 |

PHASE 2

2.1 Titles

CM1 French, CM1 Math, CM1 Science, CM1 History, CM1 Geography, CI/CP Science (tg), CI/CP History (tg), CI/CP Geography (tg), CE Science (tg)

2.2 Procurement Schedule

- | | |
|--|------------------------------|
| (a) Establishment of Pedagogical Specifications: | October, 1994 |
| (b) Preparation and approval of Bidding Documents: | November/December, 1994 |
| (c) Invitation for Bids, Submission, Evaluation,
Approval of Evaluation. Results: | January/May, 1995 |
| (d) Contract Award: | June, 1995 |
| (e) Production/Delivery: | July, 1996 |
| (f) Sale: | September, October ..., 1996 |
| (g) Training in the Use of Books: | October, 1996 |

PHASE 3

3.1 Titles

CM2 French, CM2 Math, CM2 Science, CM2 History, CM2 Geography, CM Math (tg), CM French (tg), CM Science (tg)

3.2 Procurement Schedule

- | | |
|--|------------------------------|
| (a) Establishment of Pedagogical Specifications: | October, 1995 |
| (b) Preparation and approval of Bidding Documents: | November/December, 1995 |
| (c) Invitation for Bids, Submission, Evaluation,
Approval of Evaluation. Results: | January/May, 1996 |
| (d) Contract Award: | June 1996 |
| (e) Production/Delivery: | July 1997 |
| (f) Sale: | September, October ..., 1997 |
| (g) Training in the Use of Books: | October 1997 |

REPUBLIC OF SENEGAL
SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)
CIVIL WORKS SUMMARY
TEACHER TRAINING COLLEGES AND INSPECTORATES

Table 1 - Ecoles Normale Regionale - Inventaire des Locaux

Accommodation Unit/Locaux	Capa- No d'		Surface nette			Surface Locaux		Travaux envisages			Coût en FCFA '000			
	U	U	requisse			Brute Total	Existant Surf. type	Surface en M2			Extens FCFA	Renov FCFA	Total FCFA	
			Place Unit	M2	M2			M2	Extens M2	Renov M2				Total M2
1. E.N.R. KOLDA *														
* Locaux Pedagogiques	400	15	2.1	55	825	1,031	1,031	A	0	1,031	1,031	0	51,550	51,550
* Administration	8	8	2.4	19	152	190	190	A	0	190	190	0	9,500	9,500
* Services	25	10	2.0	50	500	625	625	A	0	625	625	0	31,250	31,250
* Logements	4	4	23.8	95	380	575	475	A	0	475	475	0	23,750	23,750
* Ecole d'application	980	28	1.7	60	1,680	2,100	2,100	A	0	2,100	2,100	0	105,000	105,000
Total 1	1,417				3,537	4,421	4,421		0	4,421	4,421	0	221,050	221,050
2. E.N.R. St. Louis *														
* Locaux Pedagogiques	300	14	3.1	67	938	1,173	1,173	A	0	1,173	1,173	0	58,650	58,650
* Administration	8	8	2.5	20	160	200	200	A	0	200	200	0	10,000	10,000
* Services	22	10	1.7	37	370	463	463	A	0	463	463	0	23,150	23,150
* Logements	4	4	23.8	95	380	475	475	A	0	475	475	0	23,750	23,750
* Ecole d'application	280	8	2.3	80	640	800	600	A	200	600	800	28,800	30,000	58,800
Total 2	614				2,488	3,110	2,911		200	2,911	3,111	28,800	145,550	174,350
3. E.N.R. Louga														
* Locaux Pedagogiques	150	11	4.8	65	715	894	713	B	181	713	894	26,057	61,301	87,358
* Administration	8	8	2.5	20	160	200	110	B	90	110	200	12,960	9,460	22,420
* Services	3	10	7.3	22	220	275	123	B	0	123	123	0	10,535	10,535
* Logements	1	1	21.0	21	21	26	26	B	0	26	26	0	2,258	2,258
* Ecole d'application	245	7	2.3	80	560	700	553	B	0	553	553	0	47,515	47,515
Total 3	407				1,676	2,095	1,524		271	1,524	1,795	39,017	131,068	170,085
4. E.N.R. Thies														
* Locaux Pedagogiques	150	10	4.0	60	600	750	363	A	388	363	750	55,800	18,125	73,925
* Administration	7	8	3.1	22	176	220	220	A	0	220	220	0	11,000	11,000
* Services	3	7	10.7	32	224	280	35	A	0	35	35	0	1,750	1,750
* Logements	1	1	28.0	28	28	35	35	A	0	35	35	0	1,750	1,750
* Ecole d'application	240	6	1.5	60	360	450		A	450	0	450	64,800	0	64,800
Total 4	401				1,388	1,755	653		838	653	1,490	120,600	32,625	153,225
TOTAL 1+2+3+4 =	2,839				9,089	11,361	9,509		1,308	9,509	10,817	188,417	530,293	718,710

A:REPAR = 50,000 FCFA; B:RENAB = 86,000 FCFA; C:CONSTR = 144,000 FCFA
26-Nov-92
A:ENISUM2.WK1(BA)

Table 2. Inspections d'Académie - Inventaire des Locaux

Locaux	Caps- No d'		Surface nette requise			Surface Brute		Cout Constr en CFAF '000		
	-cite	Unité	Place	Unité	Total	Total	par M2	%	Total	
	U	U	M2	M2	M2	M2	CFAF/M2		CFAF	
Corps de Contrôle										
Inspecteur d'Académie	1	1	16.0	16	16	22	A	1	2,981	
Inspecteur adjoint	1	1	12.0	12	12	16	A	1	2,236	
Conseiller pédagogique arabe	1	1	12.0	12	12	16	A	1	2,236	
Secretariat										
Secretariat Fichier/Courrier	1	1	9.0	9	9	12	A	1	1,702	
Secretariat Dactylographie	1	1	9.0	9	9	12	A	1	1,702	
Administration										
Administration Personnel	1	1	12.0	12	12	16	A	1	2,269	
Comptabilité	1	1	12.0	12	12	16	A	1	2,269	
Patrimoine et Matériel	1	1	12.0	12	12	16	A	1	2,269	
Sections Pédagogiques										
Pré-scolaire & Enseign. Elem.	1	1	12.0	12	12	16	A	1	2,269	
Enseign. Moyen Second. & Tech.	1	1	12.0	12	12	16	A	1	2,269	
Planification (carte scolaire)	1	1	12.0	12	12	16	A	1	2,269	
Examens Concours & Scolarité	1	1	12.0	12	12	16	A	1	2,269	
Alphabétisation et éduc. de base	1	1	12.0	12	12	16	A	1	2,269	
Service Médico-Scolaire	1	1	14.0	14	14	19	A	1	2,647	
Service										
Gardien/Chauffeur	2	1	4.5	9	9	12	A	1	1,702	
Locaux Communs										
Bibliothèque Archives/Tirages	1	1	45.0	45	45	62	A	1	8,508	
Dépôt de Livres	-	1	-	12	12	16	A	1	2,269	
Magasin Fournitures Scolaires	-	1	-	12	12	16	A	1	2,269	
Magasin Matériel	-	1	-	16	16	22	A	1	3,025	
Abri Véhicule	-	1	-	20	20	27	B	1	1,891	
Sanitaires	-	1	-	13	13	18	A	1	2,458	
Total	17				295	403			53,772	

Note. A: 138 .000 CFAF/M2; B: 69 .000 CFAF/M2; Non compris coefficient éloignement.

A:INSP2
17-Sep-92

Table 3. Inspections d'Académie - Inventaire des Locaux

Accommodation Unit/Loc	U	U	Surface nette requise			Surface Locaux			Travaux envisagés sur le projet PDRH2					
			Place	Unité	Total	Total	Existant	Surface en M2			Cout en CFAF '000			
			M2	M2	M2	M2	Surf. type	Extens	Renov	Total	Extens	Renov	Total	
* Dakar	17	1	17.4	295	295	403	592	A	0	403	403	0	20,150	20,150
* Ziguincher	18	1	16.4	295	295	403	121	A	282	121	403	40,608	6,050	46,658
* St. Louis	18	1	16.4	295	295	403	0	A	403	0	403	58,032	0	58,032
* Tambacounda	18	1	16.4	295	295	403	828	A	0	403	403	0	20,150	20,150
* Kaolack	18	1	16.4	295	295	403	695	A	0	403	403	0	20,150	20,150
* Thies	18	1	16.4	295	295	403	330	A	75	330	403	10,512	16,500	27,012
* Louga	18	1	16.4	295	295	403	0	A	403	0	403	58,032	0	58,032
* Kolda	18	1	16.4	295	295	403	540	A	0	403	403	0	20,150	20,150
* Diourbel (a)	18	1	16.4	295	295	403	564		0	0	0	0	0	0
* Fatick (a)	18	1	16.4	295	295	403	564		0	0	0	0	0	0
TOTAL	179			2,950	3,627	3,642			1,161	2,063	3,224	167,184	103,150	270,334

Note: (*) : construites récemment et selon les normes

A : REPAR = 50.000 CFAF; B : REHAB = 86.000 CFAF; C : CONSTR = 144 .000 CFAF

17-Sep-92

A:INVT3.UK1(BA)

REPUBLIQUE DU SENEGAL

DEUXIEME PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES
(EDUCATION V)

SYSTEME NATIONAL D'EVALUATION DU RENDEMENT SCOLAIRE (SNERS)

1. Objectifs du Projet, Description et Etendue

Un système national pour évaluer l'efficacité de l'enseignement élémentaire en terme des connaissances acquises par les élèves sera mis en place dans le cadre du PDRH2. Ce Système National d'Evaluation du Rendement Scolaire (SNERS) aura comme objectif global de fournir au personnel enseignant, aux administrations scolaires, aux décideurs et au public des données fiables et valides sur les connaissances des élèves par rapport aux objectifs du programme élémentaire, de les aider à définir les caractéristiques d'un rendement scolaire satisfaisant, et de proposer des domaines où des améliorations seraient souhaitables. Ce système sera aussi capable : 1) de suivre le progrès du système dans le temps, 2) de fournir du "feedback" continu aux programmes de formation des maîtres, 3) de faire une comparaison du rendement scolaire des classes à double flux, des classes multigrades, et des classes pilotes par rapport aux classes traditionnelles, 4) d'identifier les caractéristiques des élèves, des écoles, et des maîtres qui contribuent à un meilleur rendement scolaire, et 5) d'évaluer l'efficacité des investissements du PDRH II.

2. Méthodologie

Pour atteindre ces objectifs, le SNERS développera des épreuves pour mesurer le savoir et le savoir-faire des élèves dans trois sujets de base - français, mathématiques, et science - pour les classes de CP, CE2, CM2. Ces épreuves seront administrées à un échantillon représentatif d'élèves et d'écoles et fourniraient les données sur le pourcentage d'élèves qui ont acquis les connaissances de base. L'échantillon devrait inclure les élèves de ces multigrades, double flux et le programme de classes pilotes.

La réussite de l'élève étant liée à une variété de facteurs relatifs à ses dispositions, son environnement domestique, l'école, l'enseignant et le processus d'enseignement, l'étude rassemble également des informations sur ces intrants connus ou espérés pour leur influence sur la réussite de l'élève.

3. Résultats escomptés

- o **Livret** décrivant les objectifs à évaluer pour chacune des matières et par niveau.

- o **Rapport général** sur les résultats pour chaque matière et par niveau, rédigé clairement avec une présentation simple pour un non technicien. Les résultats seront décrits en terme de pourcentage des élèves performants aux différents niveaux. Les rapports devront contenir aussi des données relatant la performance des élèves aux caractéristiques du maître, de l'élève et de l'école. Les rapports seront rendus disponibles au niveau de chaque section et division du MEN, à chaque inspection et aux EFI.
- o Une **brochure** résumant les résultats sera envoyée aux directeurs d'écoles et servira pour animer des rencontres avec les maîtres et parents d'élèves intéressés.
- o Un **rapport technique** complet décrivant les procédures techniques et psychométriques suivies dans le développement et l'exécution de l'évaluation pour la communauté de techniciens et ceux intéressés par la conduite de recherches utilisant la base de données.

4. Personnel et Formation

La mise en place du SNERS nécessitera la coordination d'une variété de tâches et un corps de personnel bien formé dans les domaines de la statistique, de la psychométrie et le développement des épreuves. Comme le Sénégal n'a jamais mené une évaluation de cette nature, le MEN procédera à un jumelage avec un groupe d'experts internationaux, pour une assistance technique à long terme afin de développer et exécuter le programme, d'identifier les besoins en personnel et d'élaborer et fournir un programme de formation technique.

Pour démarrer le développement du SNERS, le MEN devra identifier un noyau de personnel sénégalais constitué d'un coordinateur ayant des qualifications reconnues dans le domaine du management, un statisticien ayant une expérience dans la préparation d'enquêtes, un spécialiste dans le développement de test et un chercheur en éducation expérimenté. Le groupe travaillera avec les experts internationaux sélectionnés pour le développement du SNERS, et par la définition des besoins en équipement, en formation et en personnel additionnel. Avant les négociations de l'Accord du Crédit IDA, ce noyau de personnel devra être identifié. Les termes de référence pour l'assistance technique devront également être préparés avant les négociations.

5. Mise en Oeuvre

Le SNRES sera mis en oeuvre durant la période du projet. Les éléments constitutifs de ce programme seront les suivants :

Année 1

- o Formation à la rédaction des objectifs de performance, à la confection des articles de textes, et au développement des questionnaires d'enquête
- o Formulation des objectifs de réussite en mathématiques, en français et en science pour les classes de CP, CE2 et CM2
- o Définition des informations à rassembler et concernant les élèves, écoles et les maîtres
- o Confection des épreuves et questionnaires supplémentaires relatifs aux élèves, écoles et maîtres

Année 2

- o Formation sur les sujets d'analyse, test de notation, codification, questionnaire et analyse des résultats
- o Pre-test et utilisation application des épreuves et questionnaire
- o Notation des résultats du test; Codification des questionnaires supplémentaires.
- o Développer les plans d'analyse des données

Année 3

- o Analyse des données/préparation des rapports

Année 4

- o Diffusion de résultats
- o Préparer le recommencement de l'évaluation

Année 5

- o Recommencer l'évaluation

6. Soutien au Projet

Afin de soutenir la mise en place du SNRES au sein du DPRE, le projet fournirait environ 200 millions de CFAF afin de financer l'achat des ordinateurs et des programmes informatiques nécessaires à l'analyse des données, l'équivalent de 26 mois de consultants au niveau international, de 24 mois d'études courtes à l'étranger dans le cadre d'un jumelage avec une institution collaboratrice, des véhicules et autres équipements (photocopieuses, fax) ayant pour but de faciliter la collecte des données, la préparation des rapports et la communication entre le DPRE et l'institution en question, l'équivalent de 78 mois de consultants au niveau local pour la programmation des ordinateurs, l'assistance à la recherche et l'assistance technique en matière de statistiques, d'échantillonnage et de rédaction des questionnaires, l'équivalent d'un mois de bourses pour la participation à des ateliers régionaux,¹ les frais de déplacement pour 24 personnes/semaines pour chaque étape de l'évaluation (soit 3 classes et 3 sujets), 43 personnes/semaines d'ateliers spécialisés en matière d'écriture, de collecte de données et de dissémination, ainsi que les coûts des fournitures pour la mise en place de l'évaluation. Le Gouvernement prendrait en charge le paiement des salaires des 4 personnes employées, montant estimé à 10 millions de CFAF par an.

1. Tels que ceux organisés par EDI ou bien IAEA.

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
Table 201. Amelioration Etablissements Moyen, Secondaire, UCAD
Detailed Cost Table
FCFA

	Totals Including Contingencies						Totals Including Contingencies US\$					
	93/94	94/95	95/96	96/97	97-99	Total	93/94	94/95	95/96	96/97	97-99	Total
I. INVESTMENT COSTS												
A. Reamenagement etablissement												
Reamenagement 6 colleges	0.0	104413.2	108113.5	111946.9	0.0	324473.7	0.0	417.7	432.5	447.8	0.0	1297.9
Reamen. biblio. 15 lycees <1>	0.0	71465.0	84568.8	0.0	0.0	156033.8	0.0	285.9	338.3	0.0	0.0	626.1
Reamenagement UCAD	0.0	319040.4	0.0	0.0	0.0	319040.4	0.0	1276.2	0.0	0.0	0.0	1276.2
Sub-Total	0.0	494918.6	192682.3	111946.9	0.0	799547.9	0.0	1979.7	770.7	447.8	0.0	3198.2
B. Supervision/Contrôle <2>												
6 colleges	0.0	8954.7	9239.7	9822.8	0.0	28017.3	0.0	35.8	37.0	39.3	0.0	112.1
Bibliothèques	0.0	4377.9	4517.2	4802.3	0.0	13697.3	0.0	17.5	18.1	19.2	0.0	54.8
Reamenagement UCAD	0.0	27638.1	0.0	0.0	0.0	27638.1	0.0	110.6	0.0	0.0	0.0	110.6
Sub-Total	0.0	40970.7	13756.9	14625.1	0.0	69352.7	0.0	163.9	55.0	58.5	0.0	277.4
C. Mobilier (colleges) <3>												
Mobilier 6 colleges	0.0	10021.9	10377.0	11070.6	0.0	31469.5	0.0	40.1	41.5	44.3	0.0	125.9
Mobilier Bibliothèques	0.0	4899.6	5073.2	5412.3	0.0	15385.1	0.0	19.6	20.3	21.6	0.0	61.5
Sub-Total	0.0	14921.5	15450.3	16482.9	0.0	46854.6	0.0	59.7	61.8	65.9	0.0	187.4
D. Equipement (colleges) <3>												
Equipement 6 colleges	0.0	10058.0	10432.4	11148.8	0.0	31639.1	0.0	40.2	41.7	44.6	0.0	126.6
E. Livres bibliothèques												
15 bibliothèques <4>	0.0	22257.2	23125.2	24027.1	0.0	69409.5	0.0	89.0	92.5	96.1	0.0	277.6
Livres bibliothèques UCAD	0.0	0.0	23125.1	0.0	0.0	23125.1	0.0	0.0	925.0	0.0	0.0	925.0
Sub-Total	0.0	22257.2	254377.3	24027.1	0.0	300661.6	0.0	89.0	1017.5	96.1	0.0	1202.6
F. Services de specialistes												
Etudes <9>	0.0	13354.3	13875.1	14416.3	0.0	41645.7	0.0	53.4	55.5	57.7	0.0	166.6
Total INVESTMENT COSTS	0.0	596480.2	500574.3	192647.0	0.0	1289701.6	0.0	2385.9	2002.3	770.6	0.0	5158.8
Total	0.0	596480.2	500574.3	192647.0	0.0	1289701.6	0.0	2385.9	2002.3	770.6	0.0	5158.8

<1> 15 bibliothèques, 63 m2 chacune, 140.000 FCFA/m2 = 8.8m FCFA/biblio.
 <2> 9% de la valeur des travaux.
 <3> 10% de la valeur des travaux.
 <4> 15 bibliothèques, 800 livres/biblio., 5000 CFAF/livre

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)

BACKGROUND STUDIES ON GENERAL SECONDARY EDUCATION

Background studies financed under the project will include the following topics:

- (a) Supply and quality of public secondary education, including inter alia, enrollments, transition rates from primary in both general and vocational education, inputs including the status of physical facilities, availability of textbooks, curriculum and other educational materials, staff numbers and qualifications, teachers' salaries relative to other occupations requiring similar years of education, quality assurance mechanisms, geographic and gender equity, social demand for secondary education and projected requirements of the system.
- (b) Costs and financing of secondary schooling, including trends in expenditure by Government, families and other relevant contributors, unit costs and equity.
- (c) Supply of private secondary education, including areas listed in (a) above and legal status, regulatory system, unit costs, financing, quality of outputs and equity.
- (d) Quality of instruction including, the scope, sequencing and level of difficulty of the curriculum, books and other learning materials, levels of student achievement, success of students in higher education and the labor market.
- (e) Internal and external efficiency, including repetition and pass rates, demand and wages associated with this level and type of education in the labor market relative to lower and higher levels of education.
- (f) Governance, control, management and administration of general secondary education including relevant systems in the Ministry of Education and at the regional and school levels, the Ministry of Education policies governing secondary education, financial control and staffing levels and professional preparation of staff.

REPUBLIC OF SENEGAL

SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)

TERMES DE REFERENCE DE L'UNITE DE COORDINATION DU PROJET

1. **Objectifs.** Pour aider le Gouvernement à atteindre les objectifs qu'il s'est fixé, le projet fournit à travers l'Unité de Coordination du Projet (UCP) une assistance au Ministère de l'éducation nationale pour gérer les fonds, coordonner et suivre le projet -- dont les divers éléments sont mis en oeuvre par ses propres services ou des agences d'exécution comme l'AGETIP à qui il aura délégué des tâches d'exécution.

2. **Fonctions.** Chargée de suivre l'exécution du projet et d'évaluer des résultats qualitatifs et quantitatifs, l'UCP supervise et coordonne les activités du projet, y compris toutes les liaisons avec les différents services du Ministère de l'éducation, les autres ministères et services officiels intéressés par le projet, et les bailleurs de fonds. Dans le cadre de ses activités quotidiennes, l'UCP a pour fonctions spécifiques de:

- (a) coordonner tous les aspects de l'exécution du projet entre les divers services officiels intéressés,
- (b) veiller à ce que les coordonnateurs de chaque composante s'acquittent efficacement de leurs fonctions;
- (c) organiser la délégation de maîtrise d'ouvrage pour les travaux de génie civil et suivre pour le compte du Ministère l'exécution physique et financière des contrats de travaux;
- (d) organiser la passation des marchés de mobilier et de matériel -- notamment en préparant ou en aidant à préparer les dossiers d'appels d'offres, analysant les offres, et présentant des recommandations pour l'attribution des marchés, et s'assurant que les marchés sont passés conformément aux directives de l'IDA ou des autres bailleurs de fonds;
- (e) s'assurer que les fournitures et approvisionnements achetés au titre du projet sont livrés à leurs destinations et inscrits dans le registre central des avoirs;
- (f) organiser le recrutement des spécialistes et administrer les accords d'assistance technique et les programmes de bourses d'études;
- (g) suivre et contrôler les dates d'achèvement et les coûts des acquisitions;
- (h) assurer le flux satisfaisant et ponctuel des fonds aux éléments du projet;

- (i) tenir les comptes du projet selon des méthodes comptables généralement acceptées;
- (j) établir les demandes de décaissement des fonds du crédit de l'IDA;
- (k) assurer le versement ponctuel, par le Gouvernement, des fonds de contrepartie du projet;
- (l) tenir les écritures, y compris les écritures financières liées à l'exécution du projet;
- (m) préparer régulièrement les rapports d'activité et autres rapports devant être présentés aux responsables des composantes du Ministère et aux bailleurs de fonds; et
- (n) organiser la préparation des futurs projets.

3. **Moyens:** L'UCP est rattachée au Bureau du Secrétaire général du Ministère; elle est dirigée par un Directeur à plein temps, appuyé par un personnel comprenant un administrateur-gestionnaire, un planificateur de l'éducation, un spécialiste de la passation des marchés, un comptable, et autre personnel de soutien approprié -- deux secrétaires, un agent comptabilité matière et un agent administratif.

TERMES DE REFERENCE DU DIRECTEUR

4. Le directeur de l'UCP est responsable de la bonne gestion et coordination du projet. A ce titre il veille à ce que les moyens du projet soient utilisés avec le maximum d'efficacité pour atteindre les objectifs fixés en terme de résultats, conformément aux accords passés avec les bailleurs de fonds. Il est chargé plus précisément des tâches suivantes:

- (a) Assurer une diffusion suffisante de la documentation relative au projet (rapports d'évaluation, rapports d'activités, accords de crédit, documents de travail, directives des bailleurs de fonds);**
- (b) Préparer toute la documentation nécessaire pour les examens annuels des plans d'actions avec les bailleurs de fonds;**
- (c) Assister les responsable des composantes dans la préparation de leurs plans de travail et de leurs budgets annuels;**
- (d) Coordonner tous les aspects d'exécution du projet et donner l'impulsion nécessaire à temps voulu;**
- (e) Veiller à ce que les responsables des diverses composantes assument efficacement leurs fonctions;**
- (f) Superviser les composantes et les unités de gestion, de passation des marchés et de comptabilité de l'UCP pour que les moyens prévus sur le projet (fournitures, travaux et services) soient délivrées selon les programmes établis en ce qui concerne les aspects financiers et qualitatifs, et selon les procédures acceptables;**
- (g) S'assurer que les fonds de contre partie nationale ou de co-financements soient mis en place;**
- (h) Approuver les mouvements de fonds;**
- (i) Veiller à ce que tous les comptes des projets soient tenus selon des procédures comptables acceptables par les bailleurs de fonds;**
- (j) Signer tous les documents nécessaires pour les demandes de retrait de fonds sur les comptes de crédit, sur les fonds de roulement et comptes spéciaux;**
- (k) Prendre tous les arrangements nécessaires pour que les vérifications des comptes soient effectuées selon les stipulations des accords de crédit;**

- (l) S'assurer que toute la documentation requise sur le projet soit disponible et transmise aux bailleurs de fonds selon leurs directives.

5. QUALIFICATIONS REQUISES.

- (a) études supérieures (formation en économie ou planification de l'éducation);
- (b) expérience d'au moins cinq (5) années à un poste de responsabilité équivalente dans des fonctions de gestion ou d'administration publique;
- (c) expérience durant les dix (10) dernières années dans le domaine de la programmation, de la gestion des ressources financières et humaines;
- (d) une bonne connaissance du secteur des ressources humaines;

6. Conditions d'emploi: Les conditions d'emploi feront l'objet d'un contrat de deux ans renouvelable, à négocier avec le Gouvernement. Le Directeur pourra être un fonctionnaire, mais dans ce cas, son contrat ne pourra pas être financé sur le crédit de l'IDA.

- (a) Lieu d'affectation: Dakar
- (b) Durée du contrat: Deux ans renouvelables (avec une durée maximum de 5 ans)
- (c) Date de prise de fonction: Début 1993

TERMES DE REFERENCE DU COORDINATEUR TECHNIQUE ET PEDAGOGIQUE

7. **Position:** Placé sous l'autorité du Directeur, il lui rend compte de toutes les activités soumises à sa responsabilité hiérarchique. Il est responsable de tous documents pour information et signature décisionnelle relatifs à la programmation, au suivi et à l'exécution des actions pédagogiques prévues sur le projet. Plus précisément, il est chargé des tâches suivantes:

- Veiller à ce que les activités de chacune des composantes du Projet soient orientées dans le sens des objectifs assignés tels que formulés dans la description de chaque composante.
- Veiller au respect des programmes et des calendriers d'exécution.
- Assurer l'harmonisation des différentes activités et, éventuellement, la complémentarité des moyen mis en oeuvre.
- Veiller à ce que l'exécution des aspects physiques du projet: construction, équipements, matériel didactique, ... soit conforme aux nécessités pédagogique exprimées par le bénéficiaire et aux instructions du Ministère de l'Education Nationale.

Assurer la coordination des activités d'assistance technique due projet et formuler des avis sur la sélection des spécialistes et consultants.

Assurer le suivi de la formation sur place et à l'étranger et formuler des avis sur la sélection des candidats boursiers.

Apporter un appui technique et méthodologique aux diverses composantes dans le domaine de sa compétence.

Etablir des rapports périodiques sur le déroulement des activités avec les recommandations éventuelles aux autorités nationales.

Contribuer à la préparation de futurs projets.

8. **Conditions d'emploi:** Les conditions d'emploi feront l'objet d'un contrat de deux ans renouvelable, à négocier avec le Gouvernement. Il s'agit d'un poste de contractuel. Le candidat ne pourra pas appartenir à la Fonction Publique.

- | | | |
|-----|----------------------------|--|
| (a) | Lieu d'affectation: | Dakar |
| (b) | Durée du contrat: | Deux ans renouvelables (avec une durée maximum de 5 ans) |
| (c) | Date de prise de fonction: | Début 1993 |

TERMES DE REFERENCE DE L'ADMINISTRATEUR GESTIONNAIRE

9. Placé sous l'autorité du Directeur de l'UCP, l'Administrateur Gestionnaire lui rend compte de toutes les activités soumises à sa responsabilité hiérarchique. Il est responsable de tous documents pour information et signature décisionnelle relatifs à la programmation, au suivi et à l'exécution des commandes, dépenses et acquisitions pour l'ensemble des activités du projet. Plus précisément, il est chargé des tâches suivantes:

(a) **Avant le démarrage du projet mettre en place:**

Le système de gestion et de circulation de l'information;

Le système de gestion comptable et financière;

Les tableaux de visualisation des flux monétaires destinés aux différents responsables du projet;

Les tableaux de suivi des acquisitions de biens et de services;

(b) **En ce qui concerne la gestion financière:**

Elaborer les budgets annuels en liaison avec chaque composante;

Suivre les opérations financières (engagements, retraits, règlements en monnaie de crédit, rapprochement bancaire);

Etablir les états financiers du projet;

Veiller au respect du calendrier des activités, et au maintien permanent du niveau des liquidités;

Préparer les lettres de commandes;

Viser les engagements et bons de commande qui seront présentés à la signature du directeur;

Préparer les demandes de paiement et/ou remboursements qui seront présentés à la signature du directeur;

(c) **En ce qui concerne la gestion comptable:**

Superviser le saisie des opérations et veiller à la tenue des différents registres comptables;

Donner le visa sur les dossiers de règlement;

(d) En ce qui concerne la gestion des marchés et des stocks:

Superviser la programmation et l'utilisation des acquisitions de biens et de services.

10. QUALIFICATIONS REQUISES.

- (a) Etudes supérieures (en économie, comptabilité publique, gestion);**
- (b) Expérience d'au moins cinq (5) années à un poste de responsabilité équivalente dans le secteur privé ou la gestion de projets financés par des organismes de financement;**
- (c) Expérience dans le domaine de l'éducation, de la formation et des ressources humaines, souhaitable, mais non décisive;**
- (d) connaissance de système de gestion comptable et financière indispensable.**

11. Conditions d'emploi: Les conditions d'emploi feront l'objet d'un contrat de deux ans renouvelable, à négocier avec le Gouvernement. Il s'agit d'un poste de contractuel. Le candidat ne pourra pas appartenir à la Fonction Publique.

- (a) Lieu d'affectation: Dakar**
- (b) Durée du contrat: Deux ans renouvelables (avec une durée maximum de 5 ans)**
- (c) Date de prise de fonction: Début 1993**

TERMES DE REFERENCE DU RESPONSABLE DES ACHATS

1. **Position** : Placé sous l'autorité du Directeur, et en relation permanente de coordination avec l'Administrateur-Gestionnaire et le Comptable, il lui rend compte de toutes les activités soumises à sa responsabilité, relatives à la programmation, l'acquisition et au suivi de l'utilisation des biens et services fournis par le projet.

2. **Responsabilité** : Dans l'exercice de ses fonctions, il doit:

(a) **En ce qui concerne la programmation:**

- Ouvrir et tenir à jour un répertoire des fournisseurs et des entreprises, en utilisant les procédures de présélection prévues pour le projet;
- Ouvrir et tenir à jour un bordereau des prix unitaires les plus usuels;
- Elaborer et tenir à jour la liste détaillée et chiffrée des acquisitions de biens et de services prévues sur le financement du projet pour toutes les composantes, et finaliser avec les composantes les caractéristiques et spécifications techniques;
- Elaborer et tenir à jour le calendrier de passation des marchés suivant un modèle jugé acceptable par l'IDA pour le projet – comportant l'estimation prévisionnelle, la procédure de passation de marché acceptable selon les termes des accords de crédits, la préparation et l'approbation des appels d'offres, les consultations, l'évaluation des offres, l'approbation des propositions d'attribution des marchés, la signature et la notification des marchés, la fabrication et livraison, et la réception des marchés;

(b) **En ce qui concerne la préparation des documents d'appels d'offres:**

- Elaborer les dossiers standards d'appels d'offres pour les divers types de fournitures et les lettres d'invitation et contrats pour les services; et veiller à ce que ces modèles reçoivent les approbations nécessaires des bailleurs de fonds et de l'Administration sénégalaise;
- Préparer et/ou organiser et superviser la préparation des dossiers d'appels d'offres et lettres d'invitation;
- S'assurer que les dossiers ont reçus les approbations nécessaires (au niveau national et auprès des bailleurs de fonds);

(c) **En ce qui concerne la passation des marchés:**

- Préparer et faire publier les avis d'appels d'offres;

- Représenter le Directeur à toutes les séances d'ouverture et d'évaluation des offres ainsi qu'à toutes les séances d'attribution des marchés;
- Veiller à la confiance des rapports d'évaluation des offres et s'assurer que ceux-ci reçoivent les approbations nécessaires des bailleurs de fonds et des membres compétents de l'Administration;
- Préparer les marchés et veiller à ce qu'ils soient approuvés, signés, visés et notifiés selon le manuel des procédures et dans les meilleurs délais;
- S'assurer que les soumissionnaires non retenus reçoivent les informations nécessaires ainsi que leurs cautions de soumission aussitôt après la décision d'attribution des marchés;

(d) En ce qui concerne l'exécution des marchés:

- Veiller à ce que les engagements sur marchés soient systématiquement communiqués au gestionnaire et au comptable;
- Veiller à ce que les dispositions nécessaires aient été prises pour que l'exécution des marchés soit supervisée suivant les exigences spécifiques de chaque marché;
- Organiser les commissions de réception des fournitures, et s'assurer que les articles biens et services reçus sont corrects pour ce qui est de la quantité et de la qualité et qu'ils sont conformes aux spécifications;
- Prendre les mesures nécessaires pour que les biens et services soient livrés et entreposés en sûreté aux endroits et aux dates précisées;
- Préparer les rapports semestriels sur la situation des marchés;

(e) En ce qui concerne le respect des accords avec les bailleurs de fonds:

- Veiller à ce que les procédures décrites dans les accords avec les bailleurs soient respectées à tous les stades des acquisitions de biens et de services;
- Veiller à ce que les montants cumulés des fournitures acquises suivant les diverses procédures ne dépassent pas les plafonds fixés dans les accords de crédit;

(f) En ce qui concerne l'utilisation des biens acquis:

- Elaborer et tenir à jour les rapports sur l'utilisation et le fonctionnement des équipements mis à la disposition des diverses composantes et veiller à ce que leur maintenance soit effectuée selon des méthodes efficaces et économiques;

3. Qualifications requises

- (a) Diplôme d'ingénieur, droit ou économie;**
- (b) Expérience de cinq années minimum dans la gestion et l'administration de projets de taille similaire, dans le secteur privé ou des projets similaires;**
- (c) Maîtrise parfaite de la langue française et de l'utilisation d'ordinateurs; et**
- (d) Références au cours des cinq dernières années faisant état d'une aptitude à organiser son travail, et d'une intégrité professionnelle.**

4. Conditions d'emploi. Les conditions d'emploi feront l'objet d'un contrat à négocier avec le Gouvernement qui se réserve le droit de traiter avec d'autres firmes ou organismes les services d'experts ou de consultants. Il s'agit d'un poste de contractuel. Le candidat ne pourra pas appartenir à la Fonction Publique.

- (a) Lieu d'affectation: Dakar**
- (b) Durée du contrat: Deux ans renouvelables (avec une durée maximum de 5 ans)**
- (c) Date de prise de fonction: Début 1993**

TERMES DE REFERENCE DU COMPTABLE

5. Description des tâches

Sous l'autorité de Directeur de l'UCP, et sous la responsabilité de l'Administrateur Gestionnaire, le comptable de l'UCP est responsable de la tenue journalière de la comptabilité, ainsi que de la préparation des s vérifications comptables relatives à l'exécution du projet. Plus précisément, il est chargé entre autre des tâches suivantes:

- (a) veiller à ce que les comptes soient suffisamment approvisionnés en vue du règlement rapide des dépenses engagées dans le cadre du projet;
- (b) tenir à jour et de manière régulière des documents financiers (journaux et livres comptables) et une comptabilité détaillée pour chaque catégorie de coûts, composantes et sous-composantes;
- (c) établir les demandes de paiement et assurer leur suivi;
- (d) préparer les demandes de retrait de fonds et toute la documentation nécessaire aux décaissements conformément aux directives de l'IDA;
- (e) dresser mensuellement les états de rapprochement bancaire du compte spécial du projet et sortir la situation financière de chaque composante;
- (f) superviser les activités de l'agent comptable matière du projet;
- (g) tenir une comptabilité informatisée et sortir les rapports présentation régulière des comptes, états et tableaux de bord du projet;

6. Qualifications

- (a) Formation de niveau supérieur (DUT) dans le domaine de la comptabilité;
- (b) Expérience d'au moins cinq (5) années dans un service comptable traitant un flux annuel équivalent;
- (c) Connaissance et/ou expérience des règles et procédures de décaissement des projets financés par la Banque mondiale ou des projets similaires comprenant plusieurs composantes et sous-composantes est souhaitable mais non indispensable;
- (d) Bonne connaissance de l'utilisation de la micro-informatique en général et des logiciels comptables en particulier.

7. **Conditions d'emploi.** Les conditions d'emploi feront l'objet d'un contrat de deux ans renouvelable, à négocier avec le Gouvernement. Il s'agit d'un poste de contractuel. Le candidat ne pourra pas appartenir à la Fonction Publique.

- | | | |
|-----|----------------------------|--|
| (a) | Lieu d'affectation: | Dakar |
| (b) | Durée du contrat: | Deux ans renouvelables (avec une durée maximum de 5 ans) |
| (c) | Date de prise de fonction: | Début 1993 |

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
Project Cost Summary

	FCFA			US\$			% Foreign Exchange	% Total Base Costs
	Local	Foreign	Total	Local	Foreign	Total		
A . Enseignement elementaire								
1. Salles de classe (neuves)	6036.4	2919.7	8956.1	24.2	11.7	35.8	32.6	54.2
2. Salles de classe (renov)	974.5	1325.0	2299.5	3.9	5.3	9.2	57.6	13.9
3. Scolarisation des filles	123.0	74.1	197.2	0.5	0.3	0.8	37.6	1.2
4. Formation des maitres	367.6	580.2	947.8	1.5	2.3	3.8	61.2	5.7
5. Manuels/guides maitre	23.5	1347.3	1370.8	0.1	5.4	5.5	98.3	8.3
6. Fonds de developpement	271.8	37.5	309.3	1.1	0.1	1.2	12.1	1.9
7. Systeme d'evaluation	49.5	148.7	198.2	0.2	0.6	0.8	75.0	1.2
Sub-Total	7846.4	6432.6	14278.9	31.4	25.7	57.1	45.0	86.3
4 . Ens. moyen,second.,super.	347.4	776.4	1123.8	1.4	3.1	4.5	69.1	6.8
C . Planification								
1. Planification	9.1	51.9	61.0	0.0	0.2	0.2	85.1	0.4
2. Renforcement IA	146.5	281.1	427.6	0.6	1.1	1.7	65.7	2.6
Sub-Total	155.6	333.0	488.6	0.6	1.3	2.0	68.2	3.0
D . Gestion du projet	237.5	187.1	424.6	1.0	0.7	1.7	44.1	2.6
E . PPF	75.2	99.7	175.0	0.3	0.4	0.7	57.0	1.1
F . Etudes Preparatoires	7.2	38.7	45.9	0.0	0.2	0.2	84.3	0.3
Total BASELINE COSTS	8669.3	7867.5	16536.8	34.7	31.4	66.1	47.5	100.0
Physical Contingencies	88.6	174.3	262.9	0.4	0.7	1.1	66.3	1.6
Price Contingencies	421.0	967.7	1388.7	1.6	3.9	5.6	70.5	8.4
Total PROJECTS COSTS	9178.9	9009.4	18188.3	36.7	36.0	72.8	49.5	110.0

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
Summary Account by Project Component
FCFA

	Salles de classe (neuves)	Salles de classe (renov)	Scolarisation des filles	Formation des maitres	Manuels/ guides maitre	Fonds de developpement	Systeme d'evaluation	Ens. moyen, ou cond., ou per.	Planification	Renforcement IA	Gestion du projet	PPF	Etudes Preparatoires
I. INVESTMENT COSTS													
A. Genre civil													
1. Constr. classes primaires	3965.2	1567.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. Autre/Contrats generaux	0.0	0.0	0.0	731.7	0.0	0.0	0.0	689.2	0.0	275.1	0.0	0.0	0.0
Sub-total	3965.2	1567.7	0.0	731.7	0.0	0.0	0.0	689.2	0.0	275.1	0.0	0.0	0.0
B. Fournitures													
1. Equipement/Fournitures	2.2	0.0	26.0	74.6	9.7	0.0	21.7	28.0	39.8	28.0	17.8	0.0	0.0
2. Mobilier	649.5	588.4	0.0	74.6	0.2	0.0	0.4	41.7	2.9	28.0	2.5	0.0	0.0
3. Vehicules	12.2	0.0	0.0	0.0	12.2	12.2	12.2	0.0	18.4	71.4	18.4	0.0	0.0
4. Livres bibliotheques	0.0	0.0	0.0	0.0	0.0	0.0	0.0	265.2	0.0	0.0	0.0	0.0	0.0
5. Manuels/Guides maitre	0.0	0.0	0.0	0.0	948.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sub-total	664.0	588.4	26.0	149.2	970.1	12.2	34.4	334.9	61.0	127.4	38.7	0.0	0.0
C. Consultants													
1. Specialiste intl.	0.0	0.0	44.9	0.0	73.4	20.4	106.1	36.7	0.0	0.0	0.0	0.0	36.7
2. Specialiste local	80.4	0.0	15.6	0.0	0.0	0.0	43.5	0.0	0.0	0.0	0.0	0.0	6.7
3. Desseln/Ingen/Spm	341.7	143.4	0.0	66.9	22.4	0.0	63.0	0.0	0.0	25.2	0.0	0.0	0.0
4. Serv. dist. man. scolaire	0.0	0.0	0.0	0.0	270.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sub-total	422.1	143.4	60.5	66.9	366.4	20.4	149.6	99.7	0.0	25.2	0.0	0.0	43.4
D. Formation													
1. Formation locale	1.0	0.0	0.6	0.0	3.7	17.5	1.2	0.0	0.0	0.0	0.0	0.0	0.0
2. Formation a l'etranger	0.0	0.0	8.1	0.0	30.6	2.6	11.9	0.0	0.0	0.0	0.0	0.0	0.0
Sub-total	1.0	0.0	8.7	0.0	34.3	20.1	13.2	0.0	0.0	0.0	0.0	0.0	0.0
E. Interventions pilotes													
E. Interventions pilotes	0.0	0.0	101.5	0.0	0.0	253.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Remboursement PPF													
F. Remboursement PPF	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	175.0	0.0
Total INVESTMENT COSTS	5052.2	2299.5	196.7	947.8	1370.8	306.5	197.2	1123.8	61.0	427.6	38.7	175.0	43.4
II. RECURRENT COSTS													
A. Services contractuel int.													
A. Services contractuel int.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	194.9	0.0	0.0
B. Services contractuel loc.													
B. Services contractuel loc.	7.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	109.5	0.0	0.0
C. Fonctionnement													
C. Fonctionnement	0.0	0.0	0.5	0.0	0.0	2.8	1.0	0.0	0.0	0.0	81.5	0.0	2.4
D. Salaires enseignants													
D. Salaires enseignants	3896.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total RECURRENT COSTS	3903.9	0.0	0.5	0.0	0.0	2.8	1.0	0.0	0.0	0.0	385.9	0.0	2.4
Total BASELINE COSTS													
Total BASELINE COSTS	8956.1	2299.5	197.2	947.8	1370.8	309.3	198.2	1123.8	61.0	427.6	424.6	175.0	45.9
Physical Contingencies													
Physical Contingencies	79.7	31.4	0.0	36.6	47.4	0.1	0.1	34.5	0.0	13.8	19.3	0.0	0.1
Price Contingencies													
Price Contingencies	599.1	244.3	10.2	86.1	192.1	5.9	22.5	131.4	4.3	45.2	41.4	0.0	6.2
Total PROJECT COSTS	9634.9	2575.1	207.4	1070.5	1610.3	315.4	220.8	1289.7	65.3	486.6	485.3	175.0	52.1
Taxes													
Taxes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
Projects Components by Year

	Totals Including Contingencies FCFA							Totals Including Contingencies US\$						
	93/94	94/95	95/96	96/97	97/98	98/99	Total	93/94	94/95	95/96	96/97	97/98	98/99	Total
A. Enseignement elementaire														
1. Salles de classe (neuves)	1453.6	2281.4	2266.4	2250.6	1382.8	0.0	9634.9	5.8	9.1	9.1	9.0	5.5	0.0	38.5
2. Salles de classe (renov)	610.7	632.2	654.5	677.6	0.0	0.0	2575.1	2.4	2.5	2.6	2.7	0.0	0.0	10.3
3. Scolarisation des filles	19.3	63.0	54.7	39.7	30.7	0.0	207.4	0.1	0.3	0.2	0.2	0.1	0.0	0.8
4. Formation des maîtres	35.0	951.3	84.3	0.0	0.0	0.0	1070.5	0.1	3.8	0.3	0.0	0.0	0.0	4.3
5. Manuels/guides maître	79.4	421.2	503.6	516.6	89.4	0.0	1610.3	0.3	1.7	2.0	2.1	0.4	0.0	6.4
6. Fonds de developpement	15.0	76.0	91.0	64.4	68.8	0.3	315.4	0.1	0.3	0.4	0.3	0.3	0.0	1.3
7. Systeme d'evaluation	31.1	82.0	52.1	32.2	23.4	0.0	220.8	0.1	0.3	0.2	0.1	0.1	0.0	0.9
Sub-Total	2244.1	4507.1	3706.6	3581.2	1595.1	0.3	15634.3	9.0	18.0	14.8	14.3	6.4	0.0	62.5
B. Ens. moyen, second., super.	0.0	596.5	500.6	192.6	0.0	0.0	1289.7	0.0	2.4	2.0	0.8	0.0	0.0	5.2
C. Planification														
1. Planification	42.6	11.7	9.0	2.1	0.0	0.0	65.3	0.2	0.0	0.0	0.0	0.0	0.0	0.3
2. Renforcement IA	13.2	254.0	219.4	0.0	0.0	0.0	486.6	0.1	1.0	0.9	0.0	0.0	0.0	1.9
Sub-Total	55.7	265.7	228.3	2.1	0.0	0.0	551.9	0.2	1.1	0.9	0.0	0.0	0.0	2.2
D. Gestion du projet	180.7	153.4	50.7	52.5	47.9	0.0	485.3	0.7	0.6	0.2	0.2	0.2	0.0	1.9
E. PPF	175.0	0.0	0.0	0.0	0.0	0.0	175.0	0.7	0.0	0.0	0.0	0.0	0.0	0.7
F. Etudes Preparatoires	0.0	15.9	16.5	17.1	2.8	0.0	52.1	0.0	0.1	0.1	0.1	0.0	0.0	0.2
Total PROJECTS COSTS	2655.6	5538.5	4502.7	3845.5	1645.8	0.3	18188.3	10.6	22.2	18.0	15.4	6.6	0.0	72.8

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPEMENT DES RESSOURCES HUMAINES II
Education V
Financing Plan by Project Components
US\$

	IDA		Govt. du Senegal		Communes		Allemagne		Total		For. Exch.	Local (Excl. Taxes)	Duties & Tax.
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%			
A. Salles de classee	12.9	33.5	15.6	40.4	4.3	11.1	5.8	15.0	30.5	53.0	13.4	25.2	0.0
B. Salles de classee (renov)	3.2	31.4	5.3	51.5	1.8	17.2	0.0	0.0	10.3	14.2	6.0	4.3	0.0
C. scolarisation des filles	0.8	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.1	0.3	0.5	0.0
D. formation des maitres	4.3	100.0	0.0	0.0	0.0	0.0	0.0	0.0	4.3	5.9	2.6	1.6	0.0
E. Manuels/guides maitre	6.4	100.0	0.0	0.0	0.0	0.0	0.0	0.0	6.4	8.9	6.3	0.1	0.0
F. Fonds de developpement	1.3	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	1.7	0.2	1.1	0.0
G. Systeme d'evaluation	0.9	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.2	0.7	0.2	0.0
H. Entb.	5.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	7.1	3.6	1.6	0.0
I. Planification	0.3	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.4	0.2	0.0	0.0
J. Renforcement IA	1.9	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	2.7	1.3	0.7	0.0
K. Gestion du projet	1.9	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	2.7	0.9	1.1	0.0
L. pfp	0.7	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	1.0	0.4	0.3	0.0
M. Etudes Preparatoires	0.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.2	0.0	0.0
Total Disbursement	40.0	55.0	20.9	28.7	6.0	8.3	5.8	8.0	72.8	100.0	36.0	36.7	0.0

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
Summary Accounts Cost Summary

	FCFA			US\$			% Foreign Exchange	% Total Base Costs
	Local	Foreign	Total	Local	Foreign	Total		
I. INVESTMENT COSTS								
A. Genie civil								
1. Constr. classes primaires	2149.7	3383.2	5532.9	8.6	13.5	22.1	61.1	33.5
2. Autre/Contrats generaux	676.4	1019.6	1696.0	2.7	4.1	6.8	60.1	10.3
Sub-Total	2826.1	4402.8	7228.9	11.3	17.6	28.9	60.9	43.7
B. Fournitures								
1. Equipement/Fournitures	49.4	198.5	247.9	0.2	0.8	1.0	80.1	1.5
2. Mobilier	531.3	856.8	1388.1	2.1	3.4	5.6	61.7	8.4
3. Vehicules	0.0	157.1	157.1	0.0	0.6	0.6	100.0	0.9
4. Livres bibliotheques	0.0	265.2	265.2	0.0	1.1	1.1	100.0	1.6
5. Manuels/Guides maitre	0.0	948.0	948.0	0.0	3.8	3.8	100.0	5.7
Sub-Total	580.7	2425.6	3006.2	2.3	9.7	12.0	80.7	18.2
C. Consultants								
1. Specialiste intl.	0.0	318.2	318.2	0.0	1.3	1.3	100.0	1.9
2. Specialiste local	146.3	0.0	146.3	0.6	0.0	0.6	0.0	0.9
3. Dessain/ingen/Spn	529.5	133.0	662.5	2.1	0.5	2.7	20.1	4.0
4. Serv. dist. man. scolaire	0.0	270.6	270.6	0.0	1.1	1.1	100.0	1.6
Sub-Total	675.8	721.9	1397.6	2.7	2.9	5.6	51.6	8.5
D. Formation								
1. Formation locale	24.0	0.0	24.0	0.1	0.0	0.1	0.0	0.1
2. Formation a l'etranger	0.0	53.2	53.2	0.0	0.2	0.2	100.0	0.3
Sub-Total	24.0	53.2	77.2	0.1	0.2	0.3	68.9	0.5
E. Interventions pilotes								
F. Remboursement PPF	355.2	0.0	355.2	1.4	0.0	1.4	0.0	2.1
	75.2	99.7	175.0	0.3	0.4	0.7	57.0	1.1
Total INVESTMENT COSTS	4537.0	7703.2	12240.2	18.2	30.8	49.0	62.9	74.0
II. RECURRENT COSTS								
A. Services contractuel int.								
B. Services contractuel loc.	194.9	0.0	194.9	0.8	0.0	0.8	0.0	1.2
C. Fonctionnement	23.3	93.6	116.9	0.1	0.4	0.5	80.1	0.7
D. Salaires enseignants	17.6	70.7	88.3	0.1	0.3	0.4	80.1	0.5
	3896.6	0.0	3896.6	15.6	0.0	15.6	0.0	23.6
Total RECURRENT COSTS	4132.3	164.3	4296.6	16.5	0.7	17.2	3.8	26.0
Total BASELINE COSTS								
Physical Contingencies	8649.3	7867.5	16516.8	34.7	31.4	66.1	47.5	100.0
Price Contingencies	88.6	174.3	262.9	0.4	0.7	1.1	66.3	1.6
	421.0	967.7	1388.7	1.6	3.9	5.6	70.5	8.4
Total PROJECTS COSTS	9178.9	9009.4	18188.3	36.7	36.0	72.8	49.5	110.0

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
FCFA

Summary Accounts by Year

	Base Costs						Foreign Exchange		
	93/94	94/95	95/96	96/97	97/98	98/99	Total	%	Amount
I. INVESTMENT COSTS									
A. Genie civil									
1. Constr. classes primaires	1073.2	1358.3	1358.3	1358.3	384.8	0.0	5532.9	61.1	3383.2
2. Autre/Contrats generaux	0.0	1303.5	300.8	91.6	0.0	0.0	1696.0	60.1	1019.6
Sub-total	1073.2	2661.8	1659.1	1449.9	384.8	0.0	7228.9	60.9	4402.8
B. Fournitures									
1. Equipement/Fournitures	53.1	98.9	71.7	20.3	3.9	0.0	247.9	80.1	198.5
2. Mobilier	258.6	378.6	375.6	324.5	50.9	0.0	1388.1	61.7	856.8
3. Vehicules	36.7	85.7	34.7	0.0	0.0	0.0	157.1	100.0	157.1
4. Livres bibliotheques	0.0	20.4	224.4	20.4	0.0	0.0	265.2	100.0	265.2
5. Manuels/Guides maitre	33.7	260.7	325.6	328.0	0.0	0.0	948.0	100.0	948.0
Sub-total	382.0	844.3	1032.0	693.2	54.8	0.0	3006.2	80.7	2425.6
C. Consultants									
1. Specialiste intl.	69.4	97.9	85.7	53.0	12.2	0.0	318.2	100.0	318.2
2. Specialiste local	45.2	58.6	21.2	11.2	10.0	0.0	146.3	0.0	0.0
3. Dessain/inger/Spn	138.9	232.9	173.8	111.2	5.6	0.0	662.5	20.1	133.0
4. Serv. dist. man. scolaire	0.0	67.7	67.7	67.7	67.7	0.0	270.6	100.0	270.6
Sub-total	253.5	457.1	348.4	243.1	95.5	0.0	1397.6	51.6	721.9
D. Formation									
1. Formation locale	6.0	8.2	8.0	1.5	0.3	0.0	24.0	0.0	0.0
2. Formation a l'etranger	8.5	14.7	15.1	12.1	2.8	0.0	53.2	100.0	53.2
Sub-total	14.5	22.8	23.1	13.6	3.1	0.0	77.2	68.9	53.2
E. Interventions pilotes	0.0	88.8	88.8	88.8	88.8	0.0	355.2	0.0	0.0
F. Remboursement PPF	175.0	0.0	0.0	0.0	0.0	0.0	175.0	57.0	99.7
Total INVESTMENT COSTS	1898.3	4074.8	3151.4	2488.6	627.0	0.0	12240.2	62.9	7703.2
II. RECURRENT COSTS									
G. Services contractuel int.	97.4	97.4	0.0	0.0	0.0	0.0	194.9	0.0	0.0
H. Services contractuel loc.	20.1	24.4	25.6	25.6	21.3	0.0	116.9	80.1	93.6
I. Fonctionnement	16.7	18.0	17.8	18.0	17.5	0.3	88.3	80.1	70.7
J. Salaires enseignants	502.4	848.5	848.5	848.5	848.5	0.0	3896.6	0.0	0.0
Total RECURRENT COSTS	636.6	988.4	891.9	892.2	887.4	0.3	4296.6	3.8	164.3
Total BASELINE COSTS	2534.9	5063.2	4043.3	3380.8	1514.4	0.3	16536.8	47.6	7867.5
Physical Contingencies	29.9	112.4	60.7	50.3	9.6	0.0	262.9	66.3	174.3
Price Contingencies	90.8	363.0	398.7	414.3	121.8	0.1	1388.7	69.7	967.7
Total PROJECT COSTS	2655.6	5538.5	4502.7	3845.5	1645.8	0.3	18188.3	49.5	9009.4
Taxes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foreign Exchange	1233.1	2870.2	2462.7	1970.7	472.5	0.3	9009.4	100.0	9009.4

REPUBLIQUE DU SENEGAL
PROJET DE DEVELOPPEMENT DES RESSOURCES HUMAINES II
Education V
Financing Plan by Disbursement Category
US\$

	IDA		Govt. du Senegal		Communes		Allemagne		Total		For. Exch.	Local (Excl. Taxes)	Duties & Tax.
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%			
A. Genie civil (IDA-COMM)	8.4	75.0	0.0	0.0	2.8	25.0	0.0	0.0	11.3	15.5	6.8	4.4	0.0
B. Genie civil (ALLE-COMM)	0.0	0.0	0.0	0.0	1.5	25.0	4.4	75.0	5.8	8.0	3.5	2.3	0.0
C. Genie civil (IDA-GOVT)	8.8	100.0	0.0	0.0	0.0	0.0	0.0	0.0	8.8	12.2	5.6	3.2	0.0
D. Genie civil (GOVT-COMM)	0.0	0.0	5.3	75.0	1.8	25.0	0.0	0.0	7.1	9.7	4.3	2.8	0.0
E. Equipement/Fournitures	1.1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	1.5	0.9	0.2	0.0
F. Mobilier	5.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	7.2	3.3	2.0	0.0
G. Mobilier scolaire (ALLE)	0.0	0.0	0.0	0.0	0.0	0.0	0.9	100.0	0.9	1.3	0.6	0.4	0.0
H. Livres bibliotheques	1.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	1.7	1.2	0.0	0.0
I. Vehicule	0.7	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.9	0.7	0.0	0.0
J. Manuels/Guides de maitre	4.5	100.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	6.2	4.5	0.0	0.0
K. Consultant local	1.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	1.6	0.4	0.7	0.0
L. Consultant international	2.3	100.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3	3.1	1.4	0.9	0.0
M. Dessain/Ingen/Spn	3.7	100.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	5.0	1.7	1.9	0.0
N. Dessain/Ingen/Spn	0.0	0.0	0.0	0.0	0.0	0.0	0.5	100.0	0.5	0.7	0.1	0.4	0.0
O. PPF	0.7	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	1.0	0.4	0.3	0.0
P. Formation locale	0.1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.0
Q. Formation a l'etranger	0.2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.2	0.0	0.0
R. Interventions pilotes	1.4	100.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	2.0	0.0	1.4	0.0
S. Fonctionnement/O&M	0.4	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.6	0.3	0.1	0.0
T. Salaires enseignants	0.0	0.0	15.6	100.0	0.0	0.0	0.0	0.0	15.6	21.4	0.0	15.6	0.0
Total Disbursement	40.0	55.0	20.9	28.7	6.0	8.3	5.8	8.0	72.8	100.0	36.0	36.7	0.0

REPUBLIC OF SENEGAL

ANNEX 13

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SECOND HUMAN RESOURCES DEVELOPMENT PROJECT
(EDUCATION V)

PROJECT MONITORING AND SUPERVISION PLAN

1. IDA supervision input. Regular supervision needs are described in Table 1 of this annex. In addition, specific tasks such as review of progress reports, terms of reference, annual plans, and audits, and procurement and disbursement actions, are estimated to require 8 staff weeks of various specialist inputs a year which are not included in Table 1.
2. Borrower's Contribution to Supervision
 - (a) Progress reports would be submitted twice a year, in October and April. They would include a summary of implementation under each project component, financial statements on project expenditures, updated project implementation and procurement schedules, as well as the status of contract advertising, bidding, awards and completion dates and compliance with aggregate limits on specified methods of procurement. The PCU would collect inputs from each responsible MEN Directorate and prepare the reports.
 - (b) Joint annual reviews. Once a year, around May/June, the PCU would organize a joint IDA/Government review of project implementation based on: (i) the progress report in the above paragraph which, for the purposes of the annual review, would also include (i) an annual work program and budget for the next academic year, (ii) a draft budget for the education sector for the next year, and (iii) the status of policy and project monitoring indicators as listed in Table 2.
 - (c) Mid-term review. In addition, the PCU would carry out not later than October 31, 1995, a mid-term review of the progress made in carrying out the project. The review would cover all aspects of the project, with a special focus on: (i) progress in implementing policy measures and their impact on the staffing, cost and efficiency of the system, including double-shifting in urban classrooms, lowering repetition in primary schools, the recruitment of teachers, and completing the teacher training restructuring program; (ii) the effectiveness of the different modalities of implementing the classroom construction component and the ability of communities to finance their expected share, (iii) progress in the studies on secondary education, and (iv) functioning of the pilot girls' education and school development fund programs. Based on the review, the MEN would prepare and implement an action plan, acceptable to IDA, for further implementation of the project. The mid-term review would also be conducted with other donors affiliated with the project (the KfW and *Coopération Française*), and would review progress in the implementation of their programs.
 - (d) The PCU would be responsible for coordinating arrangements for IDA supervision missions and participating in the mission with them.
 - (e) Project completion report. Within six months of the Credit closing date, a completion report, prepared in accordance with terms of reference satisfactory to IDA, would be transmitted to IDA.

Table 1.
Supervision Plan

IDA FY (FY) & Approx. dates	Activity	Skill Requirements	Staff weeks
FY 93 April-May 93	Preparation for and implementation of project launch workshop	Civil works & Procurement Disbursement Education Project Management	6
FY 94 Oct-Nov 93 May-June 94	<p>Supervision Mission: Review all component's progress in the preparation of bid documents and procedural manuals, consultant recruitment and selection; PCU operations, the operation of the textbook sales and distribution system, FY 94 education budget allocations for rehabilitation and maintenance, and teacher recruitment for academic year 1993/94.</p> <p>1st Joint Annual Review: Review progress is past year and plans for the next year, including the management of classrooms construction by AGETIP, procurement of goods and services, training programs, TORs for consultants and studies, counterpart programs, budgetary allocations, community contributions, project accounting and auditing, and teacher recruitment.</p>	<p>Civil works/Implem. Education Project management</p> <p>Same as above</p>	<p>6</p> <p>6</p>
FY 95 Nov-Dec 94 May-June 95	<p>Supervision Mission</p> <p>2nd Joint Annual and Mid-term review Comprehensive review of project inputs, operations and outcomes and restructure project if necessary.</p>	<p>Same as above</p> <p>Same as above plus an Educator</p>	<p>4</p> <p>6</p>
FY 96 Nov-Dec 95 May-June 96	<p>Supervision Mission</p> <p>3rd Joint Annual Review</p>	<p>Same as above</p> <p>Same as above</p>	<p>4</p> <p>6</p>
FY 97 Nov-Dec 96 May-June 97	<p>Supervision Mission</p> <p>4th Joint Annual Review</p>	<p>Same as above</p> <p>Same as above</p>	<p>4</p> <p>6</p>
FY 98 Nov-Dec 97 May-June 98	<p>Supervision Mission</p> <p>Project Completion Mission</p>	<p>Same as above</p> <p>To be determined</p>	<p>4</p> <p>6</p>

MONITORING INDICATORS

ANNEX 14
Page 1 of 1

In order to assess progress in the implementation of the Government's education development program, the program has been translated in to the following set of monitoring indicators.

	1993/94	1994/95	1995/96	1996/97	1997/98
Enseignement Élémentaire					
1. Scolarisation de 1.000.000 d'élèves environ pour un taux brut de scolarisation de 65%					
* Construction 3,500 classes, 60% milieu rural, 40% milieu urbain	450	760	760	760	760
* Classes financées par le projet		300	330	340	340
* Réhabilitation 1,100 classe		275	275	275	275
* Recrutement de maîtres nouveaux, - dont (80%) instituteurs-adjoints	760	760	760	760	
	600	600	600	600	
2. Réduction des disparités en matière de scolarisation entre zone urbaine et rurale					
* Classes nouvelles à construire en zones rurales	210	470	470	470	470
3. Réduction des disparités garçons/filles					
* Part des effectifs filles dans les départements sous la moyenne nationale (41%)	35 %	36 %	37 %	38 %	39 %
* Part des effectifs filles, moyenne nationale	41 %	41 %	42 %	42 %	43 %
4. Amélioration de la qualité et de l'efficacité interne					
* Diminution du taux de redoublements, notamment en CE2, CM1 et CM2	14, 18,35	12, 16, 33	11, 14, 28	10, 12, 23	10, 10, 18
* Piloter le Fonds de Développement, nombre d'écoles		20	50	70	70
* Provision de nouveaux titres		6 titres, 525.000 copies; 1 guide maître, 8.000 copies	5 titres, 425.500 copies; 3 guides maître, 24.000 copies	5 titres, 402.500 copies; 4 guides maître, 28.000 copies	
5. Rationalisation des ressources et maîtrise des coûts					
* Minimum classes à double flux dans les zones urbaines	30 %	30 %	30 %	30 %	30 %
* Augmentation du ratio d'encadrement dans les EFI à 1:14	4:1	6:1	9:1	12:1	16:1
Enseignement Moyen et Secondaire					
1. Amélioration de la qualité et de l'efficacité interne					
* Augmentation du ratio élèves/professeurs	EM : 1/28 ES : 1/18	EM : 1/28 ES : 1/18	EM : 1/29 ES : 1/23	EM : 1/30 ES : 1/27	EM : 1/30 ES : 1/30
* Formation en cours d'emploi des professeurs	EM : 600 ES : 250	EM : 600 ES : 250	EM : 600 ES : 250	EM : 600 ES : 250	EM : 600 ES : 250

PROCUREMENT ARRANGEMENTS

Table 1. Implementation Schedule - Estimated Annual Contractual and Other Payments (US\$ million equivalent)

SENEGAL Human Resources Dev. Project II	1992	Project Year															Total Payment	ICB LCB OTH	Remarks
	Pre- Project	1993			1994			1995			1996			1997					
Project Elements/Quarters	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4				
Signature/Effectiveness/Closing Works		* *													*				
All apart from school construction																			
Selection of architects	XX																		
Signing of Contracts for Design		XX																	
Preparation of Design/Bid Docs		XXXX																	
Bidding and evaluation			XX																
Bid/Award submitted to IDA				XX															
Construction Contract Signature					XX														
Construction Phase:					XXXXXX	XXXXXXXX													
* Inspectorates					-	0.6			0.7							1.3	LCB		
* EFIs					-	1.7			1.8							3.3	LCB		
* Rehab. of secondary schools					-	1.0			1.0							1.9	LCB		
* UCAD					-	0.5			0.8							1.3			
School construction Program					XX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX					
Preparation of construction guide		XX																	
Draft Agreements (AGETIP & NGOs)		XX																	
Draft Procedural Manual (AGETIP)		XXXX																	
Preparation of Standard Bid Docs		XX																	
Approval of Procedures and Bid Docs			XX																
Bidding and contract award				XX															
Construction Contracts Signature					XX				XX										
Construction Phase (IDA):					1.5	2.7			2.7	2.6						9.5	LCB	Simplif. procedures	
Goods																			
Signing of Contract of Proc.Spec.		XX																	
Standard Bid Docs ready for review			XX	XX		XX			XX										
Preparation of all Bid Documents			XX	XX		XX			XX										
Bid/Award submitted to IDA				XX		XX			XX										
Contracts Signature					XX	XX			XX										
Vehicles					0.1	0.6			-							0.7	ICB	0.05 through LCB	
Office Equipment & Supplies					0.1	1.0			-							1.1	ICB	0.2 through LCB	
Textbooks and Library Books					0.2	1.2			1.6	2.7						5.7	ICB		
Furniture					0.9	1.5			1.5	1.3						5.2			
Consultancies																			
LOI/TORs/Short List for approval		XX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX					
Bid/Award submitted to IDA			XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX					
Contracts reviewed by IDA			XXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX					
Contracts Signature					XX														
Signature of agreement with AGETIP					XX	0.3			0.3	0.3						1.2	OTH	Cntr. mgt agency	
Contract for Key Staff at PCU					XX	0.5			0.5	0.1						1.3	OTH		
Signed contracts for spec/train serv					XX	0.6			0.8	1.0						3.5	OTH	1.3 ICB	
Engineering/Supervision Contracts					XX	0.3			0.3	0.3						1.2	OTH		
Miscellaneous (Operating Costs)																			
Miscellaneous					XXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX		2.8	OTH		

Note: Totals may not add up due to rounding.

Table 2. Prior Review Threshold, Contract Profile by Value/Number

Range of contract values (incl. Contingencies) (US\$ thousand) (1)	Estimated value (no.) of contracts within each range (US\$ million) (2)	Cumulative value (no.) above threshold (US\$ million) (3)	Percentage of total value (no.) above threshold (4)
GOODS			
	Value Number	Value Number	Value Number
1,000 and above	5.1 3	5.1 3	39% 7%
500 to 999	2.8 4	7.9 7	61% 17%
250 to 499	0.5 2 *	8.4 9 **	65% 22%
30 to 249	4.5 24	12.9 33 approx.	99% 80%
0 to 29	0.1 8	13.0 41 approx.	100% 100%

Duration of procurement is about three years

WORKS			
	Value Number	Value Number	Value Number
1,000 and above	3.3 4	3.3 4	17% 7%
500 to 999	- -	3.3 4	17% 7%
250 to 499	5.5 14	8.8 18 **	46% 30%
30 to 249	10.3 42	19.1 60 approx.	100% 100%
0 to 29	- -	19.1 60 approx.	100% 100%

Duration of procurement is about four years

* Threshold selection correspond to a desirable percentage coverage of contract value (around 80% for goods and 40% for works).

** Indicates a reasonable workload for the task manager; any lower threshold would require additional staff input.

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Table 3. Plan de Passation des Marches (a finaliser avant les négociations)

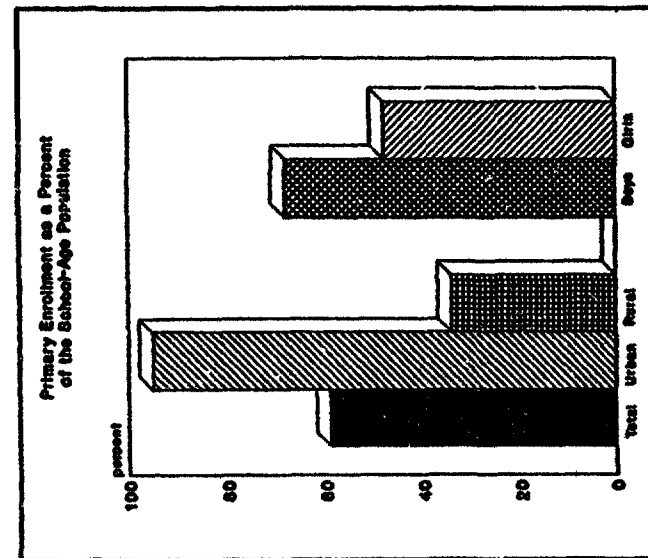
Type de contrats et Composantes	Estimation du montant en US\$x000	Méthodes de passation contrat (a)	Lettre Invit. Termes ref. Short Liste / Dossier Appel d'Offres Transmis a IDA date	Lancement Consult. ou Appel d'Offres date	Remise des Offres date	Propos. Attrib. de contrat transmis a l'IDA date (b)	Examen du contrat par l'IDA date (c)	Sign. du contrat date (d)	Achevt. du contrat date (e)
A. PPF									
1. Etudes									
1.1. Mise a jour du catalogue/guides de construction rehab. classes.	40	CONS	NA	NA	NA	oct. 92	oct. 92	oct. 92	dec. 92
1.2. Etudes architect - Insp, EFI & Second	256	CONS	oct 92	nov 92	dec 92	janv 93	janv 93	fev 93	sept 93
1.3. Prep. A.O. rehab. et matériaux classes 1ere année.	61	CONS	oct 92	nov 92	dec 92	janv 93	janv 93	fev 93	juin 93
1.3. Prep. dossiers A.O. manuels.	30	CONS	NA	NA	NA	oct. 92	nov. 92	nov. 92	mars 93
1.4. Prep. dossiers A.O. équipements div.	48	CONS	NA	NA	NA	oct. 92	nov. 92	nov. 92	mars 93
1.5. Etudes génie civil forages (20 sur 80)	44	CONS	oct. 92	janv. 93	fev. 93	mars 93	avril 93	mai 93	sept 93
TOTAL	479								
B. INVESTISSEMENT									
2.1. Travaux (autre) Travaux EFM	4,000 3,000	LOC INT	sept. 93 sept. 93	oct. 93 oct. 93	dec. 93 dec. 93	janv. 94 janv. 94	NA NA	fev. 94 fev. 94	mars 95 mars 95
2.2. Classes * Constr. neuves * Réhabilitation	7,000 (Gouvernt.)	LOC NA	NA NA	janv 93	mars 93	avril 93	NA	avril 93	94-98
3. Equipements									
Petit matériel	260	3Q	NA	NA	NA	NA	NA	NA	juil 93
Mobilier	6,500	LOC	avril 93	mai 93	juil 93	juil 93	NA	août 93	dec 93
Equipement	2,290	INT	avril 93	mai 93	juil 93	juil 93	NA	août 93	dec 93
Véhicules	700	INT	avril 93	mai 93	juil 93	juil 93	NA	août 93	dec 93
4. Livres									
Manuels Scolaires	7,500	INT	avril 93	mai 93	juil 93	juil 93	NA	août 93	janv 93
Livres Bibliothèque	480	INT	avril 94	mai 94	juil 94	juil 94	NA	août 94	janv 95
TOTAL	31,730								

Note: NA: Non applicable
(a): INT=International; LOC=Local; QUOT=3 quotations; CONS=Consultants
(b): 60 jours après la date limite d'ouverture des offres
(c): seulement pour les contrats de consultants
(d): 60 jours minimum après le télex de non-objection de l'IDA
(e): 3-6 mois pour les équipements et 6 a 18 mois pour les travaux.

DISBURSEMENT PROFILE/PROFIL DE DEBOURSEMENT

IDA Fiscal years and Quarters/ Années budgétaires IDA et trimestres	Disbursements/ Deboursments			Regional Sector/ Secteur a l'échelle regionale	
	By Quarter/ Par trimestre (US\$ Million)	Cumulative/ Cumulatif (US\$ Million)	Project/ Projet (%)	(%)	
1994	1	0.0	0.0	0.0%	0.0%
	2	0.3	0.3	0.8%	1.0%
	3	0.8	1.1	2.8%	2.0%
	4	0.9	2.0	5.0%	3.0%
1995	1	1.1	3.1	7.8%	7.0%
	2	1.3	4.4	11.0%	10.0%
	3	1.6	6.0	15.0%	15.0%
	4	2.0	8.0	20.0%	18.0%
1996	1	2.0	10.0	25.0%	22.0%
	2	2.2	12.2	30.5%	27.0%
	3	2.4	14.6	36.5%	30.0%
	4	2.4	17.0	42.5%	34.0%
1997	1	2.4	19.4	48.5%	38.0%
	2	2.5	21.9	54.8%	42.0%
	3	2.5	24.4	61.0%	46.0%
	4	2.6	27.0	67.5%	50.0%
1998	1	2.7	29.7	74.3%	54.0%
	2	2.6	32.3	80.8%	58.0%
	3	2.0	34.3	85.8%	64.0%
	4	1.7	36.0	90.0%	70.0%
1999	1	1.3	37.3	93.3%	76.0%
	2	1.0	38.3	95.8%	82.0%
	3	0.9	39.2	98.0%	86.0%
	4	0.8	40.0	100.0%	90.0%
2000	1				93.0%
	2				96.0%
	3				98.0%
	4				100.0%

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SENEGAL SECOND HUMAN RESOURCES DEVELOPMENT PROJECT

- DEPARTMENTAL INSPECTORATES FOR PRIMARY EDUCATION
- REGIONAL INSPECTORATES FOR PRIMARY EDUCATION
- ▨ PRIMARY CLASSROOM CONSTRUCTION AREAS
- DEPARTMENT CAPITALS
- ⊙ REGION CAPITALS
- ⊕ NATIONAL CAPITAL
- DEPARTMENT BOUNDARIES
- REGION BOUNDARIES
- INTERNATIONAL BOUNDARIES

