

PROJECT COMPLETION REPORT (PCR)

A. PROJECT DATA AND KEY DATES

I. BASIC INFORMATION

Project Number: P-CD-IA0-001; Grant No. 2100155002057	Project Name : EDUCATION SECTOR SUPPORT PROJECT	Country: Democratic Republic of Congo	
Lending Instrument(s): ADF GRANT No. 2100155002057		Sector: Public (Education)	Environmental Category: III
Original Commitment UA 5,230,000	Amount Cancelled UA 561,878.45	Amount Disbursed UA 4,668,121.55	% Disbursed 89.26
Borrower Government of the Democratic Republic of Congo			
Executing Agencies: Central Coordination Office (BCeCo), ADB-Projects Implementation Unit (UEP/BAD), Ministry of Primary and Secondary Education and Vocational Training (EPSP), Ministry of Higher and University Education (ESU), Ministry of Social Affairs (MAS)			
Co financiers and Other External Partners: Government of DRC (UA 0.27 million)			

II. KEY DATES

Project Concept Note Cleared by Ops. Com. : NA	Appraisal Report Cleared by Ops. Com. NA	Board Approval: 17 March 2004
Restructuring(s) : NA		

	Original Date	Actual Date	Difference in Months [Actual date – Original date]
EFFECTIVENESS	June 2004	30 December 2004	6 months
MID-TERM REVIEW	July 2006	15 August 2007	13 months
CLOSING	31 December 2009	30 June 2010	6 months

III. SUMMARY RATINGS

CRITERIA	SUB-CRITERIA	RATING
PROJECT OUTPUT	Achievement of Outcomes	3
	Achievement of Outputs	3
	Timeliness	3
	OVERALL PROJECT OUTPUT	3
BANK PERFORMANCE	Design and Readiness	3
	Supervision	3
	OVERALL BANK PERFORMANCE	3
BORROWER PERFORMANCE	Design and Readiness	3
	Implementation	3

IV. RESPONSIBLE BANK STAFF

POSITIONS	AT APPROVAL	AT COMPLETION
Regional Director	J.M. GHARBI	M. KANGA
Sector Director	Z. EI BAKRI	Agnès SOUCAT
Division Manager	-	Boukary SAVADOGO
Project Manager	Corbin Michel GUEDEGBE	Corbin Michel GUEDEGBE
PCR Team Leader		Philippe NGWALA MALEMBA
PCR Team Members		Clotilde BAWOTA ; Pierre MBAMBI MAZEBO

B. PROGRAMME CONTEXT

Summarize the rationale of Bank assistance. State:

- the project's development challenge,
- the Borrower's overall strategy to take up the challenge,
- the Bank's activities and performance in this/these country(ies) and sector during the last year, and
- ongoing activities financed by the Bank and other external sources which supplement, overlap or relate to this project.

Please, cite relevant sources. Comment on the strength and coherence of this rationale.

[300 words maximum. Any other narrative about this programme's origin, if needed, must be placed in Annex 6: Project Narrative]

The project was designed to address the huge challenges of the education sector: lack of statistics, weak planning and management capacity, and poor human resource training and low qualification. To that end, the Government formulated an education sector reconstruction plan in 1998 consisting of three phases: (i) the Emergency Phase (1999-2000), (ii) the new system's Foundation Phase (2001-2004), and (iii) the Consolidation Phase (2005- 2008). The reconstruction plan has the following priorities: production of statistics, sector reform, professionalization of education, curricula reform, decentralization of the management system, inspectorate and teaching assessment system, rehabilitation and equipment of schools, and the teachers' career development. The Borrower requested the Bank's financial and technical support to implement this reconstruction plan, especially Phases 2 and 3.

The Bank also carried out other operations, namely: PMURIS¹ which had a social component (rehabilitation school and health infrastructure); PAIM² which focused on equipping planning structures and staff training; PARER³ which contributed to economic recovery and poverty reduction, and PUAICF⁴ which offered rolling stock to education structures. This synergy helped to build the education system's institutional capacity – one of the objectives of PASE⁵.

During implementation of the education sector reconstruction plan, several development partners showed interest in conducting emergency activities and setting up concerted systemic assistance programmes such as the World Bank-

¹ Emergency Multisector Social Infrastructure Rehabilitation Project

² Multisector Institutional Support Project

³ Economic Reforms and Reconstruction Support Project

⁴ Emergency Financial Crisis Impact Mitigation Project

⁵ Education Sector Support Project

financed PMURR, some of whose activities continued until June 2010.

C. PROJECT OBJECTIVE AND LOGICAL FRAMEWORK

1. State the Programme's Development Objective(s) (as set out in the Appraisal Report)

The project's overall goal is to contribute to the reconstruction of the Congolese education system so as to achieve the Education for All (EFA) objectives. The specific objectives of the project are to: (i) support for the preparation of sector reforms, and (ii) strengthen the education sector's institutional planning and management capacities.

2. State how each key project component will contribute to achieving the project development objectives

The project has 4 components, namely:

Component 1: Support for the preparation of sector reforms

The key activities of this component are: (i) thematic sector-based studies, (ii) preparation of sector strategies based on such study findings, and (iii) study trips and experience exchanges to promote the achievement of EFA objectives. All these activities help to prepare sector reforms so as to achieve EFA objectives.

Component 2: Establishment of an education management information system

This component focused on establishing an education management information system, which entailed installation equipment and creation of computerized databases, training employees of the relevant central and provincial structures in school statistics management and producing statistics directories of the three target Ministries of Primary, Secondary and Vocational Training (EPSP); Higher and University Education (ESU) and Social Affairs (MAS).

Thanks to the supply of sector statistics, these activities will help to facilitate efficient management of the education system, guide the sector operations of the Government and Technical and Financial Partners, and offer tools required for monitoring the Education for All (EFA) objectives and relevant Millennium Development Goals (MDGs).

Component 3 : Building institutional planning, training and pedagogic management capacities,

Activities carried out under this component are: (i) initial training in the country and abroad and further training in planning and education systems management, (ii) General Inspectorate (IG) institutional evaluation (training functions of teachers and education support staff, organizing Government examinations), (iii) institutional analysis of the Teachers Inspection and Payment Service (SECOPE) and grant of equipment, (iv) continuing training of teachers and education support staff, and (v) strengthening of IG and SECOPE and their provincial stations.

This component seeks to support planning and administrative and pedagogic management functions at the central and provincial levels by strengthening relevant structures and training staff.

Component 4: Project management.

The project was implemented by the Project Implementation Unit for ADF-(UEP/ADF)-financed projects, specially created within the Central Projects Office (BCeCo) under the supervision of the Ministry of Finance. Support in terms of computer hardware, rolling stock and office equipment should contribute to project implementation performance.

3. Provide a brief assessment (not more than two sentences) of the project objectives along the following three dimensions: rate the evaluation, using the scoring scale provided in Appendix 1.

Provide an overall appraisal of the project objectives.

PROJECT OBJECTIVES DIMENSIONS		ASSESSMENT	WORKING SCORE
RELEVANT	a) Relevant to the country's development priorities.	The objectives were defined based on the Congolese education sector reconstruction plan, especially Phase II (laying the foundations of the new system). These objectives were in line with the sector priorities defined pursuant to the Government's Priority Action Programme, Pillar 3 of GPRSP I, the EFA objectives and MDGs.	4
ACHIEVABLE	b) Objectives could be achieved with the Project inputs within the expected timeframes.	The project components and activities were designed to help achieve the set objectives. The implementation schedule was realistic despite a slippage that required a 6-month extension due to difficulties in collecting statistical data (country size, state of infrastructure and means of communication).	3
CONSISTENT	c) Consistent with the Bank's country or regional strategy.	The objectives are consistent with the Bank's CSP for 2005-2008 whose Pillars 1 and 2 are consistent with the priorities of the Minimum Partnership Programme for the Transition (PMPTR 2004-2007) and mainly seek to improve access conditions to basic social services.	4
	d) Consistent with the Bank's overall priorities	The project objectives are consistent with the guidelines of the Bank's medium-term strategy defined in the 2003-2004 CSP whose priorities include the development of social services, especially supporting the preparation of education sector reforms. These objectives are in line not only with the Bank's sector policy guidelines (one of whose priority areas is the organization and management of the education sector by strengthening planning and management capacity) but also with ADF IX guidelines on the use of grants, particularly those focused on reforms, to improve access and the quality of primary education.	4

4. Summarize the project logical framework. If a logical framework does not exist, complete the table below. Indicate the overall project objective, the main project components, the main activities of each component and the expected outcomes and outputs, and indicators for measuring achievement of outcomes. Provide additional rows, if needed.

OVERALL OBJECTIVE: Contribute to the reconstruction of the Congolese education system and implement the EFA objectives.

COMPONENTS	ACTIVITIES	EXPECTE OUTPUTS	EXPECTED OUTCOMES	INDICATORS TO BE MEASURED
<u>Component 1</u> : Support for the preparation of sector policies and strategies	Conduct 5 thematic studies: (i) Study on the problem of at-risk children and youths (girls and boys) and their school and professional integration; (ii) Study on private education development and its	The five thematic studies are conducted and validated.	The five thematic studies are used and serve as basis for the preparation of sub-sector strategies (Primary, Secondary Education and Vocational Training "EPSP"; Higher and University Education	The thematic studies conducted and validated serve as reference for the preparation of

	contribution to achieving EFA objectives and MDGs; (iii) Feasibility study on establishment of the New PADEM (Higher and University Education Modernization Pact) structures; (iv) Study on the Adequacy of Technical and Vocational Training with Market Needs; (v) Study on the Use of Modern Information Technology to Strengthen Training and Educational Support Staff Capacity in the context of Decentralization.		“ESU”; and Social Affairs “MAS”).	sector policies and strategies.
Component 2: Education management information system (SIGE)	2.1 Establishment of the education management information system	- Gender-disaggregated statistics directory produced annually; - Sector diagnoses and strategies updated using data produced by the information system	Education statistics used by Government and development partners in education system planning and management	2006-2007, 2007-2008, 2008-2009 statistics directories available, disseminated and used in education system management.
	2.2 Local training of MEPSP senior staff in planning and school statistics	EPSP head teachers trained in collection and management of school statistics	Skills of executives of ministries sharpened in education statistical data collection, analysis and use.	Number of head teachers trained
	2.3 Computer hardware, office equipment and supplies for statistics management structures (SIGE).	Statistics management structures in three targeted Ministries (EPSP, ESU, MAS Departments of Planning) equipped with computer hardware.	Project beneficiary Ministries have adequate tools and equipment to produce education sector statistical data.	IT kit granted to each DEP EPSP, MAS, ESU and SECOPE structure
Component 3 : Strengthening planning, training and pedagogic management capacity	3.2 Rehabilitation and equipment of central planning structures: ESU Department of Studies and Planning; EPSP Department; EPSP Department; EPSP Department of Education for All (EFA) Support; MAS Directorate of Literacy and Apprenticeship (DEP/ MESU, DAEPT/MEPSP, DAEA/MAS)	3 Central planning structures rehabilitated; institutional education sector planning and management capacity strengthened.	Working environment within the central planning structures of relevant Ministries improved; improved planning, training and pedagogic management capacity	Number of central planning structures rehabilitated and equipped.
	3.3 Institutional evaluation and audits	School curricula and teaching skills, including the Government examinations mechanism at the	Improved quality of services rendered by IGE and	IGE and SECOPE services are

		level of the General Inspectorate of Education evaluated; Payment system at the level of SECOPE diagnosed.	SECOPE (pedagogic supervision and payment system)	restructured.
	3.3 Training abroad (in adult training planning, project management, further training in planning, statistics and management)	5 senior staff including 2 women from DAEA/MAS trained in adult training planning; 3 senior staff of ESU including 1 woman trained in project management; 7 senior staff including 2 women retrained in planning, statistics and management (long term)	Skills acquired abroad used and the capacity to plan and manage the Congolese education sector improved.	Number of senior staff trained
	3.4.1 Local training (in IT technology, school management; education projects development and management techniques ; administrative and pedagogic management (EPSP)	Senior staff trained locally (70 senior staff in IT programmes, 54 senior staff in project development, 412 including 18 women trained in administrative and pedagogic management, 40 head teachers including 4 women trained in school management); 380 EPSP school managers, 50 of them women, trained at central and provincial levels.	Skills acquired locally are used, and planning and management capacity strengthened in Congo's education sector.	Number of people trained
	3.4.2 Refresher courses for literacy workers, EPSP inspectors and teachers	200 literacy workers retrained; 600 EPSP inspectors, including 100 women, retrained; 11,000 EPSP teachers, 50% of them women, retrained.	Skills acquired are used and literacy/pedagogic capacity improved.	Number of literacy workers, inspectors and teachers

5. For each dimension of the logical framework, briefly assess (up to two sentences) the extent to which the logical framework helped in achieving the objectives below. Rate the assessment using the rating scale provided in Appendix 1. If no logical framework exists, rate this section 1.

LOGICAL FRAMEWORK DIMENSIONS		ASSESSMENT	WORKING SCORE
LOGICAL	Presents a logical causal chain for achieving the PASE development objectives.	The link between the technical means and human resources deployed and the overall and specific objectives is logical.	3
MEASURABLE	Expresses objectives and outputs in a way that is measurable and quantifiable.	Although the expected outputs were not clearly stated in the logical framework, the objectives are measurable.	2
THOROUGH	State the risks and key assumptions.	The logical framework clearly mentions the risks and assumptions. However, the risks linked to actual statistical data collection, namely the country's size and inadequate means of communication, were not identified. Hence, the cost of Component 2 was under-estimated at appraisal, which required additional clause to the contract during implementation of the component.	2

D. OUTCOMES AND OUTPUTS

I. ACHIEVEMENT OF OUTPUTS

In the table below, assess the achievement of actual vs expected outputs for each major activity. Import the expected outputs from the logical framework in Section C. Score the extent to which the expected outputs were achieved. Calculate the weighted score roughly in proportion to the cost of project activities. The overall score will be auto-calculated as an average of the weighted scores. Override the auto-calculated score, if desired, and provide justification.

MAJOR ACTIVITIES		Working Score (1 to 4)	Proportion of Project Costs in Percentage (calculated at completion)	Weighted Score
Expected Outputs	Actual Outputs			
<i>Component 1: Support for the preparation of sector policies and strategies</i>				
Five thematic studies to support the preparation of sector policies and strategies conducted and validated.	5 thematic studies conducted, validated and available	3	6.07	0.18
<i>Component 2 : Education management information system (SIGE)</i>				
Gender-disaggregated statistics directory produced annually	Statistics directories available for the 2006-2007 ; 2007-2008 ; 2008-2009 years	3	48	1.44
Statistics management structures in three targeted Ministries (Planning Directorates in EPSP, ESU, MAS) equipped with computer hardware, office furniture and supplies	IT kit, office furniture and supplies granted to each DEP in EPSP, MAS, ESU and SECOPE structure	3	12	0.36
<i>Component 3: Strengthening of planning, training and pedagogic management capacity</i>				
School curricula and teaching skills, including the Government examination mechanism in the General Inspectorate of Education evaluated; Payment system in SECOPE diagnosed.	SECOPE and IGE evaluated	3	2.4	0.072
Three central planning structures rehabilitated.	2/3 of central structures (DEP of EPSP and ESU) rehabilitated and accepted; one MAS Department (Department of Non Formal Education) rehabilitated and accepted	3	3	0.09
Training abroad (5 senior staff in adult training, 4 senior staff in project management, 7 senior staff sent on long-term further training in planning, statistics and management)	Training held: 5 DEA/MAS senior staff, 2 of them women, trained in adult training planning; 4 ESU senior staff, including 1 woman, trained in project management; 7 senior staff, 2 of them women, retrained in planning, statistics and management (long-term)	3	8	0.24
Local training: 70 senior staff in IT	Local training of senior staff	3	2.5	0.075

technology; 36 senior staff in education project development; 380 school managers in administrative and pedagogic management; 40 head teachers in school management; refresher course for senior staff (200 literacy workers from DAEA/MAS ; training of 600 EPSP inspectors and 11,000 teachers)	conducted (70 senior staff in IT technology; 54 executives in project development; 412 executives, including 18 women in administrative and pedagogic management; 40 head teachers in school management); refresher training conducted (125 literacy workers, 35 of them women). Among the 125 trained, 20 are trainers for replication and dissemination; training modules were distributed in all provinces; 332 inspectors including 8 women, trained; 625 teachers retrained as trainers; CDs were produced and dispatched nationwide for the training to be replicated nationwide.			
Component 4: Management				
1 Vehicle, computer hardware and office equipment granted to UEP/BAD/BCeCo, staff members trained, annual audits conducted	1/1 vehicle granted, equipment granted; 2/2 staff members trained; 5/5 annual audits conducted.	3	8.6	0.25
OVERALL OUTPUT SCORE [Score is calculated as an average of weighted score]				3

Check here to override the calculated score
Provide justification for overriding the auto-calculated score
Insert the new score or re-enter auto-calculated score

II. ACHIEVEMENT OF OUTCOMES

1. Using available monitoring data, assess the achievement of <u>expected outcomes</u>. Import the expected outcomes from the logical framework in Section C. Score the extent to which the expected outcomes were achieved. The overall outcome score will be auto-calculated as an average of the workings scores. Override auto-calculated score, if desired, and provide justification.		
OUTCOMES		Working Score
Expected	Actual	
Component 1: Support for preparation of sector policies and strategies		
Use 5 thematic studies to prepare sub-sector policies and strategies. (EPSP, ESU, MAS)	Thematic studies on: (i) adequacy between technical and vocational training and market needs, (ii) the problem of at-risk children and youths, and (iii) private education development served as reference for EPSP strategy formulation; the feasibility study on the establishment of new PADEM structures serves as reference for the ongoing preparation of the ESU strategy. Furthermore, the study on the problem of at-risk children and youths and their school and professional integration was used by the Ministry of Social Affairs as basis for formulating a national policy on the school integration of at-risk children and youths. The study on “the use of modern IT technology to strengthen training and educational support staff in the context of decentralization” has not yet	3

	been used.	
Component 2: Education management information system (SIGE)		
Use of education statistics in planning and education system management by the Government and development partners	After many years of lack of statistics, the Congolese education system today has statistics directories in all the education sub-sectors. The Government and all development partners use these statistics directories for planning and education system management. However, the establishment of SIGE should go well beyond producing statistics directories, and also lead to a computerized decentralized education sector statistics system being put in place. The system in place is not yet decentralized.	3
Upgrading the skills of senior staff of Ministries in the collection, analysis and use of education statistical data	Education statistical data is collected and analyzed by Congolese senior staff using the system put in place by the project.	3
Beneficiary Ministries have adequate tools and instruments to produce education sector statistical data.	Statistical data is produced using the system and tools set up by the project. This system is lodged in the education statistics technical unit.	3
Component 3: Strengthening of planning, training and pedagogic management capacity		
Improve the working environment in the central planning structures of relevant Ministries; improve planning, training and pedagogic management capacity	The Government has a computerized and functional planning, training and pedagogic management system; central structures have operational offices equipped with computers and office furniture; administrative and technical management is computerized.	3
Improve the quality of services rendered by IGE and SECOPE (pedagogic inspection and payment system)	IGE and SECOPE were restructured and the quality of their services improved.	3
Utilize skills acquired abroad and improve the planning and management capacity of the Congolese education system.	5 of the 6 senior staff sent abroad for long-term (9 months) training did not return. Since the dropout rate was high, the skills did not benefit the country.	1
Utilize skills acquired locally and improve the planning and management capacity of the Congolese education system.	The planning and management capacity of the education system was enhanced.	3
Utilize skills acquired and improve literacy and pedagogic capacity.	The Ministry of Social Affairs initiates an improved literacy programme; Pedagogic inspection within the EPSP Ministry intensified and improved; pedagogic capacity improved in EPSP.	3
Component 4: Management		
Project management capacity; improve the project's financial management; project coordination and monitoring/evaluation mechanism.	The project implementation unit's performance improved throughout the project's implementation; the project was well managed financially although audit recommendations were applied late and the 2008 audit report was prepared late; the monitoring/evaluation mechanism in place (steering committee, focal points of the three education ministries) helped to better coordinate project activities despite the number of stakeholder institutions in the project. Mention should also be made of the low frequency of steering committee meetings (annual average of one meeting instead of two)	3
OVERALL OUTCOME SCORE [Score is calculated as an average of the working scores]		2.8
Check here to override calculated score		
Provide justification for overriding auto-calculated score		
Insert the new score or re-enter the auto-calculated score		

2. Additional outcomes: Comment on additional outputs not captured in the logical framework, including crosscutting questions (gender, for example).

All the planned sector-based studies (especially those related to the education of at-risk children and that related to the adequacy between technical and vocational training and market needs) placed special emphasis on the specificities of girls, and gender was mainstreamed into sub-sector strategies. Statistics produced were also disaggregated by gender to establish a baseline case to guide girls' enrolment policies. Training programmes for senior staff, inspectors and teachers also targeted women.

3. Risks to sustained achievement of outcomes. State the factors that affect, or could affect, the long term or sustained achievement of programme outcomes. Indicate if any new action or institutional change is recommended to help sustain outcomes. The analysis should draw on the sensitivity analysis in Annex 3, if relevant.

The main factor that could affect the project's long-term viability is the non-sustainability of SIGE due possibly to Government's failure to take charge of the School Statistics Technical Unit (CTSE). A disruption in the production of statistics directories (one of its possible consequences) will reverse all efforts in planning and managing the education system. Although the Government planned to include an SIGE allocation in the 2011 State Budget, the concern of the partner and even the EPSP Ministry (which chaired the project steering committee and was consulted by the PCR mission in that regard) lies in the effective implementation of the Budget.

E. DESIGN AND READINESS FOR IMPLEMENTATION

1. State the extent to which the Bank and Borrower ensured that the project was commensurate with the Borrower's capacity to implement by designing it appropriately and putting in place the necessary implementation arrangements. Analyze all major design aspects such as the extent to which lessons learnt from past PCRs in the sector or country are taken into account (please cite key PCRs); whether the project is based on serious analytical studies (please cite key documents); how well Bank and Borrower assessed the capacities of executing agencies and the project implementation unit; scope of consultations and partnerships; economic justification of the project and provisions made for technical assistance.

[250 words maximum. Any additional narrative about implementation should be included in Annex 6: Project Narrative]

The PASE Project is based on such analytical studies as MICS2/2001, the 1996 General Forum on Education, the 1999-2008 Ten-Year Plan, the social sectors identification and dialogue missions undertaken to DRC in November 2002 and the 1996 integral education system statistics.

The Project Implementation Unit (PIU) is lodged in the Central Coordination Office (BCeCo), a public service with administrative and financial autonomy created by the Government, in consultation with its development partners, to improve external resources effectiveness and address the weak national capacities. It is under the supervision of the Ministry of Finance and manages projects financed by multilateral and bilateral donors, including the World Bank under the PMURR.

BCeCo has procedures manuals and the necessary capacity to work in line with the specific procedures of any donor. The rules of procedure applied for this project are those of the Bank.

The PASE's operational implementation was under the political responsibility of the Technical Monitoring Committee (CTS) chaired by the Ministry of Primary, Secondary Education and Vocational Training, while the technical link between PIU and the Ministries is through three focal points designated by the beneficiary Ministries. The implementation of Components 2 and 3 of the project was entrusted to UNESCO by direct agreement.

2. For each dimension of project design and readiness for implementation, provide a brief assessment (up to two sentences). Insert a working score, using the scoring scale provided in Appendix 1.				
PROGRAMME DESIGN AND READINESS FOR IMPLEMENTATION DIMENSIONS		ASSESSMENT	Working Score	
REALISM	a) Due to its complexity, the programme is based on an analysis of the country's capacity and political commitment.	Generally, the project design matches the country's capacity and political commitment. However, the country's capacity to sustain SIGE at project completion was not analyzed in-depth.	3	
RISK ASSESSMENT AND MITIGATION	b) Project design includes adequate risk analysis and mitigation measures.	Risks were properly identified, excluding those related to the training approach and specifically the dropout rate of senior staff sent for long-term training abroad, as well as the risk related to the country's geographic context, particularly for the collection of statistical data.	3	
USE OF COUNTRY SYSTEMS	c) Financial management, procurement, monitoring and/or other systems are based on those already in use by Government and/or other partners.	The Project Implementation Unit is a governmental agency created in consultation with development partners and already used by the Government and partners (BCeCo). The procurement rules and procedures applied are those of donors, which BCeCo used in previous projects. The financial and accounts management procedures manual used is that of UEP/BCECO.	3	
			Working Score	
			Bank	Borrower
CLARITY	d) Responsibilities for project implementation were clearly defined.	Responsibilities for project implementation were clearly defined between partners, intermediaries and beneficiaries, which allowed each to play their role.	4	4
PROCUREMENT READINESS	e) Documents required for implementation (documents on specifications, design, contract award, etc.) are ready at appraisal.	All documents were ready at appraisal.	4	4
MONITORING READINESS	f) Monitoring indicators and plan were adopted.	The monitoring system was formally established, and monitoring indicators agreed upon.	4	4
BASELINE DATA	h) Collection of baseline data is complete or ongoing.	Data collection is over.	4	4

F. IMPLEMENTATION

1. **State the major characteristics of project implementation with reference to: adherence to schedules, quality of constructions and other works, performance of consultants, effectiveness of Bank supervision and Borrower oversight. State the extent to which the Bank and Borrower complied with safeguard measures.**

[300 words maximum. [Any additional narrative about implementation should be included in Annex 6: Project Narrative]

The project started 6 months late and was extended for a corresponding period of 6 months. The Bank disbursed 89.26% of grant resources, the balance of UA 561,878.45 being eligible for cancellation. The Government disbursed 80% of its counterpart contribution. The project supplied all equipment, materials and furniture, trained human resources and did some improvements. Beneficiaries deem the quality of improvements satisfactory. The consultants responsible for thematic studies and audits performed satisfactorily. The Bank undertook 9 supervision missions or an average of 2 yearly. The Bank's performance is satisfactory. The rate of physical implementation of the project is estimated at 98.25%. The Borrower performed satisfactorily. The Government however deplored the cancellation of the balance of grant resources given its huge resource needs. Furthermore, the works had no negative impact on the environment.

2. **Comment on the roles of other partners (donors, NGOs, contractors, etc.). Assess the effectiveness of co-financing arrangements and donor coordination, if applicable.**

Programmes designed to implement the project were regularly discussed during meetings of the Consultative Committee of education sector technical and financial partners and the Education Thematic Group. These include mainly the schedule of statistics campaigns, training programmes and the outputs achieved, especially the thematic studies which were validated by partners. It is within this framework that another partner took charge of the preparation of sub-sector strategies, using the thematic studies financed by PASE as reference documents.

3. **Harmonization. State whether the Bank made explicit efforts to harmonize instruments, systems and/or approaches with the other partners.**

The Bank took part in the Education Thematic Group's meetings and in meetings of the Donor Consultative Committee. Thematic studies, training programmes and data collection approaches were discussed and validated during such meetings. Study reports were also validated and used by other partners as basic instruments for devising sector strategies and policies and even to prepare other projects in the sector.

4. **For each dimension of project implementation, assess the extent to which the following objectives were achieved. Provide a brief assessment (up to two sentences) and insert a working score, using the scoring scale provided in Appendix 1.**

PROJECT IMPLEMENTATION DIMENSIONS		ASSESSMENT		Working Score
TIMELINESS	a) Extent of project adherence to initial closing date. If difference on the right is: below 12, score 4 between 12.1 and 24, score 3 between 24.1 and 36, score 2 above 36.1, score 1	Difference in months between the original closing date and the actual closing date.		4
		6 months		
BANK PERFORMANCE	b) Bank complied with:			
	Environmental safeguards	Project activities did not have any significant impact on the environment		4
	Fiduciary	The Bank forwarded audit recommendations on time, except		3

	Requirements	the 2008 audit whose recommendations were forwarded late. The audits revealed no abnormalities in terms of resource management and use. The Bank monitored the implementation of these recommendations. Procurement files were processed speedily, and a system put in place to monitor pending files. Disbursement request files were also processed within the statutory time frames.	
	Project covenants	Conditions precedent to grant effectiveness and first disbursement were satisfactory and the first disbursement was made in March 2005. With regard to the “other condition” also constituting a commitment in the protocol agreement, arrangements were made in sector Ministries to include in the State budget (as from FY2010) the resources required to sustain SIGE. The budgetary allocations for 2009 slipped because of financial difficulties as explained by the Government. Given the low implementation of the education budget allocation, the sustainability of SIGE is not yet settled. The State’s capacity to sustain SIGE at project completion was not analyzed in-depth.	3
	c) Bank provided quality supervision in terms of skills mix and practicality of solutions	Supervision missions were undertaken at regular intervals (twice yearly) to the satisfaction of the Bank and Government. It should be noted that one of the supervision missions was undertaken one month late, that is, after the 6-month period recommended by the Bank. The senior staff of sector Ministries and BCeCo, as well as technical and financial partners, were sufficiently involved. In addition to supervisions, the Bank’s Field Office undertook regular monitoring missions to ensure that supervision and audit recommendations were applied.	3
	d) Bank provided quality management oversight.	Oversight of project management was satisfactory. The Bank regularly ensured that procurement rules and procedures were applied. It forwarded its audit recommendations and ensured that they were applied. Although the 2008 audit recommendations were forwarded late, the Bank ensured all the same that they were applied.	3
BORROWER PERFORMANCE	e) Borrower complied with:		
	Environmental safeguards	Project activities had no significant impact on the environment.	4
	Fiduciary Requirements	In compliance with its commitment, the Borrower recruited audit firms annually to audit project accounts. However, some delays were reported in conducting audits and applying recommendations.	3
	Project covenants	The project witnessed some delays in the release of Government’s counterpart contribution. Thus, the envisaged budgetary allocation in the 2009 State budget to sustain SIGE was only done in 2010.	2
	f) Borrower was responsive to Bank supervision findings and recommendations	Supervision missions noted the Borrower’s delays in applying a number of supervision and monitoring recommendations. Progress reports were produced and submitted to the Bank until first quarter of 2010.	3

	g) Borrower collected and used monitoring information for decision-making.	The Project Implementation Unit regularly communicated information to the Steering Committee. The latter (chaired by the Minister for EPSP) used the information provided for decision making. Besides, it was noted that the Steering Committee met at long intervals (on average one out of 2 meetings yearly instead of 2/2).	3
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G. COMPLETION

1. Was the PCR delivered on a timely basis in compliance with Bank policy?			
Date of achievement of 98% of disbursement (or closing date, as the case may be)	Date PCR was sent to pcr@afdb.org	Difference in months	WORKING SCORE (auto-generated) If difference is 6 months or less, score 4. If above 6 months, score 1.
30 JUNE 2010		Below 6 months	4

Briefly describe the PCR process. Describe the Borrower's and co-financiers' involvement in producing the document. Highlight any differences of opinion concerning the assessments made in this PCR. Describe the team composition and confirm whether a site visit was undertaken. Mention any major collaboration from other development partners. State the extent of field office involvement in producing the report. Indicate whether comments from Peer Reviewers were received on time (provide names and positions of Peer Reviewers).

[150 words maximum]

The PCR preparation mission was initiated during CDFO's last supervision of the project in July. That mission, which conducted a comprehensive project review, treated all crosscutting issues (procurements and financial management) thanks to the participation of CDFO's Financial Analyst and Procurement Officer. It announced the PCR objectives, prepared key documents, discussed the PCR format as well as the methodology, and proposed work programme. During discussions, the Government and Bank agreed to recruit two consultants (one monitoring/evaluation specialist and one specialist in training and applied pedagogy) for the composition of the PCR team coordinated by the CDFO Social Development Expert. The mission had working sessions with the entire beneficiary Ministries' structures, a group of inspectors and teachers, the focal points of Ministries, key partners of the sector, and the Minister of EPSP (Chair of the Steering Committee). The mission also visited the rehabilitated and equipped structures. A PCR presentation and validation workshop was organized at CDFO and attended by the Government and TFPs. After an internal review at CDFO, the PCR was further reviewed by Messrs. Etienne PORGO (Lead Education Officer OSHD 2), MOHAMED CHAKROUN (Health Expert, OSHD 3), Ali EYEGHE (Socio-economist, OSHD 1), ILBOUDO SALAMATA (Education Expert, OSHD 2), BAH MAMADOU (Education Expert, OSHD 2) who offered their detailed comments.

H. LESSONS

Summarize key lessons for the Bank and Borrower suggested by the project outcomes.

[300 words maximum. Any additional narrative concerning implementation should be included in Annex 6: Project Narrative]

- The sector-based approach requiring that all central education departments participate in the project facilitated its implementation. The monitoring/evaluation mechanism put in place with the appointment of focal points in the three technical Ministries of education and working in close collaboration with the implementation unit is a success factor for project coordination, implementation and ownership.
- Exchanging information on project activities with all technical and financial partners through consultative meetings (Donor Consultative Meeting and Education Thematic Group) facilitates partner involvement and better coordination of activities. Although not envisaged in the project's implementation, the creation of a sector-based steering committee helped to improve the coordination of sector operations. The ADB and other partners stand to gain in future by supporting the creation of a steering committee for all education sector projects. The result will be better coordination.
- The selective choice of essential activities and the non-dispersal of project sites led to good coordination and prevented long delays in the implementation schedule.
- The decentralization of the technical services of the United Nations System agencies (UNESCO for the case in point) utilized as partners helped to accelerate project implementation (the technical and financial decentralization of country offices should be completed).
- Active Field Office participation in consultative meetings with partners made Bank activities more visible and positioned it as a key partner in the education sector.
- The Task Manager's presence in all phases of the project cycle and collaboration with the Field Office interface allowed for better project supervision.
- Field Office involvement, especially in monitoring missions, quarterly coordination meetings and the processing of disbursement dossiers, resulted in the smooth implementation of project activities.
- The long-term training abroad approach will require efficient supervision to avoid losing senior staff. Such measures could include incentive and retention factors to be agreed with the Government, for example performance bonuses payable once the training received is applied.

I. RATINGS SUMMARY

All working scores and ratings are auto-generated by computer from the relevant section in the PCR

CRITERIA	SUB-CRITERIA	Working Score
PROJECT OUTCOME	Achievement of Outputs	3
	Achievement of Outcomes	3
	Timeliness	3
	OVERALL OUTCOME SCORE	3
BANK		

PERFORMANCE	Project objectives are relevant to country development priorities	4
	Project objectives could be achieved with project inputs and in the expected time frame	3
	Project objectives are consistent with the Bank's country or regional strategy	4
	Project objectives are consistent with the Bank's overall priorities	4
	The logical framework presents a logical causal chain for achieving the project development objectives.	3
	The objectives and outputs as presented in the logical framework can be measured and quantified.	2
	The logical framework states the risks and key assumptions	2
	The complexity of the project is matched by the country's capacity and political commitment.	3
	Project design includes adequate risk analysis	3
	Procurement, financial management, monitoring systems and/or other processes are based on those already used by Government and/or other partners.	3
	Responsibilities for project implementation are clearly defined	4
	Documents required for implementation (documents on specifications, design, contract award, etc.) are ready at appraisal.	4
	The monitoring indicators and the monitoring plan are adopted.	4
	Collection of baseline data is complete or ongoing	4
	DESIGN AND READINESS SUB SCORE	3.3
	Supervision:	
	Bank complied with:	
	Environmental safeguards	4
	Fiduciary requirements	3
	Project covenants	3
	Bank provided satisfactory supervision in terms of skills mix and practicality of solutions	3
	Bank provided satisfactory oversight of project management	3
	The PCR was delivered on a timely basis	4
SUPERVISION SUB SCORE	3.3	
OVERALL BANK PERFORMANCE SCORE	3.3	
BORROWER PERFORMANCE		
	Responsibilities for project implementation are clearly defined	4
	Documents required for implementation (documents on specifications, design, contract award, etc.) are ready at appraisal	4
	The monitoring indicators and monitoring plan are adopted before project launching; Collection of baseline data is complete or ongoing	4
	DESIGN AND READINESS SCORE	4
	Implementation	
	Borrower complied with:	
	Environmental safeguards	4
	Fiduciary requirements	3
	Project covenants	2
	Borrower was responsive to Bank's project supervision findings and recommendations	3
	Borrower used monitoring information for decision making	3
IMPLEMENTATION SUB SCORE	3	
OVERALL BORROWER PERFORMANCE SCORE	3.3	

J. PROCESSING

STEP	SIGNATURE AND COMMENTS	DATE
Sector Manager Clearance	B. SAVADOGO	December 2010
Regional Director Clearance	J. M. GHARBI	9 February 2011
Sector Director Approval	A. SOUCAT	17 February 2011

Scoring Scale and Correspondence

RATING	EXPLANATION
4	Very satisfactory Fully implemented, flawless
3	Satisfactory Most objectives were achieved, despite a few shortcomings
2	Average Partially successful. Almost as many outputs as shortcomings
1	Poor Very few outputs, and serious shortcomings
NA	Non Applicable

N.B.: The formulas rounded up or down for decimal points. Only whole numbers are computed.

LIST OF ANNEXES

- 1. PROJECT COSTS AND FINANCING**
 - A. Project Costs by Component**
 - B. Resources by Source of Finance**
- 2. BANK INPUTS**
- 3. PCR PREPARATION - MISSION'S WORK PROGRAMME**
- 4. ECONOMIC AND FINANCIAL ANALYSIS**
- 5. LIST OF SUPPORTING DOCUMENTS**
- 6. PROJECT DESCRIPTION**

PROJECT COSTS AND FINANCING

A) PROJECT COSTS BY COMPONENT (in UA)

Components	ADF		Government		Total			% Components
	Total	%	L.C.	%	For. Exch.	L.C.	Total	
1. Support for sector reforms	0.58	99.3	0	0.7	0.52	0.06	0.58	10.6
2. Establishment of an education management information system	1.69	97.6	0.04	2.4	1.55	0.18	1.73	31.4
3. Building of institutional planning, training and pedagogic management capacity	2.35	91.3	0.22	8.7	2.29	0.29	2.57	46.7
4. Project management	0.62	98.8	0.01	1.2	0.24	0.39	0.62	11.3
Total Project Cost	5.23	95	0.28	5	4.59	0.91	5.5	100

B) PROJECT COST BY SOURCE OF FINANCE

Expenditure Categories	ADF		Government		Total			% Categories
	Total	%	L.C.	%	For. Exch.	L.C.	Total	
A. Goods	0.9	97.9	0.02	2.1	0.87	0.05	0.92	16.8
B. Services	3.81	94.9	0.21	5.1	3.56	0.45	4.01	72.9
C. Works	0.07	62.5	0.04	37.5	0.07	0.04	0.12	2.1
D. Operating costs	0.44	98.3	0.01	1.7	0.08	0.37	0.45	8.2
Total Project Cost	5.23	95	0.28	5	4.59	0.91	5.5	100

BANK INPUTS

Description	Name	Profile
Preparation/Appraisal	CORBIN MICHEL GUEDEGBE	Education Specialist
	NADJI SAFIR	Division Manager
Supervision	CORBIN MICHEL GUEDEGBE	Education Specialist
	PHILIPPE NGWALA	Social Development Expert
	DANIEL MARINI	Procurement Officer
	VURCE LOSSOMBOT	Financial Analyst
Completion	PHILIPPE NGWALA	Social Development Expert
	CLOTILDE BAWOTA	Consultant, Monitoring/Evaluation Specialist
	PIERRE MBAMBI MAZEBO	Consultant/Training and Applied Teaching Specialist.

PCR PREPARATION – MISSION’S WORK PROGRAMME

DATE	ACTIVITIES	PLACE
7 /10/2010	Discussion on PCR methodology	CDFO/Kinshasa
08/10/2010	Validation of data collection tools	BCECO/Kinshasa
09/10/2010	Collection of basic documents and documentary review	BCECO/Kinshasa
11/10/2010	Working session with the UEP/BAD team	BCECO/ Kinshasa
12/10/2010	Working session with UNESCO staff	UNESCO/Kinshasa
13/10/2010	Working session with IGE, visit of modules storage site	IGE/Kinshasa
	Working session with DEP/MEPSP, visit of rehabilitated offices, procurement audit (office equipment and furniture, vehicle)	DEP MEPSP/Kinshasa
14/10/2010	Working session with World Bank Education team	World Bank in Kinshasa
	Exchange with some suppliers	Kinshasa/CDFO
	Working session with the Department of Literacy and Adult Education, DAEA/MAS (Focal point), visit of rehabilitated offices and procurements audit	Kinshasa
	Collection of documents at UNESCO	Kinshasa
15/10/2010	Working session with SECOPE staff and visit of procurements	SECOPE/ Kinshasa
	Working session with ESU staff, visit of rehabilitated offices and procurements	ESU Kinshasa
	Meeting with the beneficiaries of IGE training programmes	Hôtel Invest/Kinshasa
16/10/2010	Working session with UEP Procurement Officer	BCECO/Kinshasa
	Working session with the UEP/ADB accountant	BCECO/Kinshasa
18/10/2010	Working session with the Chair of the PASE Technical Monitoring Committee (CTS)	Ministry of EPSP/ Kinshasa
	Proceedings summary	CDFO
19/10/2010	PRC restitution and validation session with representatives of project beneficiaries and development partners	CDFO
20/10/2010	- Incorporation of remarks and comments	CDFO
	- Finalization of draft PCR	
21/10/2010	Submission of draft PCR	CDFO

SOURCES OF INFORMATION

No.	TITLES
1	Appraisal Report of the Education Sector Support Project (PASE) February 2004
2	Grant No. 2100155002057 Agreement
3	2006, 2007, 2008, 2009 Audit Report
4	Mid-term Review
5	Notes of supervision missions
6	Education statistics directories
7	PASE quarterly reports
8	Growth and Poverty Reduction Strategy Paper
9	Country Strategy Paper (CSP) 2004-2007

ECONOMIC AND FINANCIAL ANALYSIS

Introduction

Since no economic and financial analysis was performed during project appraisal, it will be impossible to calculate and compare the economic and financial rates of return at completion due to lack of references. However, the analysis during appraisal touched on the project's expected economic and social impact, including the impact on women and poverty reduction.

The project was prepared within a context of crisis in DRC for several years. The crisis impacted negatively on the country's development and strongly affected the social sectors, especially education. The project falls within efforts towards the reconstruction of the Congolese education system based on a ten-year national plan (1999-2008) designed by the Government and arising from a national consensus reached at the 1996 General Forum on Education. The proposed project activities seek to strengthen national structures so as to enable them to effectively play their role in planning, programming, monitoring, training and administrative and pedagogic management of the education system. Thus, the proposed thematic studies should help to collect updated and reliable information to serve as basis for the reconstruction of the education system through a sector reform process. Project activities were carried out through four components: (i) support for preparing sector reforms; (ii) establishment of an education management information system; (iii) strengthening of institutional planning, training, and pedagogic management capacity, and (iv) project management. Specifically, the project benefits can be summarized as follows:

Economic Impact

The project helped to establish an education information management system (SIGE). Thanks to this system, the production of education statistics resumed in the country in 2006. Thus, the project helped to create the institutional conditions required for a more efficient planning of the education system.

Furthermore, the thematic studies conducted served as basis for the preparation of sub-sector strategies (EPSP, ESU, MAS) which boosted the revitalization of the education system.

The Study on the Problem of at-risk Children and Youths (girls and boys) and their school and professional reintegration served as reference for the preparation of a national policy on school integration of at-risk children and youths by the Ministry of Social Affairs. Thanks to the Study on the Adequacy between technical and vocational training and market needs, the Government initiated a sector-based reform policy to revitalize technical education and vocational training and align it on the real needs of the labour market. The Government also launched the preparation of the higher and university education sector strategy using the findings of the feasibility study on the establishment of new PADEM structures. Information produced by the Study on Private Education Development and its contribution to achieving the EFA objectives and MDGs were taken into account in preparing the EPSP strategy, especially with regard to aspects related to private education's contribution to access and quality.

Furthermore, the strengthening of human capacity through the long-term training and retraining of over 400 senior staff of the central and decentralized structures of MEPSP, MESU and MAS, the retraining of a core group of 332 inspectors, 125 literacy workers and 625 teachers, and the distribution of training aids in all the provinces of DRC largely helped to revamp the education system.

In a nutshell, the project activities had a significant impact on improving the education system's internal efficiency. In the medium and long term, they will boost its external efficiency and hence, its ability to match the steadily growing human resource needs of the Congolese economy that has enormous potential.

Social Impact, including on Women, and Poverty Reduction

The project helped mainly to create favourable conditions for broadening Education for All (EFA). An assessment of the situation of at-risk children and youths and the national capacity to take charge of them enabled the Government to prepare a national policy on the school integration of at-risk children and youths. By helping the DRC to prepare sector-based policies to facilitate access to resources needed for reforms to improve access to quality education, the project will improve the enrolment of girls and youths in the country. Moreover, the human capacity-building activities implemented by the project witnessed women participating in training programmes.

All the proposed sector studies (especially those related to the education of at-risk children and that related to the adequacy of technical education and vocational training to market needs) paid special attention to the specificities of the girl-child, and gender was mainstreamed in the design of sector strategies.

Moreover, the project contributed to social mobilization around educational issues, especially through the sector reform process. All the study findings were validated at seminars attended by various segments of society who expressed their opinions and specific concerns, thereby contributing to the reconstruction of the education system and the reunification effort.

It should be noted that a component for sensitizing people on HIV/AIDS and its impact on the education sector was envisaged but, for purposes of coordination and harmonization, it was covered by other partners.

PROJECT DESCRIPTION

1) Project Objectives

The PASE project seeks to help rebuild the Congolese education system in order to implement the Education for All (EFA) objectives. It has the following specific objectives: (i) support for preparing sector reforms, and (ii) strengthening of the sector's institutional planning and management capacity.

2) Project Components and Expected Outputs

Activities are carried out through the following 4 components: (i) support for preparing sector reforms, (ii) establishment of an education management information system, (iii) strengthening of institutional planning, training and pedagogic management capacity, and (iv) project management.

The project's main expected outputs are the following:

- (i) Sub-sector development strategies updated based on information system data;
- (ii) Strategies to promote education and the school and socio-professional reintegration of at-risk children and youths (taking into account gender-related specificities and bringing on board pupils' feeding and health at school in order to promote basic education) prepared and validated;
- (iii) Role and contribution of private education in terms of analyzed access and quality and private education development strategies under sector-based EFA and MDGs defined;
- (iv) IT promotion strategies for decentralized pedagogic training available;
- (v) Draft of higher and university education reform (PADEM) considered and validated at nation level;
- (vi) Digitized and updated database available on the whole sector, including the informal sector;
- (vii) SECOPE and IG (management, training, inspection and assessment of pupils) evaluated and strengthened;
- (viii) Senior staff of 3 ministries training in planning and statistics (long- and short-term) at central and provincial levels;
- (ix) 600 inspectors and 11,000 teachers, 50% of them women, are trained to keep statistical records;
- (x) All trained teachers are sensitized on the issue of HIV/AIDS and its impact on the education system.

3) Outputs by Component

Component 1: Support for preparing sector policies and reforms

The objective of this component is to provide support for preparing sector reforms to implement the EFA objectives. Three activities are envisaged under this component, namely: (i) thematic sector studies, (ii) preparation of sector strategies based on the findings of such studies, and (iii) study trips and experience exchanges to promote the achievement of EFA objectives.

Five (5) thematic studies have been completed, and their findings were validated during national presentation seminars: (i) the Study on the Problem of at-risk Children and Youths (girls and boys) and their school and professional reintegration; (ii) the Study on Private Education Development and its contribution to achieving the EFA objectives and MGDs; (iii) the Feasibility Study on the establishment of new PADEM structures; (iv) the Study on the Adequacy of Technical and Vocational Training to market needs; (v) the Study on the Use of Modern Information Technology to strengthen training and academic support staff in the context of decentralization; thematic studies presentation and validation workshops.

The validated reports of these studies were used in preparing the education sub-sector strategies: (i) Primary, secondary and vocational education strategy (completed); (ii) higher and university education strategy (near completion); (iii) Policy on the school integration of at-risk children and youths;

Study trips to the *UNESCO Office in Dakar (BREDA)* actually took place to the satisfaction of participants (5 senior staff of MEPSP and 1 senior staff of MAS, 2 of them women).

Component 2: Establishment of an education management information system (SIGE)

This component aims to facilitate efficient education system management based on comprehensive updated information by establishing digitized sector-specific databases. Special emphasis was placed on collecting gender-disaggregated data. The component also comprises school statistics management training activities for workers of the relevant central and provincial structures. The proposed education management information system will also provide the necessary tools to monitor the Education for All (EFA) objectives and the relevant Millennium Development Goals (MDGs).

All proposed equipment was procured and supplied. It includes computer hardware for statistics management structures (SIGE), office furniture and supplies for DEP/MEPSP and its regional branches, DEP/MESU, DAEPT/MESP, DAEA/MAS; three vehicles for DEP, pedagogic kits for inspectors and office supplies.

UNESCO performed services to establish the SIGE based on direct negotiation. Activities implemented to date have helped to produce national sector-wide statistics directories of the 2006-2007; 2007-2008 and 2008-2009 academic years.

MEPSP senior staff were trained locally not only in planning but also in statistics incorporated in SIGE during its establishment. Training was mainly on the design of statistical tables, parameters to be published in the national statistics directory and updating databases after entry of verified and controlled questionnaire data.

During skills transfer at central and provincial levels to ensure the sustainability of SIGE, UNESCO conducted a number of training sessions for the senior technical staff of Ministries.

Component 3: Strengthening of institutional planning, training and pedagogic management capacity (UNESCO)

This component seeks to support planning and administrative and pedagogic management functions at the central and provincial levels by strengthening the relevant structures and training staff. The main spheres of activities are the following: (i) initial training locally and abroad and retraining in education systems planning and administration, (ii) institutional evaluation of the General Inspectorate (functions related to the training of teachers and educational support staff and the organization of Government examinations), (iii) institutional analysis of SECOPE, (iv) continuing training of teachers and pedagogic control staff, and (v) the strengthening of IG and SECOPE and their provincial offices.

All planned goods were procured and granted. These are: computer hardware, office and communication equipment for SECOPE and IGE, specific equipment for the Department of School Infrastructure, teaching kits (textbooks and essential teaching aids) for inspectors and teachers. All the equipment was delivered, with the exception of teaching kits for inspectors and teachers in IGE, whose file was not relaunched after a dispute that led to the cancellation of the supplier's contract (late

delivery).

All the planned services were performed: architectural studies and supervision of rehabilitation works of central planning structures; institutional evaluation (SECOPE and IG audits, study of a project of short-term support to the education system reform process); and training on various thematic issues (training abroad on adult education planning, local training on projection techniques and simulation models, training abroad in planning, training and statistics, local continuing training and retraining of formal and non-formal education staff, training abroad in higher education projects management, local training in academic management, local training in education project development and management techniques). Regarding the long-term training abroad (9 months), the Bank noted the loss of 5 out of 6 senior staff who did not return home.

With the exception of architectural studies, all activities under this component were carried out by UNESCO. Some training activities uncompleted as at 31/12/2010 and deemed indispensable were carried through during the project's extension period. These are mainly: training in pedagogic management; training of primary and secondary cycle inspectors; training of a core group of primary and secondary school teachers; continuing strengthening of teachers' capacity by installing a UNESCO website and multiplying training sessions; strengthening of inspectors' and teachers' capacity through programmes on compact disk. Training modules were disseminated in all provinces.

It should be noted that the continuing training and retraining of formal and non-formal education staff, specific further training abroad in project management and school management (for higher education) and training abroad in planning were the subject of a second agreement signed with UNESCO on 13 April 2006 and which also consisted of the audit of higher and university education, non-formal education and adult education statistics management systems.

Works planned under this component concern the rehabilitation of the premises of the central planning structures of beneficiary Ministries (DEP/MESU, DAEPT/MEPSP and DAEA/MAS). All these works were completed in February 2009. The mission visited the relevant sites and noted that rehabilitated buildings are functional and utilized.

Component 4: Project management

The project was implemented by the PIU, specially created in the Central Projects Office (BCeCo) for projects financed by ADF (UEP/BAD), placed under the supervision of the Ministry of Finance. The project is expected to cater for the procurement of additional furniture and computer hardware for UEP and a liaison vehicle to monitor project activities; consultancy services for annual project audits; the payment of the project's operating costs and the training of UEP staff assigned to the project.

The equipment for UEP was procured and staff trained pursuant to project provisions. Audits were prepared for all fiscal years and forwarded to the ADB, audit recommendations were made and applied (2005, 2006, 2007, 2008, 2009 and 2010 audits). Quarterly progress reports were regularly submitted until the first quarter of 2010.

LIST OF MAIN CONTRACTS UNDER THE PROJECT

No.	Contract Name and Number	File No.	Procurement Method	SUPPLIER	Implementation Rate
COMPONENT I: SUPPORT IN DESIGNING SECTOR REFORMS					
01	Feasibility Study of the establishment of new PADEM structures	018/PASE/UEP-BAD/SIR-MOG/2006	RB	ORT	100%
02	Studies on the Adequacy of technical and vocational training with market needs	018/PASE/UEP-BAD/SIR-MOG/2006	RB	ORT	100%
03	Studies on the Problem of At-Risk Children for their School and socio-professional reintegration	018/PASE/UEP-BAD/SIR-MOG/2006	RB	ORT	100%
04	Studies in the Issue At-Risk Youths for their school and socio-professional reintegration	018/PASE/UEP-BAD/SIR-MOG/2006	RB	ISPEC	100%
05	Study on private education development in the DRC and its contribution to the achievement of the EFA objectives and MDGs	018/PASE/UEP-BAD/SIR-MOG/2006	RB	STUDI	100%
06	Studies on the Use of Information Technology to strengthen the training of teachers and education support staff	018/PASE/UEP-BAD/SIR-MOG/2006	RB	ORT	100%
COMPONENT II: ESTABLISHMENT OF AN EDUCATION MANAGEMENT INFORMATION SYSTEM					
07	Installation of updated and reliable databases, updated periodically for the good management of the education system in the DRC	003/PASE/UEP-BAD/SIR-MOG/2005	Direct negotiation	UNESCO	100%
08	Training of qualified staff to manage these databases at central and provincial levels	1988/BCECO/PASE/UEP-BAD/KD/2005	Direct negotiation	UNESCO	100%
09	Supply of reprography equipment (minimum equipment)	1986/BCECO/PASE/UEP-BAD/KD/2005	Limited badin (national)		100%
10	Supply of minimum equipment for SIGE	3040/BCECO/PASE/DG/UEP-BAD/KD/2006	Limited bidding (national)	M. INTERCOM	100%
11	Computer hardware for the beneficiary structures of PASE	DDAO 001/PASE/UEP-BAD/MOG-MM/2006	LCB	STANDARD COMPANY	100%

COMPONENT III: STRENGTHENING OF INSTITUTIONAL PLANNING, TRAINING AND PEDAGOGIC MANAGEMENT CAPACITY					
12	Institutional evaluation of the General Inspectorate of Education (IGE), training of teachers, education support staff and the organization of Government examinations	001/PASE/UEP-BAD/SIR-MOG/2006	Direct negotiation	UNESCO	100%
13	Institutional evaluation of the Teachers Inspection and Payment Service (SECOPE)	001/PASE/UEP-BAD/SIR-MOG/2006	Direct negotiation	UNESCO	100%
14	Strengthening of institutional capacity of IGE, SECOPE and their provincial offices	001/PASE/UEP-BAD/SIR-MOG/2006	Direct negotiation	UNESCO	100%
15	Continuing training of teachers and educational support staff	001/PASE/UEP-BAD/SIR-MOG/2006	Direct negotiation	UNESCO	100%
16	Study and supervision of rehabilitation works of the buildings of central structures	03/PASE/UEP-BAD/SIR-MOG/2006	LCB	BATS	100%
17	Rehabilitation works of central structures (extension)	04/PASE/UEP-BAD/MOG-MM/2007	LCB	BATS	100%
18	Office furniture		LCB	UAC	100%
19	Miscellaneous equipment		LCB		100%