

AFRICAN DEVELOPMENT FUND

**ANG/PSEG/2001/01
LANGUAGE: ENGLISH
ORIGINAL: ENGLISH**



REPUBLIC OF ANGOLA

BASIC EDUCATION AND JOB SKILLS PROJECT

(EDUCATION II)

APPRAISAL REPORT

**COUNTRY DEPARTMENT
SOUTH REGION**

**OCDS
OCTOBER 2001**

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PROJECT INFORMATION SHEET

Date: September 2001

The information given hereunder is intended to provide some guidance to prospective suppliers, contractors, consultants and all persons interested in the procurement of goods and services for projects approved by the Boards of Directors of the Bank Group. More detailed information and guidance should be obtained from the Executing Agency of the Borrower.

1. COUNTRY: Republic of Angola
2. NAME OF PROJECT : Basic Education and Job Skills Project (Education II)
3. LOCATION: Luanda , Benguela, Kuanza Sul and Namib provinces along the western coast of Angola
4. BORROWER: The Government of Angola
5. EXECUTING AGENCY: Ministry of Education and Culture
Luanda, Angola
Tel: 244 2 323 803
Fax: 244 2 323 803
E-mail: bep@netangola.com
6. PROJECT DESCRIPTION: The Project will consist of the following components:
 - i) Basic Education
 - ii) Teacher Development Capacity
 - iii) Skills Training for Youth and Adolescents
 - iv) Project Management
7. TOTAL COST: UA 19.39 million.
 - i) Foreign Exchange UA 9.35 million.
 - ii) Local Costs: UA 10.04 million.

8. BANK GROUP FINANCING:

ADF Loan: UA 8.73 million.

TAF: UA 0.90 million

9. OTHER SOURCES OF FINANCE:

OPEC FUND: UA 7.45 million.

GOVERNMENT: UA 2.31 million.

10. DATE OF APPROVAL: November 2001

11. ESTIMATED STARTING DATE AND DURATION: April 2002, 4 years

12. PROCUREMENT

International Competitive Bidding (ICB)

Civil works (with 10% domestic preference margins); furniture (with 15% domestic preference margins) and equipment.

National Competitive Bidding (NCB)

Civil works

International Shopping (IS)

Equipment for PIU/MoEC.

Local Shopping

Furniture for A-V Centre

Short-Listing

Professional services; technical assistance; auditors; foreign training institutions; and, local consultancy services for software activities.

Through IAPSO

Equipment for PIU

13. CONSULTANCY SERVICES REQUIRED

Consultancy services will be required for design, surveys, pre-contract services and site supervision of civil works, for auditing and for studies and monitoring related to software activities.

CURRENCY EQUIVALENTS

(May 2001)

National Currency	=	Kwanza
1 UA	=	24.61 Kwanza
1 UA	=	1.26 USD
1 USD	=	19.53 Kwanza (commercial rate)

WEIGHTS AND MEASURES

1 kilometre (km)	=	0.62 miles
1 metre (m)	=	3.28 feet
1 hectare (ha)	=	2.47 acres

FISCAL YEAR

01 January – 31 December

ACADEMIC YEAR

February – December

LISTOFABBREVIATIONS

(Note: Portuguese acronyms are shown in English equivalents)

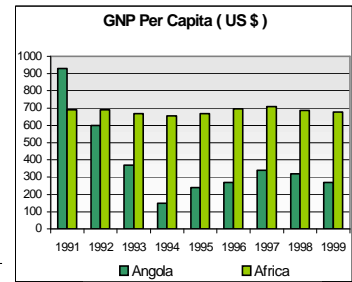
ADB	African Development Bank
ADF	African Development Fund
ADPP Poor)	Ajuda de Desenvolvimento de Povo Para Povo (Development Support for the Poor by the
AEA	Evangelical Alliance of Angola
AIDS	Acquired Immune Deficiency Syndrome
ASTI	Swedish International Development Agency (SIDA)
CBO	Community Based Organizations
CIDA	Canadian International Development Agency
DANIDA	Danish International Development Agency
DFID	Department for International Development (U.K.)
EIU	Economist Intelligence Unit
EU	European Union
FE	Foreign Exchange
FINIDA	International Development Agency of Finland
FAS	Fundo de Apoio Social (Social Action Fund)
GDP	Gross Domestic Product
GEP	Office for Studies and Planning
GER	Gross Enrolment Rate
GNP	Gross National Product
GOA	Government of Angola
GTZ	German Agency of Technical Co-operation
HIPC	Heavily Indebted Poor Countries
I-PRSP	Interim Poverty Reduction Strategy Paper
ICB	International Competitive Bidding
IDA	International Development Agency (WB)
IDB	Islamic Development Bank
IDPs	Internally Displaced Persons
IEC	Information, Education and Communication
IMR	Infant Mortality Rate
IMEL	Instituto Media Economica Luanda (Middle-Level Economics Institute)
INDE	National Institute for Educational Development
INE	Instituto Nacional de Estatistica
INEDA	National Institute for Adult Education
KAPB	Knowledge, Attitude, Practice and Behaviour
Kz	Kwanza
JICA	Japanese International Co-operation Agency
LC	Local Costs
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture

MoLE	Ministry of Labour and Employment
MoSW	Ministry of Social Welfare
MPDE	Matrix for Project Design and Evaluation
NCB	National Competitive Bidding
NDF	Nordic Development Fund
NER	Net Enrolment Rate
NFE	Non-Formal education
NGO	Non-Governmental Organisation
NS	National Shopping
OPEC	Organisation for Petroleum Exporting Countries
PCR	Project Completion Report
PID	Project Implementation Document
PIU	Project Implementation Unit
PTA	Parent Teachers Association
QPPR	Quarterly Project Progress Report
ROA	Republic of Angola
SL	Shortlist
SWAp	Sector Wide Approach
TA	Technical Assistance
TB	Tuberculosis
TVE	Technical and Vocational Education
UA	Unit(s) of Account
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commission for Refugees
USAID	United States Agency for International Development
USD	United States Dollars
WB	World Bank
WFP	World Food Programme

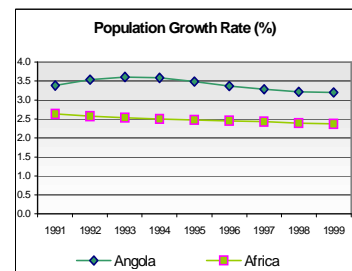
ANGOLA

COMPARATIVE SOCIO-ECONOMIC INDICATORS

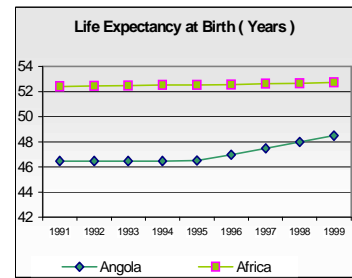
	Year	Angola	Africa	Developing Countries	Developed Countries
Basic Indicators					
Area ('000 Km ²)		1,247	30,061	80,976	54,658
Total Population (millions)	1999	12.5	765.6	4,793.2	1,185.2
Urban Population (% of Total)	1999	33.7	37.1	39.4	75.8
Population Density (per Km ²)	1999	10.0	25.5	59.2	21.7
GNP per Capita (US \$)	1999	270	684	1,250	25,890
Labor Force Participation - Total (%)	1999	45.9	43.3
Labor Force Participation - Female (%)	1999	42.0	35.0
Gender -Related Development Index Value	1998	...	0.483	0.634	0.916
Human Development Index (Rank among 174 countries)	1998	160	n.a.	n.a.	n.a.
Population Living Below \$ 1 a Day (% of Population)	1995	...	45.0	32.2	...



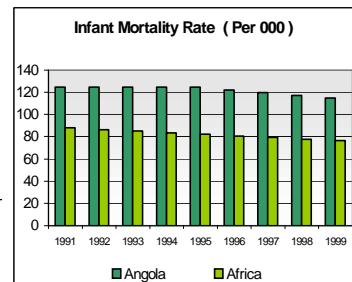
	Year	Angola	Africa	Developing Countries	Developed Countries
Demographic Indicators					
Population Growth Rate - Total (%)	1999	3.2	2.4	1.6	0.3
Population Growth Rate - Urban (%)	1999	5.0	4.5	2.8	0.6
Population < 15 years (%)	1999	47.6	42.7	32.8	18.5
Population >= 65 years (%)	1999	2.9	3.2	5.0	14.0
Dependency Ratio (%)	1999	74.7	86.1	61.0	48.6
Sex Ratio (per 100 female)	1999	97.7	99.4	103.3	94.8
Female Population 15-49 years (millions)	1999	2.6	181.1	151.8	297.2
Life Expectancy at Birth - Total (years)	1999	48.5	52.7	64.3	75.5
Life Expectancy at Birth - Female (years)	1999	50.1	53.5	66.0	79.2
Crude Birth Rate (per 1,000)	1999	46.7	36.3	23.4	10.9
Crude Death Rate (per 1,000)	1999	17.4	13.7	8.4	10.3
Infant Mortality Rate (per 1,000)	1999	114.9	76.4	57.6	8.9
Child Mortality Rate (per 1,000)	1999	177.0	116.6	79.8	10.2
Maternal Mortality Rate (per 100,000)	1990-96	1,500	698	491	13
Total Fertility Rate (per woman)	1999	6.4	4.8	2.8	1.6
Women Using Contraception (%)	1990-99	8.0	...	56.0	70.0



	Year	Angola	Africa	Developing Countries	Developed Countries
Health & Nutrition Indicators					
Physicians (per 100,000 people)	1992-97	8	35	78	287
Nurses (per 100,000 people)	1992-97	115	107	98	782
Births attended by Trained Health Personnel (%)	1992-98	17	38	58	99
Access to Safe Water (% of Population)	1992-98	32	58	72	100
Access to Health Services (% of Population)	1992-98	...	64	80	100
Access to Sanitation (% of Population)	1990-97	40	58	44	100
Percentage of Adults (aged 15-49) Living with HIV/AIDS	1997	2.1	5.7
Incidence of Tuberculosis (per 100,000)	1997	124	201	157	24
Child Immunization Against Tuberculosis (%)	1997	68	72	82	93
Child Immunization Against Measles (%)	1997	78	64	79	90
Underweight Children (% of children under 5 years)	1990-97	42	26	31	...
Daily Calorie Supply	1998	1,920	2,439	2,663	3,380
Public Expenditure on Health (as % of GDP)	1993-98	...	2.0	1.8	6.3



	Year	Angola	Africa	Developing Countries	Developed Countries
Education Indicators					
Gross Enrolment Ratio (%)					
Primary School - Total	1996	68.0	80.0	100.7	102.3
Primary School - Female	1996	63.7	73.4	94.5	101.9
Secondary School - Total	1996	11.8	29.3	50.9	99.5
Secondary School - Female	1996	9.4	25.7	45.8	100.8
Primary School Female Teaching Staff (% of Total)	1990-97	...	40.9	51.0	82.0
Adult Illiteracy Rate - Total (%)	1999	...	38.8	27.2	1.3
Adult Illiteracy Rate - Male (%)	1999	...	30.7	19.5	0.9
Adult Illiteracy Rate - Female (%)	1999	...	48.2	35.0	1.7
Percentage of GDP Spent on Education	1990-97	4.9	3.5	3.9	5.9



	Year	Angola	Africa	Developing Countries	Developed Countries
Environmental Indicators					
Land Use (Arable Land as % of Total Land Area)	1998	2.4	5.9	9.9	11.6
Annual Rate of Deforestation (%)	1990-95	1.0	0.7	0.4	-0.2
Annual Rate of Reforestation (%)	1981-90	1.0	4.0
Per Capita CO2 Emissions (metric tons)	1996	0.5	1.1	2.1	12.5

Source : Compiled by the Statistics Division from ADB databases; UNAIDS; World Bank Live Database and United Nations Population Division.

Notes: n.a. Not Applicable
... Data Not Available

Last update: May 2001

MPDE PROJECT MATRIX

NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND RISKS
<p><u>Sector Goal</u></p> <p>Strengthened human resources capacity</p>	<p><u>By the Year 2010:</u></p> <p>Percentage increase of Angolans in the labour force with a complete basic education</p> <p>50% decrease in underqualified persons in the active labour force</p> <p>Percentage increase in the number of employable graduates from the schools/institutions of the education system</p>	<p>MOEC Annual Reports</p> <p>Demographic Education Surveys (DES)</p>	
<p><u>Project Objective</u></p> <p>Contribute to an increased access to and an improved quality of basic education and skills-oriented training.</p>	<p><u>By the Year 2006:</u></p> <p>Net enrolment ratio increases by 2005</p> <p>Drop-out and repetition rate decline</p> <p>Completion rates increase</p> <p>Elimination of triple shifts in selected schools</p>	<p>MOEC Annual Reports</p> <p>Annual Reports from provinces</p> <p>Beneficiary Assessment Report, as part of PCR</p>	<p>The security situation remains stable.</p> <p>The Government provides adequate budgets to MOEC to cover its recurrent costs.</p> <p>Donor co-ordination and investments remain on track.</p>
<p><u>Outputs</u> (achieved components)</p> <p>1. <u>Basic Education</u></p> <p>44 classrooms constructed with administrative officer and library/storage rooms and latrines</p> <ul style="list-style-type: none"> - 122 classrooms rehabilitated - furniture and equipment provided - evaluation of new curriculum - development of teacher training and upgrading programs in new curriculum - 30 trainers trained for training of teachers in new curriculum and materials - 6,000 in-service teachers trained in the 	<p><u>By the Year 2006:</u></p> <ul style="list-style-type: none"> - Amendments suggested in quarterly progress reports. - Qualitative and quantitative specifications in the appraisal report and project implementation document; - Detailed drawings, architect's brief and other qualitative data in the tenders submitted by selected design/supervision consultants; - Quantitative and qualitative data prepared by technical supervision missions; - Quantitative and qualitative data prepared by mid-term review mission; - Amendments suggested in quarterly progress reports. - Qualitative and quantitative specifications in the appraisal report and project implementation document; 	<p>QPPR</p> <p>Supervision Reports</p> <p>PCR</p> <p>Audit Reports</p>	<p>The MOEC Integrated Strategy for Education Improvement is approved by Parliament.</p> <p>Teachers will be made available for newly built classrooms.</p>

	- Quantitative and qualitative data prepared by mid-term review mission;		
<u>Activities</u>	Inputs	Appraisal report	Acceptable tenders received
A. Professional Services	Implementation period: 01/04/2002 – 31/03/2006	Government amounts	Timely implementation of the Project
B. Civil Works	Project Budget (UA mill.) 19.39	ADF disbursement ledger	Goods available on schedule and to budgetary provisions
C. Procurement of Furniture	A. Professional Services 1.01	Audit Reports	Timely availability of non-ADF investment funds
D. Procurement of Equipment	B. Civil works 10.75	Progress Reports	Good performance of contractors
E. Training	C. Furniture 1.93		Government not under ADF loan sanction.
F. Consultancy	D. Equipment, learning materials 1.28		
G. Operating Costs	E. Training 2.66		
	F. Technical Assistance 0.95		
	G. Operating Costs 0.81		
	Total 19.39		
	<u>Sources of Finance (UA million.)</u>		
	<u>Source</u> <u>Amount</u> <u>%</u>		
	TAF 0.90 million 4.6		
	AD Loan 8.73 million 45.0		
	OPEC Loan 7.45 million 38.4		
	Government <u>2.31 million</u> <u>11.9</u>		
	TOTAL <u>19.39 million</u> <u>100.0</u>		

EXECUTIVE SUMMARY

Project Background The ADF *Basic Education and job Skills Project* (Education II) derives from priority human resource requirements at the basic education level, which form the basis of the objectives of the Interim Poverty Reduction Strategy Paper (I-PRSP) of the Government of Angola. The project is designed to contribute to poverty reduction through an increase in access to quality basic education and to skills development opportunities for the most vulnerable population groups. It covers deprived urban and rural areas of four western provinces of the country where there is also a substantial number of internally displaced persons (IDPs). These provinces are Luanda, Kwanza Sul, Benguela and Namibe and have been selected primarily on the basis of security considerations, since intensive supervision will be a major factor in successfully implementing the project.

Purpose of the Loan The ADF Loan of UA 8.73 million, amounting to 45.0 % of the total project cost, will be used to finance 52.1% of foreign exchange (UA 4.87 million) and 38.5% of the local costs (UA 3.86 million).

Sector Goal and Project Objectives The sector goal is to strengthen Angola's human resources capacity. The project objective is to contribute to an increased access to and an improved quality of basic education and skills-oriented training through the rehabilitation of 122 classrooms and the establishment of 244 new classrooms where none exist at all; the rehabilitation and/or expansion of 2 existing Skills Training Centres for youths and adolescents; and the development of a capacity for the improvement of the professional skills of in-service underqualified teachers.

Brief Description of the Project's Outputs To achieve this objective, the implementation of the project will result in the following :

Improving Access to and Quality of Basic Education

- 244 new classrooms with administrative offices and library/storage rooms and latrines constructed and equipped;
- 122 classrooms existing classrooms rehabilitated and equipped;
- Technical assistance for evaluation of new curriculum provided; evaluation methods designed and materials provided; system evaluation conducted;
- Technical assistance for the development of teacher training provided; programs in the new curriculum upgraded;
- 30 trainers trained for the training of teachers in new curriculum and materials
- 6,000 teachers trained in the delivery of the new curriculum and the use of materials
- Learning materials for 30,000 students provided;
- 1,000 school directors trained in school management, management of learning, the new curriculum, and community participation techniques

2) Teacher Development Capacity

- Audio-visual materials production studio established;
- Study tours conducted for the training of three specialists in cost-effective teacher education techniques;
- Technical assistance provided and new programs and materials developed for in-service teacher training and upgrading.

3) Skills Training for Youth and Adolescents

- A labour market and job skills survey/needs assessments conducted;
- Technical assistance provided to identify relevant job skills for the training of youth and adolescents in the informal and formal sectors alike;
- Technical assistance, programs and materials provided for job skills training of in-school and out-of-school youth, especially girls and street children
- Training materials produced;
- 30 trainers trained;
- 2 Job Skills Training Centres respectively in Luanda and Benguela (Bimbas) rehabilitated and equipped.

Project Cost The total project cost is estimated at UA 19.39 million out of which UA 9.35 million (48.2 %) will be in foreign currency and UA 10.04 million (51.8 %) will be in local currency.

Sources of Finance The ADF loan will be UA 8.73 million and will finance 45.0% of the total project cost, consisting of UA 4.82 million in foreign exchange and UA3.91 million in local cost. The OPEC Fund loan will be UA 7.45 million and will finance 38.4% of the total project cost, consisting of UA 3.72 million in foreign exchange and UA 3.73 million in local cost. All foreign exchange requirements of the project will be borne by the ADF and OPEC funds. The cost of design and supervision and of operating costs will be funded by ADF in local currency, the cost of civil works in foreign exchange and local costs will be jointly funded by ADF and the OPEC Fund with the exception of costs of demolitions; equipment and learning materials will be financed 100% in foreign exchange and local costs by ADF; furniture will be financed 100% in foreign exchange and in part in local costs by ADF, while regional and international training and all technical assistance will be financed by ADF in foreign exchange. The Government's contribution will be UA 2.31 million towards local costs, representing 11.9% of the total project cost. This will finance the cost of demolitions within the category of civil works expenditure, the local cost elements of the categories of basic education teacher training and job skills teacher training, the full cost of the workshops for contractors and will partially fund the category of furniture for the primary schools.

Project Implementation The project will be implemented over a period of four years (48 months) starting from 01/04/2002. The Ministry of Education and Culture (MOEC) will be the executing agency for the project. A Project Management Unit (PIU) established within the MOEC will implement and supervise the infrastructure parts of the project. Technical assistance will be provided to support the PIU in procurement and design of low-cost schools.

Conclusions and Recommendations It is recommended that an ADF Loan not exceeding UA 8.73 million and a TAF grant not exceeding UA 0.9 million be granted to the Republic of Angola for the for the purpose of implementing the project.

1. ORIGIN AND HISTORY OF THE PROJECT

1.1 Angola is among the world's poorest countries, ranked 160 of 174 countries on the Human Development Index (HDI), in spite of its substantial natural resources and enormous economic potential. As a major component of the HDI, education indicators (based in 1999 on an illiteracy rate of 50%, a school admission rate of 29% and educational level rate of 43%) have in recent years primarily accounted for Angola's low level of socio-economic progress. As such, basic education especially emerges as one area in which interventions are likely to make the most impact on the majority of the population living in abject poverty. Yet public expenditure on education declined from 18% in 1991 to 4.2% in 1999. The sharp deterioration in the education sector is reflected in dilapidated school infrastructure, relatively few children going to school and even much fewer children remaining in school long enough to acquire basic literacy and numeracy skills.

1.2 Years of unrest, especially in the eastern and northern provinces, has led to large numbers of the rural population moving to the cities along the western coast. It is estimated that 3.8 million people have been forced to relocate to urban, peri-urban and adjacent rural areas because of civil strife. In 1998, nearly 25 percent of the population of the city of Luanda and 55 percent of the population of Benguela were refugees. Most are living in tents or other temporary shelters on the outskirts of cities with few resources and constrained in terms of a lack of adequate skills to optimize the use of the own labour efficiently. In spite of adverse conditions of security in the country, on account of its ongoing civil strife with occasional incidents of violence, the Government has embarked on reconstructing Angola's education system, especially at the basic level, in response to the growing poverty and human resource development priority requirements of the country. For this reason, the Bank has long recognized the need to assist in addressing the human resource dimension of Angola's socio-economic problems with the approval of the first ADF project in 1983.

1.3 Between 1993 and March 2001 Angola was under Bank sanctions for arrears. In 1996 Angola's entire portfolio was cancelled and dialogue with the Bank resumed only as recently as in 2000. A general identification mission was conducted in August 2000 and an identification follow-up mission in December 2000 identified requirements in strategic areas of priority in terms of increasing access to quality basic education and developing the skills of the most vulnerable groups that had endured years of deprivation from access to the most basic social needs, including education and health.

1.4 In May 2001 an ADF mission assisted by UNESCO translated these areas of priority into a comprehensive strategy to rehabilitate and reconstruct primary and lower secondary schools within a context of retrained under-qualified teachers and to address the plight of youth left to their own devices. The envisaged action will open up avenues for skills development by addressing the specific needs of out-of-school youth, adolescents and street children, of whom girls account for at over 45% in most areas of population concentration. This approach is consistent with the policy direction of the Government's *Integrated Strategy for the Improvement of the Education System*. The proposed intervention is also in line with the Bank's education sector policy which places emphasis on quality basic education and skills development provided on an equitable basis, especially in terms of targeting the most vulnerable, including the poor, street and abandoned children, refugees and orphans.

2. THE EDUCATION SECTOR

2.1 The Education System

2.1.1 Although security is a real problem and occasional rebel attacks occur in the eastern and northern part of the country, education and training is provided nationwide through a network of classrooms serving various catchment areas throughout Angola's national territory. However, the greatest educational needs are concentrated along the western coast where the bulk of internally displaced persons (IDPs) have sought refuge. Data collection in Angola is slow, difficult and in some cases data is simply impossible to obtain. The most recent available national statistics are for 1998. The structure of the education structure is given in Annex II. Approximately, 239,807 children (22% female) were enrolled in public and private pre-schools in 1998. In the basic education sub-system there was a total of 2,198,980 students of whom 689,498 (31.35%) were girls. Schooling starts at age six. Eight years of basic education are provided at three levels. The primary level of four years is compulsory and enrolled 1,272,007 students in 1998 (45.6% female). In January 2001, gross enrolment (GER) at the primary level (level I) was estimated at 79 percent and net enrolment 55 percent. There are two levels of lower secondary education (Levels II and III) of two years each. In 1998, level II and III enrolled 237,475 students (109,661 female). Net enrolment in levels II and III was estimated to be 16.9 percent. The upper secondary level consists of pre-university (3 years), technical studies (4 years) or primary teacher training (4 years). At the tertiary level, there are six faculties of Agostino Neto University and a four higher institute of teacher training ISCED for secondary and tertiary teachers. In 1998, there were 8,338 students enrolled in the ten faculties of Agostino Neto University.

2.1.2 Teachers are training in two types of programs. Basic level teacher training is conducted in 18 schools covering all 18 provinces except Cabinda, Luanda, Lunda Sul and Namibe. The programs are of two years duration after graduation from grade six and designed to provide primary teachers for rural areas. The MoEC intends to eliminate these programs by 2004/5. There are 34 schools providing second level teacher training (*INE or Instituto Normal de Educacion*), at least one in each province (Luanda has 9). Programs are of four years duration after grade 8. In 2004/5, these programs will be divided into primary and secondary teacher training. Two schools (*Magisterio Primero*), in Luanda and Benguela, are already focused on primary teacher training. The Benguela schools have been recently constructed with assistance from the Government of Portugal. It also will provide distance education upgrading programs.

2.1.3 Technical and vocational education (TVE) aims at training technicians at the intermediate level. Responsibility for TPE is shared between the MoEC, the Ministry of Agriculture (MoA) and the Ministry of Labour and Employment (MoLA), Ministry of Health (MoH) and private institutions. The MoEC provides vocational training with formal education and the MoLE only upgrades workers. The MoEC runs courses in fields of industry, e.g. construction, electronics, mechanics, chemistry. Five institutes provide industrial training. Recently experimentation has begun in new curriculum for industrial training. It is being tried out at the Industrial Institutes in Luanda, Prende, Benguela, and Cabinda. Seven institutes provide economics training, four institutes agricultural training, and eight institutes health training. There is one institute each for oil specializations, telecommunications, community teachers, topography, art, dance, and music.

2.1.4 Adult education programs are provided to youth and adults age 12 and above. The Institute for Literacy and Adult Education oversees the adult literacy and post-literacy programs, and with the Institute for Labour and Employment, a formal and vocational training program for youth. At independence 85 percent of the population was literate. Now an estimated 60 to 70 percent of the population are literate. Programs to counteract this decline have been hindered by financial constraints and political unrest.

2.1.5 Private education was legalized in 1991 and has grown rapidly, especially in Luanda. In 1999, there were 250 schools with 1,000 classrooms. "For-profit" schools were more numerous than non-profit. In addition to registered private schools there are a large number of "*explicacoes*" or private lessons, most of which are not registered.

2.2 Major Sector Constraints

2.2.1 The two major constraints to education development identified below result in large measure from the civil strife Angola has endured since independence. In addition to these three main categories, other constraints affect the education system as a whole and basic education in particular. They include overcrowding in schools, insufficient teaching time, very low internal efficiency, student and teacher absenteeism, under-trained teachers, lack of learning materials, dilapidated facilities, lack of furniture and equipment.

Financial constraints

2.2.2 Expenditures for the education sector have fallen from 18 percent of public expenditure in 1991 to 4.2 percent in 1999. Most of Angola's expenditure on education is recurrent. Staff salaries and benefits take up over 70 percent of the budget (80% in Luanda Province). Capital expenditures are minimal with the exception of the World Bank funded *Fundo de Apoio Social* (FAS) program providing social services (schools and health centers) for poor communities. The largest expenditures among special programs are for special education, school feeding programs, salaries and furniture for basic education schools. Resources are however too few to meet these needs.

2.2.3 In spite of inadequate resources, basic education is provided free of charge. Privately funded education is one way of containing public costs. But private education provision is still limited in scope.

Poverty and Internally Displaced Persons (IDPs)

2.2.4 It is estimated that over 61 percent of Angola's urban population are poor - moderately or extremely poor. The poor are found in both urban and rural settings, with the majority in rural areas. Based upon the FAO minimum caloric intake per day definition, approximately 78 percent of the population in rural areas are considered poor. Poverty also is a cause of low school attendance, but a recent UN study indicates that the poor will do the best they can to keep their children in school unless they are forced to use their labour for survival. The attendance rate among moderately poor families is especially high.

2.2.5 A study conducted by the INE in 1996 found that Angolan families spent 77 percent of their incomes on food, six percent on water, six percent on transport, and only two percent on education. In Luanda, 35.2 percent of the poorest families had their children registered in school while for the highest income families had 61.1 percent of their children registered.

2.2.6 The civil war has compounded poverty, leading to the large scale forced migration from the countryside to the cities. Recent data indicates that the problem is becoming a crisis. In 1997 there were about 1.5 million internally displaced persons (IDPs). In early 2001, it is estimated there were 3.8 million IDPs.

2.2.7 The urban areas of Luanda and Benguela have attracted the largest numbers of IDPs. In Luanda area many of the IDPs are housed in tents provided by donor agencies such as UNHCR and WFP. Many of these tent cities are adjacent to existing permanent communities. In Benguela the IDPs commonly live in mud-brick huts with thatch roofs. Water and sanitation are poor and health services insufficient. The UNHCR has established a few primary schools for IDPs and WFP with the Social Welfare Department supports feeding programs. But these temporary schools are few and existing schools already are seriously overcrowded. Many children from the countryside have been forced to discontinue their education. Advances made in rural education in the past are being lost.

2.3 Labour and Employment

2.3.1 The unemployment situation stems from the damage of war, limited investment opportunities, and lack of employment promotion policies. Urban unemployment (age 10 and over) has risen to 33 percent particularly among young people and women (Republic of Angola, May 2001, p.49). Approximately 196,000 persons are employed in the public sector. The private sector plays a relatively limited role resulting in the importance of the informal sector in providing income for the majority of people. The urban informal sector is represented in all sectors of the economy, including transportation, communication, civil engineering, and industrial. The informal sector amounts to approximately 40% of the total labour force. The youngest group in the informal sector – youth of 10 to 19 years of age – has increased rapidly. Women now represent 63.5 percent of the informal sector.

2.3.2 The UNDP identifies a number of segments defining the informal employment sector. They include the traditional informal sector both rural and urban, rural traditional trade, urban traditional trade, trading in imported goods, and illegal activities including non-regulated export. UNDP further notes that in 1999 the urban informal sector (37%) employed more persons than the formal sector (35%), another 28 percent being students or persons who were not economically active. The bulk of persons are working in the urban informal sector as traders – retail at fixed locations, petty street vendors, wholesale trade, and illegal import/export.

Employment Potential

2.3.3 The informal sector offers the greatest potential for employment with 67% of the population of persons 15 to 60 years. In the informal sector commerce offers by far the avenue for self employment (60%). Some 10% of persons working in the informal sector are self-employed in manufacturing, construction and utilities, while 3% are self-employed professionals and 4% non-professional employees. The informal sector is large and in relative terms larger in cities with concentrations of population, such as Lobito and Luanda. Other employment and/or income generation opportunities are offered by micro-credit schemes, especially that managed by the Ministry of Women and Family Affairs (MWFA), and the banking sector. Micro-credit facilities provided by MWFA have made a particular impact in the agricultural sector in Cabinda and Namibe, where relatively few mines have planted during the ongoing strife. The National Bank of Angola has worked out a scheme for lending money to the youth, adolescents and other groups with proven skills and has linkages with skills training centres in the country. Significant voluntary contributions from private sector entities also help create employment opportunities for the youth. AMOCO, for example, goes as far as financing training centres for girls and street children whose graduates it employs.

2.3.4 With regard to income-generation opportunities for girls, women and the handicapped in particular, the Social Development Fund (FDES) offers credit facilities for persons with proven entrepreneurial skills. The LWINI Fund, another source of finance for socio-economic and commercial activities has been established to protect girls and women by offering them credit facilities. Moreover, FUNDANGA, an NGO is well known for providing credit facilities of some scope which the banking system has so far not been able to concede on account of a lack of a guarantee mechanism. Within 2 years FUNDANGA intervention has impacted on 250 families and is expected to cover more than 1445 families in the next 5 years in Cabinda, Bengu, Huambo and Lunda Sul.

2.4 Education Policy

The new Integrated Strategy for the Improvement of the Education System (2001 -2015) is the framework for policy implementation. It involves moving toward a new 6-3-3 education structure of six years of compulsory education followed by an additional three years of basic education at the lower secondary level and three years at the upper secondary level (grades

10,11,12). Access and quality improvement remain top priorities. School rehabilitation and construction aimed at reducing the number of shifts at primary level from three to two is a favoured policy strategy. Other policy priorities include improving school management, establishment of an education management information system (EMIS), enhancing information exchange via radio, and distance education for the approximately 35,000 under-trained teachers in basic education.

2.5. Involvement of Donors in the Education Sector

Multilateral Donors

2.5.1 *The World Bank* has been funding the first phase of the FAS program. FAS was established in 1994 with assistance from Sweden, Italy and Japan as well as the World Bank. The first phase of the program ended in December 2000 with US\$ 31 million having been dispersed. The second phase calls for a further US\$33 million from the World Bank and US\$ 3- 4 million from other donors for health, education and water/sanitation projects. Between 1994 and 1997, the World Bank funded construction of six primary and secondary schools in Luanda and rehabilitation of nine schools for a total of approximately US\$ 10 million. The World Bank plans a new project for up to US\$ 30 million for mid-2002.

2.5.2 The European Union views education as an important sector. Main areas for support have been training of primary teachers, rehabilitation of school buildings with some new school construction, and middle level professional training. Teacher training is considered the most important area for support. Three to four years ago the EU trained 170 teacher trainers in Portuguese, mathematics, science, pedagogy, and communications techniques. They, in turn, have trained 3,000 primary teachers of about one-tenth of the under-trained teachers needing upgrading. Euro 6 million has been allocated for establishment of primary teacher training centres in each of four provinces - Bie, Benguela, Huambo and Huila. Euro 2.7 million was provided for rehabilitation and equipping on an Institute *Media Technico* Luanda and Euro 8.3 million for an *Instituto Agraria* in Huila. School rehabilitation and construction also has focused upon the provinces of Bie, Benguela, Huambo and Huila provinces. The EU is presently developing a new Euro 150 million strategy of support to Angola, but education's share has not yet been determined.

2.5.3 *The OPEC Fund* has maintained its presence in Angola in spite of the civil strife. It designed a two-year, US 8.4 million Reconstruction of the Education System Project in 1996, although it is still not clear whether the project will be implemented as it is or not.

2.5.4 *The UN system agencies* UNICEF, UNHCR, and the WFP are the most active on supporting education in Angola. UNICEF has a Teacher Emergency Program (TEP) and *Miniescolas* to improve basic education access. It is supporting MoEC teacher training programs emphasizing girls education and communication skills among teachers and between schools, parents and communities. Literacy, numeracy and life skills training for youth and adolescents is supported in collaboration with the National Institute for Literacy and Adult Education. UNICEF with UNESCO is preparing a monitoring of learning achievements (MOLA) study in an effort to improve student assessment systems, and providing communications and basic skills training for IDPs. UNHCR and the World Food Program also target IDPs. UNHCR is supporting establishment of schools in refugee communities. WFP conducts Food for Work programs for schools construction, school feeding programs and community kitchens.

Bilateral Donors

2.5.5 The Governments of Sweden, Italy and Japan have provided support for FAS. Japan is designing a new program of support of school construction. At present, Portugal has constructed two new levels I and II schools and has provided training for teachers, managers and technicians. France is providing US\$ 3 million over two years for training of teachers in France and upgrading for teachers and managers. Italy provides support for an agricultural institute. The German development agency GTZ provides assistance for technical training in fisheries.

Non-Governmental Organizations and Churches

2.5.6 NGOs and churches provided approximately four percent of primary education in Luanda in 1999. The percentage (1.9%) was much lower in the provinces.

2.5.7 ADPP has constructed six schools for “Teachers for the Future” as part of a 12 year commitment for development of one school in each province. These schools train rural primary teachers (60 teachers per year per school, total 294) in Bengo, Benguela, Cabinda, Huambo, Luanda and Zaire. ADPP is also involved in in-service distance education through a Pedagogical Workshop program. It has established schools for the disadvantaged in Cazenga, Luanda.

2.5.8 The national NGO, ADRA, conducts programs for teaching improvement and community involvement in improving the quality of education in Luanda, Melange, Benguela and Huila.

2.5.9 Development Workshop supports school building and maintenance in Luanda and Huila and has developed designs for cost effective school construction and school mapping in urban areas.

2.5.10 Open Society supports development of parent-teacher association (PTA) with help from USAID. It has established school farm projects in Bengo and Kwanza Sul to combat the effects of poverty. Open Society considers the problem of school quality more serious than access with the most serious problems in the first two grade levels.

2.5.11 The Evangelic Alliance of Angola (AEA) has supported school construction and integration of handicapped and war disabled children in school. CARITAS of Angola supports provision of water and sanitation facilities for schools. The Methodist Church provides poor and street children with meals and social programs. In 1999 nearly 1,000 children were being assisted. The Christian Children’s Fund works with communities in the most war ravaged areas, helping rebuild or renovate schools. Mennonite, Baptist and other churches also provide assistance to education in a number of areas but mostly in Luanda.

2.6 Financing of Education

2.6.1 Although the proportion of public expenditure for education has decreased in recent years, the real allocation for the MoEC has more or less remained constant at 5.61% of total public expenditure in 2000 and 5.75 % of total public expenditure in 2001. Most of the allocation is for recurrent expenditures. Approximately 70 to 80 percent was allocated for teacher salaries. The MoEC budget by sub-sector (see Table 2.6) and category of expenditure in 2001 are presented below. It should be noted, however, that these are only expenditures of the MoEC. Much additional expenditure for education, such as FAS and assistance to provinces, is outside the MoEC budget. Much of the recurrent expenditures, such as for teacher salaries, are found in provincial budgets.

2.6.2 Some capital expenditures for construction or school equipment are met by the budget. Most expenditures are recurrent. However, the budget of the MoEC reflects only a portion of the total expenditure on education. The FAS program (Social Action Fund) in the Ministry of Planning builds hundreds of schools each year. Provincial allocations pay the salaries of primary school teachers (the MoEC budget covers salaries of other teachers). For example, out of the total budget

Table 2. 6. MoEC Budget by Sub-Sector, 2001

SUB-SECTOR	PERCENT
Pre-Primary and Primary	22.7
Secondary	8.6
Tertiary	20.6
Services for Education Not Identified by Level	20.1
Subsidies	23.3
Other Services	4.7
TOTAL	100.0

Source: ROA, 2001, p.28..

for the Province of Luanda in 2000, 83% was for salaries (full-time, part-time, specialist and substitute primary teachers). The rest was allocated for other expenditures, including consumable supplies and utilities.

3. THE SUB-SECTORS

3.1 Basic Education (Primary and Lower Secondary Education)

3.1.1 Reform plans call for the restructuring of the education system. The current primary and lower secondary levels of education will be combined to become six years compulsory instead of the current four. However, at present, only approximately 45 percent of the children from age six to nine are out of school. In 1999, two million children age 6 to 11 were out of school. Among registered students at present many are over age. Only 27 percent of the children entering grade 1 actually reach grade 4. Because of this, net enrolment at secondary (levels II and III) is only about 16.9 percent. Quality of education is a serious concern at all levels of education.

Access and Equity

3.1.2 Net enrolment (NER) increased approximately two percent per year between 1990 and 1995. Government targets call for 67 percent NER by 2005. The MoEC estimates that it has now reached 55 percent, but others believe the figure is much lower. ADPP estimates the NER for basic education in 2000 to be about 29% due to an underestimate by the MoEC of the number 6 to 14 year old children. In 1999 Oxfam, using World Bank and UNICEF data, estimated that by 2015 NER would have fallen to 40 percent. Population growth is 2.9 percent per year making it hard for the schooling system to catch up with the population growth rate. Refugee children have special problems with access. Their camps are often away from population centres and existing schools.

3.1.3 Many of the children who are registered students are not actually studying within the school, but outside - under trees or in other shaded areas. For example, in Benguela alone of a total of 119 337 students surveyed, 75 525 are studying in school facilities, while up to 43 812 are studying in make-shift shaded areas or under trees. Urban and peri-urban schools are characterized by massive overcrowding. Capacity in the data above is based on two shifts per day. The table indicates not only the schools' triple shifting, but also squeezing as many children as they can into each classroom. Often 50 to 60 children are studying in rooms designed for the norm of 40 students.

3.1.4 At initial enrolment in grade 1 enrolment of boys outnumber girls (55% to 45% in 1998). There is a tendency for girls to repeat and drop out more frequently at primary level, but at secondary level girls make progress (over 47% at level III) and often outnumber boys in schools.

Efficiency

3.1.5 The education system is highly inefficient, especially at lower grade levels. In 1998/99, only 47.9 percent of the students in Level I progressed to the next grade, 24.2 percent dropped-out and 27.9 percent progressed. Of 1000 new entrants, only 270 are likely to complete grade 4. There are a number of reasons for this poor performance. Poverty and the need to help generate income are a primary cause, but poor performance is also an important factor. Poor performance is the result of non-attendance, lack of learning materials, inadequately trained teachers, overly large class sizes, dilapidated facilities, and too little contact time. Most urban and peri-urban schools are triple-shifting. First shift students attend from 07H 00 to 10H 00, second shift from 1000 to 1230, and third shift from 1400 to 1800. A quality improvement objective of the MoEC's reform plan is to reduce the number of shifts to two (08H 00 to 12H 30 and 14H 00 to 18H 00). At present this is only possible in rural schools.

3.1.6 International donors (including WFP, UNHCR, ADPP,) and the Government of Angola have implemented school feeding programs to improve efficiency. As in most countries these programs have proven highly effective in improving efficiency. For example, last year the Luanda

Provincial Government implemented a school feeding program (bread and milk) for 10,000 students. The program is reported to be very successful resulting in reduction of drop out rate, an increase in attendance, and in academic scores. Now the MoEC intends to expand such programs to 140,000 students. The draw back of school feeding is its expense and difficulty for Governments to sustain.

Quality

3.1.7 A reliable assessment of student achievement is not yet available (although UNICEF and UNESCO are developing a study for grade 4 learning achievement). However the drop-out and repetition rates at 24 and 28 percent reflect the gravity of the situation. The conditions in which students learn are appalling as reflected in the typical situation of a school in Benguela (Barrio 71) with a capacity of 160 (40 students, two classrooms, two shifts), but its enrolment is 565 (in three shifts) and the majority of classes are outside the school building.

3.1.8 As mentioned above, the factors affecting quality also affect efficiency. The factors having most effect on poor quality of education are include inadequate facilities (run down, overcrowded), and **under-trained teachers (about two thirds at primary level – 50% in Luanda and 93% in Huila)**. Others are: teacher time - the need for quality improvement in terms of more teaching time (two shifts at most); and inadequate learning materials (books are in short supply and few parents can afford them).

3.1.9 Capacity building is required for school directors and education administrators. School directors need upgrading in school management techniques (financial management and management of learning), in data collection, and in techniques for stimulating community participation. Local and national administrators need training in staff and financial management and management information systems. The statistical data collection system for education in Angola is very poor. A major effort should be made in establishing an effective EMIS.

3.2. Teacher Training and Development Capacity

3.2.1 Although efforts have been made to increase the number of teachers, especially in the basic education sub-system, the total number of qualified practising teachers is inadequate. In spite of teacher training arrangements made by various donors under specific projects, the shortage of teachers is still likely to be a problem for some time. Eighteen schools provide basic teacher training (in all provinces except Cabinda, Luanda, Luanda Sul and Namibe). The program is two years after graduation from grade 6. Graduates are qualified to teach at primary level (mostly in rural areas), but the MoEC wants to phase out this program by 2004/5. The second level of teacher training is conducted in *Instituto Normal de Educacion* (INE). It consists of four years of pedagogical training after graduation from grade 8. There are 34 INE, at least one in each province (Luanda has nine). In 2004/5 the plan is to split these schools into primary and secondary level teacher training institutions.

3.2.2 Another preservice teacher training variant is provided by ADPP's "Teachers for the Future Program". ADPP has established six schools which produce 60 qualified teachers each year for rural level I and II schools (grades 1 to 6). A total of 294 teachers have graduated to date. The program takes 2.5 years to complete after graduation from grade 10. By 2009 ADPP is expected to have at least one school in each province and to have trained 1,350 new teachers.

3.2.3 Both ADPP and the EU have been assisting the MoEC with inservice teacher upgrading programs. The EU has trained 170 teacher trainers and upgraded 3,000 under-qualified primary teachers (one-tenth of the total). The program consists of three months of face-to-face training in one of six centres. The EU plans to allocate six million Euros to establish training centres in each province over the next six years.

3.2.4 *Capacity for the Training of Teachers.* ADPP is uses "Pedagogical Workshops" (PW) to upgrade teachers. Each teacher for the Future Centre can organize up to 100 PW. Each PW gathers teachers for a cluster of five to ten schools (4 to 10 teachers each) and provides self-learning materials and weekly meetings with instructors. Instructors also use computers and all training materials are computerized. The course is 40 weeks and the average cost per teacher is US\$ 250. By 2012, ADPP hopes to have 1,200 PW established. ADPP is working with the Department of Teacher Training on the PW program and hopes to encourage the Government to provide further support. Teacher training as such through is regulated by standards set by the Ministry of Education in terms of establishing competency levels and norms for certification. Capacity for teacher upgrading and harmonization of curricula is required with a view to the joint and cost-effective production of instructional materials. Moreover, capacity for teacher training is fostered on the understanding that linkages with the private sector will be strengthened, thus enabling the later to take over the provision and maintenance of teacher training pedagogical equipment. Studies on private sector linkages point to a significant reduction of recurrent costs.

3.2.5 Some capital expenditures for the construction or school equipment are met by the budget. Most expenditures are recurrent. However, the budget of the MoEC reflects only a portion of the total expenditure on education. The FAS program (Social Action Fund) in the Ministry of Planning builds hundreds of schools each year. Provincial allocations pay the salaries of primary school teachers (the MoEC budget covers salaries of other teachers).

3.3. Skills Training

3.3.1 Skills training in Angola is provided not only through the *technical and vocational education* subsystem but also *adult education*. Technical and vocational training programs are coordinated by the Ministry of Labour and Employment. They are provided for children as from 12 and above at levels II and III, *ensinio medio* (grades 9 to 12) and higher education levels. There were 23,119 students in *ensinio medio* in 1998/99. Industrial, economic, agricultural, health and other specializations (journalism, social areas, fishing, petroleum, arts) are offered. Industrial specialties include electronics, mechanics, civil construction and telecommunications. These same categories of industrial training are provided at lower secondary as well, but job opportunities in most are very limited for lower secondary graduates. The exception may be in construction where jobs are available. Generally, the informal sector provides more opportunity for graduates of level II and III.

3.3.2 Adult education has a vocational orientation in addition to its more traditional literacy, post-literacy and equivalency training. Adult education programs target youth and adults 12 years of age and above who have not attended school or have limited education. The primary objectives for adult education are to raise adult literacy from its rate of about 42 percent in 1999 to 85 or 90 percent; to provide post-literacy training in local languages (Umbundu, Kimbandu, Kikongo, Tchokwe, Ibinda, Nganguela, Nyneca-humbi and Kwanyama) as well as Portuguese; to provide formal equivalency programs for youth; and life skills and job skills training. The literacy and adult education sub-sector is structured into two main areas: basic training aimed at acquiring

competence in reading, writing, and numeracy, as well as satisfying social and personal needs. A social motivation process and rural development involve the participation and the mobilization of local social groups in order to solve rural problems and implement self-projects. As of April 2001, the sub-sector of literacy and education involved 1,341,566 trainees distributed as follows: (i) Literacy – 757,000 studying all over the country; (ii) Post-literacy – 357,987; (ii) Self-study (experimental) – 543; (iii) Adult formal education (II and III level) – 224,765; (iv) Multi-purpose schools, otherwise known as polyvalent or multi-skills schools (Benguela, Namibe, and Luanda) - 1,276 students.

3.3.3 As with the formal education system, adult education suffers from lack of resources and resulting poor quality. Studies reveal a sub-sector with weak results and a high level of inefficiency due to drop-out (20%), failure (25%) and repetition (15%). It should be noted, however, that these statistics are more favorable than those reported for formal basic education.

3.3.4 The National Institute for Adult Education (INEDA) strives for synergy between the literacy and adult formal education programs, public and private. To the extent possible partnerships are established with public institutions, enterprises, organizations representing civil society, giving emphasis to churches and NGOs. For instance, INEDA works closely with UNICEF and UNESCO in developing literacy and post literacy materials and life skills training programs.

3.3.5 In 1985, there were 23 multi-skill training schools in 15 provinces. Now there are only three in Luanda, Benguela and Namibe. Youth (12 years and over) and adult training for levels II and III equivalency is conducted primarily in the afternoon and evening in schools, but is constrained by a lack of electrical lighting in most of the provinces. This problem is worse in some provinces where the evening shift is used for children who cannot study during the day due to overcrowding in the school.

3.3.6 Adult formal education programs do not have teachers trained specifically for literacy, post-literacy, job skills or equivalency programs. The medium education level for teachers in adult formal education is grade 8 in the urban areas and peri-urban areas and grade 4 in the rural areas. Training is required for nearly all teachers in literacy and adult education programs.

3.3.7 Materials are in very short supply and with few exceptions facilities are in poor condition. For example, the Luanda Adult Education Center can house 300 boarding students (targeting poor, displaced and street children) as well as provide training for other members of the community. It is characterized by extremely dilapidated buildings which are beyond rehabilitation (exception is the boarding and cafeteria buildings), inoperative machinery for vocational training (the exception is two printing presses which are no longer in use by the industry), minimal furniture, and almost no learning materials neither books nor notebooks and pencils. Most of the children simply try to remember what the teacher wrote on the board. There are other such centers in Benguela and Namibe. The Benguela center is in better condition having been built in 1992 and renovated in 1999 with help from an Italian foundation.

Job-oriented Skills Training

3.3.8 A combination of the best job-oriented features of *adult education* (which offers multi-skills training and basic literacy and numeracy competencies) and the trades specialization emphasis placed by the *technical and vocational education* system are most appropriate to meet the needs of street children and adolescents (most of whom are out-of-school or have never been to school at all). Most in this target group are over-age for a general education system that does not provide alternative functional education and training solutions in terms of enhancing employability of graduates. In this regard, it would be appropriate to have curriculum developers work out education/training opportunities for vulnerable groups on whose future Angola will depend. The job-oriented skills training approach is one that is already being used by a number of partners and NGOs in the education sector catering for the special needs of street children.

3.3.9 UNESCO and an NGO known as GOAL have worked out programmes for the training in the areas of *agriculture, tailoring, carpentry and joinery, fishing, bricklaying, mechanics, welding and plumbing*. Studies show that job openings for these skills for the short and medium terms are abundant. However, surveys, tracer studies and needs assessments are required in order to determine the scope of skills for programmes in the long term as well as areas in which skills could be improved. The specificity of training lies in the fact that it is offered in a curricular environment in which children acquire a self-sufficient education involving problem-solving, attitude building (the affective domain) and the development of a culture of positive thinking rather than simply the development of psychomotor skills. The training occurs in a context of physical and psychological nurturing where nutrition and exposure to role-modelling turn out to be the most effective devices for dealing with trauma suffered by children in especially difficult circumstances.

3.3.10 One of the greatest advantages of the skills training approach is its holistic character in terms of equipping children with not only job-related but also survival skills that will enable them to thrive on their jobs and grow as good citizens. Thus emphasis in the curriculum is to be placed on civics, education for peace, conflict avoidance and resolution, tolerance, sex education and a healthy lifestyle.

3.3.11 Regarding opportunities for employment, it is worth pointing out that the private sector represents the greatest outlet for skills acquired through training centers for the youth. In addition to opportunities in the informal sector, AMOCO, British Petroleum (BP), Soares da Costa, Texeira Duarte, Odebrecht are among some of the private entities assisting in creating income-generation opportunities for the vulnerable. In addition, the premise on which job skills programs are worked out is that specific jobs have been identified through needs assessments and projections regarding the buoyancy of the job market with respect to employable skills. Some of these needs assessments were done a long time ago and will be conducted again under the project and in the future when the project in operation has received feedback through a tracer study from its graduates in the world of work..

4. THE PROJECT

4.1 Project Concept and Rationale

4.1.1 Some 67% of Angolans live in poverty and it is well known that poverty causes lower school attendance. The primary focus of the project is expanding access and improving quality in basic education levels I and II (grades 1 to 6). In Angola, the two are closely related. Angola has tried to keep pace with a rapidly growing population. But because of past efforts to expand access to education, schools in urban and peri-urban areas are terribly overcrowded. In many schools - which operate on a 3-shift basis - 50 to 60 children are crowded into classrooms designed for 40.

4.1.2 Ongoing civil conflict exacerbates the problems of access by forcing people to flee to already crowded urban areas. Luanda and Benguela are the favoured destinations, but all relatively safe, major cities are affected. The capital of Namibe Province does not attract too many refugees, but it has a special problem of access. Recent flooding has uprooted a community of 5,000 families leaving them without social services and 1,700 children without schools.

4.1.3 Resource constraints combine with these factors to lower quality of education. Teachers are not sufficiently trained, there are too few textbooks and learning support materials, school buildings are dilapidated. There is insufficient furniture and almost no equipment. In many instances learning involves sitting on the floor and copying what the teacher writes on the board in a notebook, if parents can afford one, and repeating it back to the teacher. These factors combine with the reality of poverty to decrease attendance and increase drop-out and repetition. Hence the areas of intervention taken up by the project - namely: basic education, a teacher development capacity and job skills training for youth and adolescents.

4.1.4 The project has been designed on the basis of the Bank's earlier experience in implementing the first project in the education sector in Angola, namely, *The Middle Level Staff Training Project* (which was approved in 1983 and became operational in 1990). The project successfully established a capacity for middle-level training in the Economics Institute of Luanda from which hundreds of graduates are now working in the public and emerging private sectors. The main lesson learned from the project is the need for putting in place a solid management team to supervise implementation. Another lesson is the need to study project sites carefully before selecting them. This lesson derives from the fact that the other site under the *Middle-level Staff Training Project*, Malange, was subsequently attacked by UNITA rebels. Sites for the present project have therefore been carefully selected along the western coast to serve large concentrations of population groups. A sound project management team consolidated by appropriate technical assistance also constitutes one of the main strengths of the project design.

4.2 Project Area and Beneficiaries

4.2.1 *General Description.* The project will be implemented in urban and peri-urban areas of four provinces along the West Coast of Angola (Annex 1). These areas are considered secure and have attracted large numbers of refugees. School rehabilitation and construction will improve access for children in two municipalities in Luanda, Kwanza Sul and Benguela Provinces. Accurate statistics are difficult to obtain and an exact number of beneficiaries is not available. The last census was in 1970. As a rule of thumb, however, approximately 25 percent of the population in Angola is 6 to 14 years old. Viana and Benfica municipalities of Luanda are the home of approximately 0.6 million people, Benguela and Lobito municipalities of Benguela Province have about 1.5 million people, and Sumbe and Porte Amboine municipalities of Kwanza Sul Province approximately 0.85 million people. Potential beneficiaries in these provinces could number 27,000 children. Training will be provided for teachers and school directors in these provinces.

4.2.2 The primary target group for basic education improvement are children living in the poorest barrios of the urban and per-urban areas of the three provinces. Although the majority of these children are registered as in-school large numbers of them do not have classes in the school building due to overcrowding. Because most of the schools are on triple shifts, children receive at most three hours per day of actual learning time. Schools in these poor areas will be expanded and rehabilitated. Sites for new school construction will target areas where refugees as well as permanent residents can benefit from improved access and quality of education. Poor children, especially girls, street children and children with mild handicaps will be the target group for job skills training programs.

4.2.3 Flooding has displaced 5,000 people in the Namibe municipality of Namibe Province. They have been moved to a new location and 1,700 children are now unable to attend school. The local schools are already overcrowded. Two 12-classroom facilities will be built to serve their needs. The displaced persons are considered to have resettled permanently in their new homes.

4.2.4 Urban, peri-urban and/or rural areas in four provinces will be targeted for support. They are Viana and Benfica municipalities in Luanda, Sumbe and Porto Ambui municipalities in Kwanza Sul, Lobito and Bimbas in Benguela, and Namibe in the province of Namibe. The project will target beneficiaries in very poor and refugee communities, especially girls and street children, in the urban areas which draw the majority of the refugee populations – Luanda, and Benguela. The project will work with and draw on the efforts and experiences of other donors, especially the World Bank/FAS, the EU, ADPP and UNICEF, in expanding and improving basic education.

4.2.5 *Security in the Project Areas*. In addition to their poverty-stricken inhabitants, the sites in Luanda, Kwanza Sul, Benguela and Namibe were carefully selected at appraisal on the basis of security indicators. While the sites in the first 3 provinces have not had any significant insecurity incidents in the last 5 years, Namibe is considered by many as a safe haven, which has at no time been affected by Angola's civil conflict. The relative security of the sites is reflected in the number of ongoing donor-funded development activities being undertaken by various donors on them as shown in the following table:

Table 4.1a Presence of Donors on the selected Project Sites

Province	Security situation based on population movements*	Donors present in the Education Sector	Ongoing and completed activities in the Education Sector	Donors in other sectors of ongoing activities
Luanda	Good	World Bank (WB), Portugal, European Union (EU), World Food Programme (WFP)	Construction and rehabilitation of primary schools; teacher training in basic education;	FAO, USAID (agriculture); EU (water and sewerage rehabilitation, health services rehabilitation);
Benguela	Good	Portugal, WB, EU, UNICEF, WFP	Rehabilitation and construction of primary schools; teacher training for basic education; community development training	World Bank/ FAO (agriculture); Germany (agriculture); Italy, Switzerland, Finland (agriculture)
Kwanza Sul	Good	Portugal, UNICEF, EU, WFP	Teacher Training in Basic education, food-for-work in respect of primary classrooms construction and rehabilitation	World Bank/FAO (agriculture); USAID (agriculture), EU; Italy, Switzerland, Finland (agriculture)
Namibe	Good	Portugal, UNICEF, WFP	Teacher training in basic education; Construction and rehabilitation of primary schools	Eu (road construction, water supply, fisheries); health services

* As indicated by the World Food Program in its publication *Vulnerability and Food Security Bulletin*, April 2001

4.3 Strategic Context

4.3.1 In response to the UN Millennium Summit goal of reducing poverty by half in 2015, the Government of Angola has drafted an *Interim Poverty Reduction Strategy Paper (I-PRSP)* under the auspices of international partners, including the World Bank and UNDP. These partners have made a set of recommendations on the I-PRSP which call for: (i) the reorientation of budget priorities, in favour of the social services and in particular basic social services and social assistance; (ii) much greater attention in the revised I-PRSP to the national response to HIV/AIDS, which threatens to plunge ever greater numbers of Angolans deeper into poverty over the next; and (iii) a broadening of the I-PRSP's focus to include the protection of the rights of the poor, including in particular women, children and especially vulnerable groups such as IDPs.

4.3.2 The present project is consistent with the said recommendations. It also supports key aspects of the *Integrated Strategy for the Improvement of the Education System*. These include restructuring of the basic education system into a 6-3-3 system with six years of free, compulsory education; expanding access and improving the quality of basic education; developing special programs for girls and street children; reducing the number of shifts in schools from three to two; introduction of new curriculum for levels I and II; implementation of cost-effective teacher upgrading programs using distance education; reducing the unit costs of school construction; and provision of relevant and practical vocational skills for children in and out of school. Along these lines, the Bank's Interim Country Strategy Paper for Angola also places emphasis on poverty reduction through the expansion of access to basic education and the development of human resources in general.

4.4 Project Objectives

The sector objective is to contribute to the strengthening of the human resources capacity of Angola with a view to poverty reduction and increased productivity. The project objective is to contribute to an increased access to and improved quality of the education system. This will entail expanding access to basic education, improving the quality of education at the primary (Level I) and lower secondary (level II) sub-systems, and reducing inefficiencies in the education system. Job skills training for youth and adolescents, especially girls and street children, will help improve their opportunities for employment in the formal and particularly informal sectors of the economy.

4.5 Description of Project Outputs

4.5.1 In order to meet the needs of the poor and deprived population groups through quality basic education, the Government of Angola recognizes that its efforts must also translate into concrete action in terms of job skills enhancement for its most vulnerable youth, including street children and adolescents. Emphasis on quality at the basic education level in particular requires the longer term sustainable option of building capacity for the cost-effective production of qualified teachers in a context of significant shortages where pupils/teacher ratios rise as high as 90:1 in some provinces. Basic education, skills training and a teacher development capacity therefore constitute the most appropriate plenum of actions which must be taken - in the light of what other partners are currently engaged in - to cope with the pressing human resource development requirements and to reduce poverty.

4.5.2 Over its four-year implementation period, the project will expand access to basic education at levels I and II (Grades 1 - 6) and improve its quality. Quality improvement will be accomplished by rehabilitating existing facilities, providing textbooks and learning materials, helping develop new curriculum and teaching techniques (including IEC materials to counteract the spread of HIV/AIDS), upgrading under-qualified teachers through modern distance education techniques, and training school directors. To ensure that training activities (workshops, IEC interventions, seminar-type sessions, all short-term training sessions of up to 3 months, and, as necessary, long-term training sessions of a duration beyond 3 months) under all the *Training* categories of expenditure across all components are effectively carried out, a comprehensive document defining the modalities for each training session/course and providing a summary of the content of the training will be submitted to the Bank as a condition. Children with minor handicaps will be provided more education opportunity by providing facilities and teacher training supporting the successful integration in schools. Employment opportunities for youth and adolescents, especially girls and street children, will be enhanced through the provision of training in job skills for the formal and informal economic sectors with emphasis on the informal sector.

4.6 Detailed Description of Project Activities and Components

The project is divided into four components. The first is designed to improve access and raise quality in basic education, levels I and II. The second supports modernization of the teacher training and capacity development system with emphasis on the techniques for upgrading and retraining acting teachers. The third component will provide job skills training to overage adolescents in level II and out-of-school adolescents and youth in adult education programs. A project implementation unit (PIU) in the MoEC will be established. The following categories of expenditure are associated with the project: A. Professional Services; B. Civil Works; C. Furniture; D. Equipment / Books / Teaching Materials / Vehicles; D. Training; E. Technical Assistance; and F. Operating Costs.

Component 1. Access to Quality Basic Education

4.6.1 New facilities will be built to improve access to basic education – the current primary and lower secondary education levels - in urban and peri-urban areas of the provinces of Luanda, Kwanza Sul, Benguela, and Namibe. These areas have been determined to be the most secure from civil strife. The new facilities will be provided in modules designed to correspond to the education reform objective of six grades of compulsory education. The modules are composed of three classrooms for 40 students, administration offices, latrines and library/storage room. The new facilities will be distributed by provincial and municipal authorities on the basis of need. Need will be identified through the following criteria: location in poor barrios; proximity to IDP as well as permanent communities; location in zones where registered enrolments are well in excess of existing school capacity; permitting existing schools to provide only two rather than three shifts; schools with effective management.

4.6.2 Quality improvement will be accomplished through rehabilitation of schools being expanded and other schools in accordance with the criteria mentioned above. Furniture and equipment will be provided. Experimentation with the newly developed curriculum will be supported through technical assistance in design and implementation of education evaluations, revision of textbooks and teachers guides, production and dissemination of textbooks, learning support and library materials. These new materials include information on the dangers of HIV/AIDS. Under-qualified teachers will be upgraded and new teaching methods introduced through in-service distance education training programs. The categories of expenditure under this component are as follows:

A. Professional Services

4.6.3 Architectural and engineering services, augmented by technical assistance, will be provided by the PIU in the review and finalising of the designs for standard primary school facilities. Professional services will be required to carry out site surveys, including levels and soil conditions, and to prepare the adaptations of the standard working drawings for the classrooms and other facilities, to locate them to the site layouts, adjust to contours and other parameters, and include provision of drinking water by appropriate means. Full contract documentation will then be assembled for tender purposes. A consulting firm will carry out these services. Tender actions will be carried out by PIU. After selection of contractors, supervision, valuation and certification services will be required for the work on site. These services will be provided by the staff of the PIU based in the MoEC offices in Luanda and Benguela, with day-to-day supervision by clerks of works.

B. Civil Works

4.6.4 On account of well researched attentional, information-processing and motivational conditions required for learners to gain knowledge and skills as they attend to instruction in the congenial environment of physical classrooms rather than under trees or in make-shift structures which are not conducive to education of quality, as is presently the case in Angola, civil works will represent the bulk of the project. Besides, they will be largely financed by the OPEC Fund to the tune of UA 7.27 million (which represents 69% of the total category for the entire project). The project will fund the construction of 244 new primary school classrooms, with associated teachers' offices and stores and small library-reading rooms. Evidence of land availability for the purpose will be provided by the Government as a loan condition. Pit latrines will be built to a ventilated improved pit (VIP) design at one per 40 pupils, equally distributed between girls and boys, with one disabled latrine per school accessible to a wheelchair user. Rehabilitation of 122 classrooms will be carried out.

4.6.5 Subject to review and finalisation of design, new construction will be of blockwork, rendered on all faces, with reinforced piers to external walls and a reinforced concrete ring beam; foundations will be as required by soil conditions; roof construction will be in open steel trusses and purlins, with profiled galvanised steel roofing sheets, or other suitable alternative sheeting. It

should be noted that the use of asbestos cement roofing sheets, locally termed fibre cement, is now embargoed by many donors and funding agencies, notably the World Bank, owing to the established health risks in its manufacture. Doors and frames will be in steel and windows framed in steel with steel ventilated shutters of standard design, with internal security bolts. Floor finish will be sand-cement screed over a concrete slab; walls will be painted to finish. External works will comprise the VIPs, surface water drainage run to soakaways and provision of a level playing area of 100 m x 60 m, with goalposts and a levelled perimeter track. A potable water supply is to be provided by means appropriate to the location of the site and proximity to piped service. The playing area and site planting is to be carried out with community involvement.

4.6.6 School buildings to be rehabilitated will be selected only if superstructures are of sound masonry up to wall plate, free from settlement or other distress, and the rehabilitation works will consist of new roofs, new floors, windows and doors, utilities and decorations.

C. Furniture

4.6.7 All furniture is provided by the project for classrooms and offices. Furniture will be to MoEC standard designs in steel framed and timber construction. Teachers are provided with desks and chairs. Each classroom is provided with a lockable built-in full height cupboard. All rehabilitated school buildings will be refurnished.

D. Equipment, Books, Teaching Materials

4.6.8 The project will provide textbooks, teachers guides and teacher training materials for try-out of the new curriculum. Learning materials will be provided by the project to over 30,000 students.

E. Training

4.6.9 A programme of in-service training workshops will be funded by the project for upgrading of 6,000 under-qualified primary school teachers during a 40-week program; 500 levels I and II teachers during a two-week training period with materials developed for pilot-testing the new curriculum; and 1,000 school directors during a two-week training session with materials developed for pilot-testing the new curriculum, school management, management of learning and community participation. Thirty trainers of teachers and school directors will be trained for a period of one month. To ensure that trained teachers stay in the project schools, a loan condition will be established. A loan condition will be used to ensure that trained teachers are assigned to project schools in numbers that guarantee pupils/teacher ratios not exceeding 40:1 to ensure teaching of acceptable quality.

F. Technical Assistance

4.6.10 Three months of technical assistance in curriculum evaluation will be provided for the development of the approach to try out and revise the new curriculum, textbooks and teachers guides for grades 1 to 6. Three months of technical assistance will also be provided to assist the development of teacher in-service training programs to support introduction of the new curriculum.

Component 2. Teacher Development Capacity

4.6.11 Specialists in the Department of Teacher Training and Distance Education will be trained in audio-visual materials production and cost-effective distance teacher training techniques. Audio-visual and print materials design equipment will be provided. Technical assistance will support development of both print and audio-visual distance training materials. Distance education centres for teacher training will be improved in Luanda, Kwanza Sul and Namibe. Production equipment will be provided to the Department of Teacher Training and Distance Education and audio-visual presentation equipment to the provincial centres. The categories of expenditure involved are as follows:

B. Civil Works

4.6.12 Rehabilitation will be conducted to prepare an audio-visual distance teacher training materials production studio in the MoEC.

C. Equipment

4.6.13 The project will fund the provision of new equipment in the areas of audio-visual and print materials design. Teacher Training Centers will be upgraded in Luanda, Kwanza Sul and Benguela Provinces. Portable audio-visual equipment will be provided to 90 pedagogical workshops established around the Teacher Education Centers.

E. Training

4.6.14 Three persons from the Department of Teacher Training and Distance Education will attend a three-month training program abroad. Training will focus on cost-effective distance teacher training delivery techniques and audio-visual distance training materials production.

F. Technical Assistance

4.6.15 Five months of technical assistance will be provided in support of modern distance education materials development, especially audio-visual, and distance teacher training methods and materials.

Component 3. Skills Training for Youth and Adolescents

4.6.16 Technical assistance, teacher training, and materials design and production will be provided for expansion of job skills training to youth and adolescents. Emphasis will be upon skills needed for success in the informal sector such as calculating costs and prices, keeping accounts, rules for the exchange of services, licenses, documentation, and interpersonal relations between seller and client. Job skills program development will be based upon careful study and needs assessment of the urban job market and not limited to informal skills. An elaborate needs assessment oriented to labour market with emphasis on skills and trades with a buoyant future will be conducted as the basis for improving curricula.

4.6.17 Two delivery mechanisms will be supported. An experimental program of job skills training for over-age students (13 to 16 years old) in level II will be supported through technical assistance, studies, materials design and production, equipment provision, and evaluation at selected sites in the four provinces. The Department of General Education of the MoEC will oversee this program but will work closely with the Department of Technical and Professional Education and Ministry of Labour and Employment.

4.6.18 The second delivery mechanism for job skills training will be through adult education centres operated by the Department of Adult Education. Centres in Luanda and Benguela will be assisted through upgrading of facilities, provision of equipment, training of trainers, tutor training, production, distribution of training materials and revision of curricula. In Luanda, the Skills Training Centre will receive 10 new classrooms, three workshops and boarding facilities will be rehabilitated. Out-of-school youth (over 12 years), especially girls and street children, who have received little or no education will be the target group for job skills training. As UNICEF has been working with the National Institute for Adult Education on the first two NFE levels – literacy, numeracy, and life skills training - the project will be implemented in close collaboration with UNICEF and UNESCO in the area of job skills training. In Bimbas (Benguela) similar priority needs (equipment, training, curriculum, etc) will be met in addition to the provision of new boarding, teaching and social facilities. The categories of expenditure involved are as follows:

A. Professional Services

4.6.19 Professional services will be required to carry out the site survey for the renovation of the Skills Training Centre in Luanda, including levels and soil conditions, and to prepare the site master plan and designs for the classrooms, workshops and other facilities; to locate them to the site layouts, adjust to contours and other parameters. Full contract documentation will then be assembled for tender purposes. A consulting firm will carry out these services including site supervision. Tender actions will be carried out by PIU. After selection of contractors, supervision, valuation and certification services will be required for the work on site.

B. Civil Works

4.6.20 On account of well researched attentional, information-processing and motivational conditions required for learners to gain knowledge and skills as they attend to instruction in the congenial environment of physical classrooms rather than under trees or in make-shift structures which are not conducive to education of quality, as is presently the case in Angola, new facilities will be constructed for the Skills Training Centre in Luanda. As a loan condition, the Government will be required to provide evidence that land has been allocated to the Ministry of Education and Culture for the purpose. These facilities will include 10 classrooms, a computer classroom, a general science laboratory, a workshop for construction trades, a workshop for graphic design, a workshop for tailoring and a library. All necessary demolitions and site clearance will be provided as part of the government contribution. Existing boarding and cafeteria facilities will be rehabilitated. An additional fire escape stairway will be added to the boarding facility. At Bimbas, boarding accommodation will be provided for girls, new teaching and workshop facilities will be added to cater for the Centre's agricultural bias, and existing social and residential buildings will be rehabilitated.

C. Furniture

4.6.21 All necessary furniture will be provided for the new and rehabilitated areas of the Luanda Skills Training Centres.

D. Equipment

4.6.22 Equipment will be provided for a computer classroom (10 workstations and a server), a general science laboratory, a workshop for construction trades, a workshop for graphic design (five computers with desktop publishing and CAD), and a workshop for tailoring (20 sewing machines and related equipment).

E. Training

4.6.23 Thirty trainers will be trained (10 each province) to job deliver job skills training in informal market business skills, computers, construction, graphic design, crafts, agriculture and tailoring.

F. Technical Assistance

4.6.24 Three months of a curriculum specialist services will be provided to prepare the programmes for the two Centres, which will inform the precise space requirements for design purposes. Seventeen (17) months of consultant services are required for a job skills survey (four months), and materials and program design for informal market business skills (four months), computer assistance services (two months), construction (two months), crafts (one month), agriculture (two months) and graphic design (two months)

Component 4. Project Management

4.6.25 The project will establish a PIU and provide technical assistance for procurement and cost-effective school design. It will fund the operating costs of staff engaged on the project for its duration. The Bank will participate in an advisory capacity in a workshop for potential local contractors on ADB procedures and bidding requirements. The Director of the PIU will receive training in project monitoring, evaluation and reporting and will be responsible for this area. The categories of expenditure under this component are as follows:

D. Equipment, Vehicles

4.6.26 One car and three 4x4 vehicles (funded by the OPEC Fund) will be provided. Three desktop PCs and laptop computers, with basic software, will be provided for co-ordinators in the three provincial offices, together with laser printers, fax-phones, UPS and air-conditioners. Drawing office equipment for two workstations will be provided for Luanda with a photocopy machine .

E. Training

4.6.27 The PIU Director will receive a three month short course training in project monitoring and evaluation, and report writing. The training will take place at the front-end of pre-implementation activities which is a period of relative inactivity - well before the project gets off the ground.

4.6.28 Conscious of the low level of participation by the smaller local contractors in major school building projects, ADF will assist the Government in conducting two, three-day workshops (one in Luanda and one in Benguela) to introduce contractors to the necessary procedures involved in preparing and submitting tenders for ADF contracts. The workshops will be advertised and held in advance of the launching of the tender announcements for civil works for the primary schools in component 1 and will presented by the Procurement Agent under the terms of technical assistance to Project Management. The proposed implementation method of labour-only contracts for these schools will be dealt with in the workshops, together with matters concerning materials supply and supervision. The costs of the workshops will be met by the Government and a major participant will be the Social Action Fund (FAS), an active development organisation within the Ministry of Planning.

F. Technical Assistance

4.6.29 A Procurement Agent will be hired for a total of 21 person-months for an initial period of 3 months of training for procurement specialists in the PIU and then for a further 18 person months to support the Unit in procurement and contract administration. An architect will be required for 2 months of technical assistance in low-cost school design.

G. Operating Costs

4.6.30 All necessary operating costs will be included.

4.7 Project Costs

4.7.1 The total cost of the project, net of taxes and custom duties, is presented in Tables 4.1 and 4.2 as project cost summaries by component and category of expenditure, respectively. The project is estimated at UA 19.39 million (Kz 387.80 million at August 2001 exchange rate), including UA 9.35 million (Kz 187.00 million) in foreign exchange (48.2%) and UA 10.04 million (Kz 200.80 million) in local cost (51.8%).

4.7.2 The project costs are based on best estimates at August 2001, taking into account the latest available tenders for civil works, furniture, equipment and services in what has been a thin market in the last six years. All pricing has been calculated in USD and converted to UA. A physical contingency of 5% is included in the project costs for all categories of expenditure. The escalation rate used for all expenditure is the foreign exchange rate of 3.5% per annum, as disbursements will either be from UA equivalent, or be so denominated for Bank accounting purposes. For Government expenditures, inflation rates for the Kwanza have been neglected as providing no realistic basis for forecast expenditure, since consumer price inflation is tentatively forecast to be 70% for 2001, having previously been 268% in 2000. Accordingly, a strategy has been adopted of allocating Government contribution into those categories of expenditure which will not affect the delivery of the principal physical outputs of the project. Detailed project costs are given in Annex VI, which also shows the unit costs used for construction and the cost per place used for furniture and equipment.

Table 4.1.b Summary of Project Cost Estimates by Component

Project Components	USD (millions)			U.A.(millions)			% Comp.	% Of F.E.
	F.E.	L.C.	Total	F.E.	L.C.	Total		
1 Basic Education	6.92	8.23	15.14	5.49	6.53	12.02	62.0	45.7
2 Prim.Teach.Dev.Cap.	0.68	0.01	0.68	0.54	-	0.54	2.8	99.2
3 Job Skills Training	3.40	3.37	6.77	2.70	2.68	5.38	27.7	50.2
4 Project Management	0.78	1.05	1.83	0.62	0.83	1.45	7.5	42.9
Total	11.78	12.65	24.43	9.35	10.04	19.39	100.0	48.2

Table 4.2. Summary of Project Cost Estimates by Category of Expenditure
(UA million)

Categories of Expenditure	USD (millions)			U.A.(millions)			% Of Base Costs	% Of F.E.
	F.E.	L.C.	Total	F.E.	L.C.	Total		
A - Prof. Services	-	1.14	1.14	-	0.91	0.91	5.3	0.0
B - Civil Works	5.95	6.05	11.99	4.72	4.80	9.52	55.5	49.6
C - Furniture	1.70	0.41	2.11	1.35	0.33	1.68	9.8	80.6
D - Equipment	1.03	0.42	1.45	0.82	0.33	1.15	6.7	71.1
E - Training	0.69	2.23	2.92	0.55	1.77	2.31	13.5	23.7
F - Technical Assist.	1.10	0.00	1.10	0.87	0.00	0.87	5.1	100.0
G - Operating Costs	-	0.90	0.90	-	0.71	0.71	4.2	0.0
Base Cost	10.47	11.14	21.61	8.31	8.84	17.15	100.0	48.4
Physical Contingencies	0.52	0.56	1.08	0.42	0.44	0.86	5.0	
Sub-Total	10.99	11.70	22.69	8.72	9.28	18.01	105.0	
Price Contingencies	0.79	0.95	1.74	0.63	0.76	1.38	8.1	
Total Cost	11.78	12.65	24.43	9.35	10.04	19.39	113.1	48.2
% Distribution				48.2	51.8			

4.8 Sources of Finance

4.8.1 The project will be jointly financed by the ADF, on behalf of the Bank Group, the OPEC Fund for International Development and by the Government of Angola. The Government's responsibility for making arrangements with the OPEC Fund will be a loan condition. The financing of the project by source is shown in Table 4.3 and the financing plan by category of expenditure in Table 4.4 below

Table 4.3 Sources of Finance (UA million)

SOURCE	F.E.	%	L.C.	%	Total	%
ADF	4.82	52.1	3.91	39.2	8.73	47.3
OPEC	3.77	39.9	3.68	37.8	7.45	40.4
Government	-	-	2.26	23.0	2.26	12.3
Total	8.59	100.0	9.85	100.0	18.44	100.0

TAF	0.76	100.0	0.14	74.1	0.90	94.7
Government	-	-	0.05	25.9	0.05	5.3
Total	0.76	100.0	0.19	100.0	0.95	100.0

Table 4.4. Financing Plan by Category of Expenditure (UA million)

CATEGORY	TAF			ADF			OPEC			GOA	Total			
	FE	LC	Tot	FE	LC	Tot	FE	LC	Tot	LC	FE	LC	Tot	%
A. Prof. Serv.	-	-	-	-	1.01	1.01	-	-	-	-	-	1.01	1.01	5.2
B. Civil Wks.	-	-	-	1.65	1.65	3.30	3.68	3.68	7.36	0.09	5.33	5.42	10.75	55.4
C. Furniture	-	-	-	1.56	0.20	1.76	-	-	-	0.17	1.56	0.37	1.93	10.0
D. Equipment	-	-	-	0.81	0.37	1.18	0.09	-	0.09	-	0.90	0.37	1.28	6.6
E. Training	0.03	-	0.03	0.58	-	0.58	-	-	-	2.06	0.60	2.06	2.66	13.7
F. T. A.	0.73	-	0.73	0.22	-	0.22	-	-	-	-	0.95	-	0.95	4.9
G. Op.Costs	-	0.14	0.14	-	0.67	0.67	-	-	-	-	-	0.81	0.81	4.2
Total	0.76	0.14	0.90	4.82	3.91	8.73	3.77	3.68	7.45	2.31	9.35	10.04	19.39	100.0
Percentage	84.1	15.9	100.0	55.2	44.8	100.0	50.6	49.4	100.0	100.0	48.2	51.8	100.0	

Table 4.5 Expenditure Schedule by Component (UA million)

Basic Education		2002	2003	2004	2005	2006	Total	%
A	Design/Supervision	0.315	0.105	0.140	0.070	-	0.630	5.2
B	Civil Works	-	3.161	3.121	1.560	0.160	8.002	66.6
C	Furniture	-	0.760	0.380	0.380	-	1.520	12.6
D	Equipment	-	0.034	0.017	0.017	-	0.067	0.6
E	Training	0.077	0.694	0.540	0.309	0.077	1.697	14.1
F	Technical assistance	0.103	-	-	-	-	0.103	0.9
	Total	0.495	4.754	4.198	2.336	0.237	12.019	100.0
	% Disbursement per Year	4.1	39.5	34.9	19.4	2.0	100.0	
Primary Teacher Training		2002	2003	2004	2005	2006	Total	%
B	Civil Works	0.009	-	-	-	-	0.009	1.6
C	Furniture	0.003	-	-	-	-	0.003	0.6
D	Equipment	-	0.368	-	-	-	0.368	67.7
E	Training	0.078	-	-	-	-	0.078	14.3
F	Technical assistance	0.025	0.062	-	-	-	0.086	15.9
	Total	0.114	0.429	-	-	-	0.543	100.0
	% Disbursement per Year	20.9	79.1	0.0	0.0	0.0	100.0	
Job Skills Training		2002	2003	2004	2005	2006	Total	%
A	Design/Supervision	0.189	0.057	0.113	0.019	-	0.378	7.0
B	Civil Works	-	1.306	1.379	0.053	-	2.739	50.9
C	Furniture	-	0.205	0.205	-	-	0.409	7.6
D	Equipment	-	0.341	0.341	-	-	0.682	12.7
E	Training	0.499	0.342	-	-	-	0.841	15.6
F	Technical assistance	0.082	0.245	-	-	-	0.327	6.1
	Total	0.770	2.496	2.038	0.072	-	5.376	100.0
	% Disbursement per Year	14.3	46.4	37.9	1.3	0.0	100.0	
Project Management		2002	2003	2004	2005	2006	Total	%
D	Equipment	0.160	-	-	-	-	0.160	11.0
E	Training	0.043	-	-	-	-	0.043	3.0
F	Technical assistance	0.160	0.210	0.059	0.009	-	0.437	30.1
G	Operating Costs	0.152	0.203	0.203	0.203	0.051	0.813	56.0
	Total	0.515	0.413	0.262	0.212	0.051	1.453	100.0
	% Disbursement per Year	35.4	28.4	18.0	14.6	3.5	100.0	
	Total Project	1.894	8.092	6.498	2.620	0.288	19.392	
	% Disbursement per Year	9.8	41.7	33.5	13.5	1.5	100.0	

Table 4.6
Expenditure Schedule by Source of Finance (UA million)

TOTAL	2002	2003	2004	2005	2006	Total	%
A Design/Supervision	0.504	0.162	0.253	0.089	-	1.008	5.2
B Civil Works	0.009	4.467	4.500	1.613	0.160	10.749	55.4
C Furniture	0.003	0.964	0.585	0.380	-	1.932	10.0
D Equipment	0.160	0.742	0.358	0.017	-	1.277	6.6
E Training	0.697	1.036	0.540	0.309	0.077	2.659	13.7
F Technical assistance	0.369	0.517	0.059	0.009	-	0.954	4.9
G Operating Costs	0.152	0.203	0.203	0.203	0.051	0.813	4.2
Total	1.894	8.092	6.498	2.620	0.288	19.392	100.0
% Disbursement	9.8	41.7	33.5	13.5	1.5	100.0	
TAF	2002	2003	2004	2005	2006	Total	%
E Training	0.026	-	-	-	-	0.026	2.9
F Technical assistance	0.233	0.447	0.050	-	-	0.730	81.2
G Operating Costs	0.027	0.036	0.036	0.036	0.009	0.143	15.9
Total	0.286	0.483	0.086	0.036	0.009	0.899	100.0
% Disbursement	31.8	53.7	9.6	4.0	1.0	100.0	
ADF	2002	2003	2004	2005	2006	Total	%
A Design/Supervision	0.504	0.162	0.253	0.089	-	1.008	11.5
B Civil Works	0.009	1.302	1.285	0.643	0.066	3.304	37.9
C Furniture	0.003	0.881	0.543	0.338	-	1.765	20.2
D Equipment	0.065	0.742	0.358	0.017	-	1.182	13.5
E Training	0.577	-	-	-	-	0.577	6.6
F Technical assistance	0.137	0.070	0.009	0.009	-	0.224	2.6
G Operating Costs	0.126	0.167	0.167	0.167	0.042	0.670	7.7
Total	1.420	3.324	2.615	1.263	0.108	8.730	100.0
% Disbursement	16.3	38.1	30.0	14.5	1.2	100.0	
OPEC	2002	2003	2004	2005	2006	Total	%
B Civil Works	-	3.079	3.215	0.971	0.094	7.359	98.7
B Equipment	0.095	-	-	-	-	0.095	1.3
Total	0.095	3.079	3.215	0.971	0.094	7.454	100.0
% Disbursement	1.3	41.3	43.1	13.0	1.3	100.0	
GOVERNMENT	2002	2003	2004	2005	2006	Total	%
B Civil Works	-	0.086	-	-	-	0.086	3.7
C Furniture	-	0.084	0.042	0.042	-	0.167	7.2
E Training	0.094	1.036	0.540	0.309	0.077	2.056	89.0
Total	0.094	1.206	0.582	0.350	0.077	2.309	100.0
% Disbursement	4.1	52.2	25.2	15.2	3.3	100.0	

4.8.2 There will be a TAF grant of UA 0.90 million which will finance 4.6% of the total project cost, consisting of UA 0.76 million in foreign exchange and UA 0.14 million in local costs. The TAF grant will fund 100% of the technical assistance to project management in the matter of procurement. The Government will contribute UA 0.047 million, 5% of total cost of the TAF element which will fund the workshops for contractors. The ADF loan will be UA 8.73 million and will finance 45.0 % of the total project cost, consisting of UA 4.82 million in foreign exchange and UA3.91 million in local cost. The OPEC Fund loan will be UA 7.45 million and will finance 38.4% of the total project cost, consisting of UA 3.77 million in foreign exchange and UA 3.68 million in local cost. All foreign exchange requirements of the project will be borne by the ADF and OPEC funds. The project start-up costs in training, technical assistance and operating costs will be met by the TAF grant, which can precede loan-effectiveness, in foreign exchange and local currency. The cost of design and supervision and of most operating costs will be funded by ADF in local currency, the cost of civil works in foreign exchange and local costs will be jointly funded by ADF and the OPEC Fund with the exception of costs of demolitions; equipment and learning materials will be financed 100% in foreign exchange and local costs by ADF; furniture will be financed 100% in foreign exchange and in part in local costs by ADF, while regional and international training and all technical assistance will be financed by ADF in foreign exchange.

4.8.3 The financing of local costs by TAF, ADF and OPEC to the extent of 77.0%, representing 39.9% of total project cost, is justified by the nature of the project, which is directed to the improvement of access to education and its quality. The activities of the project cannot be financed by non-concessionary resources, or by government alone and private capital cannot be made available locally in the sum required. In addition, Angola is making an effort to implement reforms aimed at reducing inflation, stimulating investment and disengaging itself from directly productive sectors of the economy. It is also making a determined effort to mobilize internal resources to meet the recurrent costs of its development programme. However, its internally mobilized resources are not enough to meet the financial requirements of the project and the loan is to be used predominantly to finance the foreign exchange costs of the project. Moreover, some of the requirements for the implementation of the project can be procured locally.

4.8.4 The Government's contribution will be UA 2.31 million towards local costs, representing 11.9% of the total project cost. This will finance the cost of demolitions within the category of civil works expenditure, the local cost elements of the categories of basic education teacher training and job skills teacher training, the full cost of the workshops for contractors and will partially fund the category of furniture for the primary schools.

4.9 Environmental Impact

4.9.1 The project has been classified as category II in view of the extensive civil works involved in rehabilitating 122 classrooms and constructing 244 classrooms. An environmental and social management plan summary has therefore been provided as Annex VI. The school buildings to be constructed or rehabilitated are generally small and one-floor buildings with ample open space and playground between them. Landscaping will be done in such a way as to preserve indigenous trees and vegetation and additional trees, shrubs and grass will be planted to enhance the quality of the environment and to prevent soil erosion. All sites will be provided with clean water from a borehole where no adequate public source is available. Hygienic sanitation will be ensured either by connection to a public sewer or by on-site treatment and disposal of foul waste by a well designed water-borne or dry system as appropriate to local sub-soil conditions and water supply.

4.9.2 Furthermore, environmental issues and management are an integral part of curricula at the primary and lower secondary schools, as well as teacher training and skills training centres covered by the present project. The project takes into account the environmental and related economic parameters of sustainable development. It has been designed in accordance with the Government's effort to institute appropriate curricula. Accordingly, the emphasis which curricula place on checking the population's encroachment on the environment for economic purposes will make a favourable impact on Angola's socio-economic development.

4.10 Gender

4.10.1 The project will support MoEC's emphasis on the importance of girl's education. Expansion of access to basic education levels I and II will bring many more girls as well as boys into the system in an attempt to equalize initial female enrolments (boys outnumbered girls 55% to 45% in 1998). Improved quality of education should help reduce the higher drop-out and repetition rates noted among girls in basic education. The project also will help implement the new curriculum that incorporates gender concerns, as well as include gender concerns in teacher and school director training programs. This will support the proven relationship between better education for women and higher household incomes. It will expand social benefits related to health, nutritional status and schooling for their children.

4.10.2 Special emphasis will be given to girls in the skills training programs provided to out-of-school youth and overage children in level II. Skills training programs will be reoriented toward

skills required in the informal economic sector where female entrepreneurs are dominant. These programs will be designed to help female students establish their own small businesses after graduation.

4.11 Poverty Reduction

4.11.1 The project is aimed at helping the poor in urban areas where poverty is estimated to effect more than 60 percent of the population. Criteria established for selection of sites for the rehabilitation of existing schools and the construction of new facilities specifies selection of poor barrio. Also of priority are the approximately 3.8 million refugees now living in urban and peri-urban areas. Sites are preferred in areas where refugee communities as well as poor permanent communities can benefit from expanded access and improved quality education. Each year of basic education improves lifetime earnings and will have an impact on poverty reduction.

4.11.2 The new job skills training programs offered to overage children in level II and out-of-school youth are designed to provide skills more relevant to the local job market, increasing their chances of raising their family income. The out-of-school youth selected for boarding programs at the Adult Education Centres are either very poor, displaced, or street children. This targets some the neediest in the community giving them a special opportunity to raise themselves out of poverty.

5. PROJECT IMPLEMENTATION

5.1. Executing Agency

The Ministry of Education and Culture is vested with the authority to supervise and direct the governance and management of general primary, secondary and tertiary education. A Project Implementation Unit (PIU) will be established within the Cabinet for Studies and Planning in the Ministry of Education. As such, it will come under the authority of The Vice Minister for Educational Reforms.

5.2 Institutional Arrangements

5.2.1 The PIU established to implement the project will be responsible for the overall coordination of procurement of works, goods and services as well as technical assistance activities. A full-time Project Director/Coordinator will be recruited by the Government to manage the project. He/she will be responsible for the overall coordination, management and supervision of the project activities. He/she will be assisted by the PIU/GEP's technical and administrative staff. Its architects and engineers will be fully involved in the infrastructure-related aspects of the project. Administratively, the Project Coordinator will work closely with other relevant MoEC units at the national, provincial and municipal levels. PIU/GEP supervisors will oversee implementation of infrastructure activities in their respective provinces.

5.2.2. Based on the workload envisaged during implementation, one architect for 3 provinces covered by the project (144 person-months), one engineer for 3 provinces covered by the project (144 person-months), 7 site clerk of works for the four provinces (1 for Namibe and 2 each for the other 3 provinces, yielding a total of 234 person-months), one procurement officer (48 person-months), one accountant (48 person months) and one Education Specialist (48 person-months) will be recruited to implement the project on a full-time basis. The engineers and architects will be responsible for works-related aspects of the implementation, while the Education Specialist will follow up and report on various technical assistance activities (curriculum evaluation, materials development, training, etc). The Education Specialist will in particular ensure in the context of the *Integrated Strategy for Education System Improvement (2001 – 2015)* that appropriate actions are taken during implementation to ensure that the project schools in operation are run in accordance with Government policy guidelines and, in this connection, monitor educational indicators, including pupil-teacher ratios, repeater and drop-out rates with a view to making recommendations for the enhancement of the efficiency of the education system.

5.2.3 The project will support recruitment of technical staff in the form of technical assistance. The resources, capacity and expertise of the PIU will be adequate to carry out the required activities with the exception of procurement and low cost school construction, which will require further support at the outset of the project. Enough provisions have been made to finance the services of a procurement agent and a low-cost school construction architect for this purpose. The Procurement Agent (technical assistance) will work specifically on contracts management. The establishment of an effective project management team as described above will be a loan condition. The job descriptions for the senior project management staff are contained in the Project Implementation Document.

5.2.4 A Steering Committee comprising stakeholders at all levels, including the Ministry of Education, the Ministry of Labour and Employment, the Ministry of Women and Family Affairs, the Ministry of Agriculture and other relevant government departments and as well as civil society, especially NGOs, CBOs, the private sector and special interest groups will be established to meet twice every quarter to monitor progress on the project and to provide inputs in terms of both policy and operational guidelines. The establishment and composition of the Steering Committee will be essential to the smooth implementation of the project and will therefore constitute a loan condition.

5.3 Supervision and Implementation Schedules

5.3.1 All the staff of the PIU will be locally appointed civil servants and will be deployed in 3 centres: in Luanda in the present offices of MoEC; in the Kwanza Sul Provincial MoEC office in Sumbe, and in the MoEC Provincial offices in Benguela,. The project will build school facilities in 4 Provinces and the smallest development of 2 schools in Namibe will be supervised by the professional staff from Luanda. An architect and an engineer will be based in each of the Provincial offices at Sumbe and Benguela for the duration of the project. Supervision visits will be made 3-monthly by senior staff from Luanda. Supervision of sites on a day-to-day basis will be carried out by junior technical staff in a clerk of works capacity, with responsibility for checking materials and workmanship and keeping a daily log of site activity, deliveries and progress. There will be 2 clerks of works in each of Luanda and Kwanza Sul and one in Namibe. They will undergo training seminars given by their supervising professional staff at the commencement of the project. Professional staff will visit each site on at least a weekly basis and will value and certify progress payments monthly and submit monthly progress reports to the PIU/GEP Director.

5.3.2 The project will be implemented over a period of 48 months. The supervision of project activities provides for a mid-term review to be undertaken. The critical dates and milestones for the implementation of the project are as follows:

Table 5.1.
Schedule of project Activity Milestones

ACTIVITIES	DATES (PROVISIONAL)	ACTION BY:
All project schools and sites selected	July 2001	GOA/MOEC
Appraisal	August 2001	ADB
Board Presentation/Negotiation/Signature	October 2001 - January 2002	ADB/GOA
Loan Effective	April 2002	ADB/GOA
Component 1: Basic Education		
Site surveys/tender documents for primary school classrooms, offices and VIPs	May - November 2002	PIU/Consultant
Adverts/tenders/bid analyses	February 2002 - May 2003	PIU/ADB
Construction	July 2003 - June 2005	Contractor(s)
Furniture and Equipment		
Schedules and tender documents	April - June 2003	PIU
Adverts/tenders/bid analyses	June - August 2003	PIU/ADB
Furniture & equipment deliveries	January 2004 - March 2005	Suppliers
Technical Assistance	May - December 2002	Specialists
Training	November 2002 - March 2006	Trainers
Component 2: Teacher Training		
Rehabilitation of AV facility	June - December 2002	PIU/Contractor
Furniture and Equipment for AV facility	June - January 2003	Suppliers
Training: Study Tour	October - December 2002	Staff/Institutions
Technical Assistance:	February - June 2003	Specialist
Component 3: Job Skills Training		
Site surveys/tender documents for new teaching, workshops & boarding rehab.	July - December 2002	PIU/Consultant
Adverts/tenders/bid analyses	February - May 2003	PIU/ADB
Construction	July 2003 - December 2004	Contractor(s)
Furniture and Equipment for Job Skills centre		
Schedules/ tender documents/bid analyses	January - June 2003	PIU
Furniture & equipment deliveries	July - September 2004	Suppliers
Training:	September 2003 – December 2004	Specialist
Technical Assistance:	September 2003 - March 2004	Specialist
Component 4: Project Management		
Equipment for PIU: Documents/bid analysis	May - August 2002	PIU
Equipment deliveries	November 2002	Suppliers
Technical Assistance: School design architect	August 2002	Specialist/PIU
Technical Assistance: Procurement Agent	October 2002 – June 2004	Agent/PIU
Training: Study tour for PIU Director	July – September 2002	PIU/Institutions
Workshop for contractors	November 2002	PIU/Specialist
Mid-term review	February 2003	PIU/ADB
PCR & Close :	September 2005 - March 2006	EFU/ADF

5.4 Procurement Arrangements

5.4.1 Procurement arrangements are summarized in Table 5.1 below and described in detail in the PID. All procurement of goods, works and services financed by the Bank will be in accordance with Bank's Rules of Procedure for the Procurement of Goods and Works or, as appropriate, Rules of Procedure for the Use of Consultants, using the relevant Bank Standard Bidding Documents.

Civil Works

5.4.2 Construction materials for the construction and rehabilitation of primary classrooms, valued at UA 5.60 million, will be procured under International Competitive Bidding (ICB). Civil works contracts for the Primary Schools, valued at UA 2.40 million will be procured by National Competitive Bidding (NCB) on a workmanship-only basis; procurement will be by individual contracts of UA 0.08 million each or grouped in lots of two to three schools. Rehabilitation of an audio-visual room at existing TT Centre will be procured through NCB at the value of UA 0.009 million. Given the size of the contracts, it is unlikely to attract foreign competition, but there is a sufficient number of qualified local contractors to ensure competition. Eligible bidders residing within or from outside the country, may also submit bids, if they wish to participate. Civil works for construction and rehabilitation of 2 Skills Training Centres, valued at UA 2.73 million will be procured under ICB as two contracts of UA 1.74 and UA 0.99 million.

Goods

5.4.3 Furniture for primary schools and skills training centres valued at UA 1.76 million will be procured under ICB as two contracts of UA 1.35 and UA 0.409 million. Additionally, a minor part of furniture for schools, valued at UA 0.16 million will be procured through NCB. Furniture at an estimated value of UA 0.01 million for rehabilitation of teacher training A-V facility will be procured through National Shopping. Given the nature of the goods and size of the contracts, it is unlikely to attract foreign competition.

5.4.4 Educational equipment including audio-visual and IT equipment, valued at UA 1.11 million will be awarded under International Competitive Bidding procedures.

5.4.5 Four vehicles (funded by the OPEC Fund) for field supervisors and motorbikes for seven clerks of works for the technical support and supervision of construction works, valued at UA 0.12 million, will be procured through IAPSO. Office equipment for the project management, valued at UA 0.04 million, will be procured under National Shopping procedures.

Consulting Services and Training

5.4.6 Technical assistance for the PIU and professional services for the preparation of site and building surveys, site adaptations to standard drawings and preparation of contract documents, as well as site supervision for two skills training centres, estimated at UA 1.008 million, will be procured in accordance with the Bank's Rules of Procedure for the Use of Consultants. Selection will be through short-listing following the procedure of technical quality with price consideration. The same procedure will apply for consultancy services related to software activities, valued at UA 0.51 million, and technical assistance for project management (architect and procurement agency for building materials and educational equipment), valued at UA 0.43 million.

Miscellaneous

5.4.7 Training, valued at UA 2.66 million, will be procured through limited competitive bidding. Generally, suitable institutions will be elected, but as necessary in some cases, training will be based on a shortlist of training institutions. In-country courses and workshops will be given by MoEC as part of GOA contribution.

5.4.8 With the exception of salaries for national project staff, all items under operating costs, estimated at UA 0.81 million for Project Management, will be procured in accordance with Government procedures acceptable to the Fund.

5.4.9 The text of a General Procurement Notice (GPN) will be finalized at negotiations. The Bank will publish it in the UN Development Business magazine, upon approval of the loan.

5.4.10 The following documents are subject to review and approval by the Bank before promulgation: Specific Procurement Notices; either shortlists and Requests for Proposals (RFP) including TORs for consultancy services and training institutions; Lists, Designs, Specifications, Tender Documents, with Draft Contract Agreements for Civil Works, Furniture and Equipment; Tender Evaluation Reports, or Reports on Evaluation of Consultants' Proposals, including Recommendations for Contract Award; Draft Procurement Contracts, if these have been amended from the drafts included in the tender documents, and draft contracts for consultancy services and training.

Table 5.1. Procurement Arrangements (UA million.)

CATEGORIES	ICB	NCB	OTHER	SHORTLIST	NON-BANK	TOTAL
CIVIL WORKS:						
Rehab./Construction Primary Schools	5.601 (2.288)	2.401 (1.008)			4.707	8.002 (3.296)
Rehab. Audio-visual room in TT Centre		0.009 (0.009)				0.009 (0.009)
Rehab./Construction 2 Skills Training Centres	2.739				2.739	2.739 (0.000)
GOODS:						
Furniture for Primary Schools	1.352 (1.352)	0.167			0.167	1.520 (1.352)
Furniture for A-V Room			0.003 (0.003)			0.003 (0.003)
Furniture for Skills Training Centres	0.409 (0.409)					0.409 (0.409)
Equipment for Primary Schools, Skills Training Centres, TT Development	1.117 (1.117)					1.117 (1.117)
Equipment for Project Management			0.160 (0.065)			0.160 (0.065)
SERVICES & TRAINING:						
Professional Services for Civil Works				1.008 (1.008)		1.008 (1.008)
Technical Assistance Training				0.516 (0.516)		0.516 (0.516)
T/A for Project Management				0.437 (0.437)		0.437 (0.437)
Training, Primary Edu/Skills Centres				2.538 (0.499)	2.039	2.538 (0.499)
Training, Teacher Capacity/Project Management				0.121 (0.121)		0.121 (0.121)
MISCELLANEOUS						
Operating Costs Project Management				0.813 (0.813)		0.813 (0.813)
Grand Total	11.219 (5.167)	2.576 (1.016)	0.163 (0.068)	5.434 (3.395)	9.746	19.392 (9.646)

Note: The amounts in brackets are funded by the ADF

Other Methods of procurement will apply for the following items as shown below:

Procedure	Goods	Max. per Contract	Max. in Aggregate
Local Shopping	Furniture for A-V Room	0.003	0.003
Purchase from IAPSO	Equipment for Project Managemt.	0.160	0.160
Total			0.163

5.5 Disbursement Arrangements

5.5.1 The disbursements of funds by ADF and the OPEC Fund will be carried out in accordance with the rules and procedures of the Bank and the Fund and in accordance with relevant Government regulations. The PIU will set up separate accounts to receive and to disburse project funds from the two loan sources and keep the accounts for each separately. The ADF account is to operate as a revolving fund, to be replenished from time to time, in accordance with Bank procedures. All disbursements are to be recorded in the currency concerned and the UA equivalent according to the monthly Bank exchange rates on the date of disbursement.

5.5.2 Government contributions are to be effected in accordance with Government regulations and are also to be recorded separately and with the UA equivalent of the date of disbursement.

5.5.3 The Bank will furnish a monthly copy of the project ledger detailing the loan balance and disbursements by category to the PIU accountant directly, as well as to the Ministry of Finance.

5.6 Monitoring and Evaluation

5.6.1 Given the lack of experience of the PIU, the Bank will develop an Operations Manual as one of its preliminary activities before the project gets off the ground. Project monitoring and evaluation (M&E) and project reporting will be the responsibility of the Project Director/Coordinator who will attend a short course in techniques of project monitoring, evaluation and reporting. The Project Coordinator will, within thirty (30) days following the end of each quarter, submit to the ADB quarterly project progress reports (QPPR), in accordance with the established format, covering all aspects of the project. QPPRs will be expected to cover progress measured against indicators in the project matrix. The Project Coordinator will also collate and submit a project completion report in accordance with the format recommended by the ADF. Additional reports and clarifications will be submitted as and when required. A mid-term review of the project will be undertaken in year 2004.

5.6.2 The Project Coordinator will develop a set of indicators to be used in monitoring and evaluation of project implementation. They will include targets and timetables, process and outcome indicators as well as the traditional input and output indicators. The Project Coordinator will assist the Directorates of General Education and INEDA in designing systems for the collection and analysis of the data relating to these indicators.

5.7 Financial Reporting and Auditing

5.7.1 In order to ensure efficient monitoring of project expenditure, the PIU will maintain separate project accounts, which should correspond to the project budget. Detailed accounts concerning expenditure financed by ADF, the OPEC Fund and the Government should facilitate the identification of expenditure by project component, category of expenditure and source of finance. The accounts should clearly document disbursed amounts from the Fund and the Government by category of expenditure and the status of any revolving fund. All amounts should be recorded in the currency of disbursement and the UA equivalent according to the ADF rate of exchange applicable on the day. The accounts and ledgers will be kept separately from other projects under implementation by the PIU.

5.7.2 The project accounts will be audited annually by external auditors acceptable to the Fund. The accounts will be presented annually to the Fund, within six months following the end of each accounting period, which shall follow the calendar year.

5.8 Aid Coordination

5.8.1 ADF will work closely with other donors involved in basic education, especially the World Bank, UNICEF, ADPP and the EU. The program responds to the priorities of government in the education sector as well as strategies to achieve the stated goals and objectives for the priority technical interventions. The proposed ADF project has been designed within the framework of the draft *Integrated Strategy for Education System Improvement (2001 – 2015)*, which will serve as the mechanism for ensuring that various partners provide support on a complementary basis. An existing Working Group in the MoEC will be responsible for coordination with other donors working on in the development of basic education job skills training programs.

5.8.2 Coordination of the project with the Government will occur at two levels. The Steering Committee will receive and review annual reports on the implementation of the project. The Working Group will advise and assist the PIU in the analysis of monitoring and evaluation and re-planning of project implementation activities.

5.8.3 With regard to co-financing with the OPEC Fund, there will be no specific coordination requirements. The Bank and the OPEC Fund have established a tradition of co-financing within the framework of an arrangement whereby the OPEC Fund channels its loan through the Bank which administers it. The Bank supervises the aspects of the project financed by the OPEC Fund.

6. PROJECT SUSTAINABILITY AND RISKS

6.1 Recurrent Costs

6.1.1 Teachers' salaries, administrative costs, boarding facilities and consumables account for the bulk of recurrent costs involved in the project. The additional recurrent costs of the project in operation following its completion in 2006 will be met, as in the past, out of the Government's allocation for the education recurrent budget, which is steadily on the rise and now (2001) stands at 5.75% of the total national recurrent budget. The additional recurrent costs involved in the operation of the 122 rehabilitated classrooms, 244 newly constructed classrooms and the 2 Skills Training Centres respectively in Luanda and Benguela been estimated at less than 2% of the budgetary allocations basic and adult education combined. Furthermore, Government expenditure on education is now on the rise as peace is established in the country.

6.1.2 With regard to maintenance, the IMF Staff-monitored Programme has established some benchmarks for improvement with respect to government expenditure levels. Similarly, the Interim-PRSP has established clear objectives that will be used to monitor performance with respect to maintenance. In addition, the participatory activities of Parent-Teachers Associations and training of school directors in the development of community participation and self-help maintenance of premises under the project will be a major factor in meeting the costs of maintenance requirements. Moreover, an objective of the review of standard designs for facilities will be to come up with construction and finishes specified for low maintenance.

6.2 Project Sustainability

6.2.1 *Project Staff and the Steering Committee.* The sustainability of the project will depend on the fulfilment of the Government's resource commitments, effectiveness of monitoring, evaluation and planning efforts when the project outputs are in operation, as well as collaboration of the project staff and the Steering Committee, especially with due attention to guidance provided by NGOs and the private sector in an advisory capacity. In addition, FAS with its experience in school construction and management will play a vital role in advising on and monitoring the maintenance of project facilities. The development of low-cost school designs, and support from local communities will also constitute an important factor.

6.2.2 *Community Participation.* The Provincial Directors in the Provinces of Angola covered by the project (Luanda, Kwanza Sul, Benguela and Namib) in collaboration with all other relevant local authorities and members of civil society, including NGOs and CBOs, will involve communities at 3 levels: (i) before implementation, when members of the community will be reminded of the identification and preparation processes in which they participated and that brought about the project of which they will be beneficiaries: they will be sensitized to the need to mobilize themselves for participatory action when the project gets off the ground; (ii) during implementation when communities are to actively participate in the project with their labour; in this regard, tender documents for various civil works will take into account the need to recruit local workers to the extent possible; two months prior to the mobilization of sites by contractors for the rehabilitation/construction of various project facilities, the provincial directorates will organize at beneficiary districts one workshop in respect of each site to sensitize local communities to remunerative construction and other related income-earning activities, including the supply of materials, and to their required commitment to the maintenance of these facilities; and (iii) following the completion of the project, at which time the official management of the various educational facilities will invite local communities for a workshop during which the implications of operating the respective school facilities established under the project will be discussed and a Management Advisory Committee (MAC) set up to participate in making crucial decisions for the smooth day-to-day operation and maintenance of the facilities.

6.3 Critical Risks and Mitigating Measures

The critical risks and associated mitigating measures are outlined in the matrix below.

Risk/Assumptions	Likely hood	Risk Mitigating Measures
The security situation might deteriorate, preventing the government from fully implementing the project.	M	The most secure areas in the country have been selected for implementation of the project.
The government may not provide sufficient resources for key activities such as teacher and school director training in accordance with government commitment.	M	Assurances should be provided by the Government and Ministry of Finance as a condition for the loan agreement.
Insufficient number of teachers for in-service and graduates for pre-service teacher training could result in under-staffing of rehabilitated and new facilities	L	The training program in the project is designed to mitigate this risk. But again commitment to provision of teachers required for newly constructed facilities should be a condition of the loan agreement.
A group of assumptions relate to risks associated with the receipt of acceptable tenders; timely implementation of the project; availability of goods on schedule and according to budgetary provisions; good performance of the contractors; and timely availability of non-ADF investment funds.	M	In order to mitigate these risks, the project design has proposed the constitution of a Project Implementation Team with appropriate professionals to work with the Steering Committee.
Overall Risk Rating	M	The overall risk rating for the project is considered to be moderate. The project is expected to have a substantial positive impact on increased access and quality of basic education and job skills training in the designated project areas. The project can be implemented in parallel without delays.

Risk Ratings: H (High); S (Substantial); M (Moderate); L (Low)

7. PROJECT BENEFITS

7.1 Technical Benefits

7.1.1 Job skills training delivered in school will benefit overage children in level II of basic education. About 3,000 out-of-school youth will benefit from job skills training provided through adult education centres in Luanda, Benguela and Namibe. Girls and street children will be the primary target groups. Thirty trainers will be trained in teaching new, more practical job skills. Job skills training programs for youth and adolescents, especially girls and street children, will be developed. The project will support the MoEC in its effort to develop a more relevant and employment oriented program for over-age students in level II of basic education. Thus children of 13,14,15 and 16 who are less likely than their younger counterparts to continue in the education system, will acquire skills to help them find employment.

7.1.2 The project will provide technical benefits in four main areas. The first is in the development of practical low-cost school designs and construction procedures. If successful, they should provide a substantial contribution to the sustainability of the project. Identifying practical and relevant job skills for the informal market and development of training programs and materials for in-school and out-of-school youth would be a significant innovation if it is successful. Support for the evaluation and revision of the new curriculum should introduce relevant new techniques beneficial to MoEC staff. Capacity building for teacher training and upgrading will help to strengthen the competencies of teachers.

7.2 Socio-economic Benefits

Socio-economic benefits will be derived from targeting the poor and IDPs. Improvement in access to and the quality of education will reduce dropout rates and repetition. This will support further expansion of access and increase the number of students successfully completing the school cycle. The more schooling members of poverty-stricken social groups receive, the more able they will be to find jobs and generate income for their families. Provision of job skills training to youth and adolescents, especially girls and street children, help them to succeed and contribute to their communities.

8. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

Expanding access to basic education, improving the quality of primary (level I) and lower secondary education (Level II) and reducing inefficiencies in the education system are essential steps towards the alleviation of pervasive poverty in Angola. The reduction of the number of shifts in primary schools from three to two is fundamental to raising the quality of education and this requires the provision of the maximum number of new and rehabilitated classroom spaces, furniture and teaching materials, in the locations of greatest need. Job skills training for youth and adolescents, especially girls and street children, will help improve their opportunities for employment in the formal and informal economic sectors.

8.2 Recommendations and Conditions for Loan Approval

It is recommended that an ADF loan not exceeding UA 8.73 million and a TAF grant of UA 0.9 million be granted to the Government of Angola for the purpose of implementing the project as described in this report.

(a) Conditions Precedent to Entry into Force

The entry into force of the Loan Agreement shall be subject to the fulfillment of the Borrower of the provisions of Section 5.01 of the General Conditions Applicable to Loans and Guarantee Agreement of the ADF.

(b) Conditions Precedent to First Disbursement

The obligations of the Fund to make the first disbursement of the Loan shall be conditional upon entry into force of the Agreement and the fulfilment by the Borrower of the following conditions:

The Borrower shall have:

(i) provided evidence satisfactory to the Fund that a financing agreement with the OPEC Fund for International Development has been signed or that the OPEC Fund has given an undertaking to participate in the financing of the project (paragraph 4.8.1);

(ii) provided evidence satisfactory to the Fund that land required for the construction of new and additional facilities has been allocated to the Ministry of Education and Culture for the project sites; (paragraph 4.65 and 4.6.21);

(iii) established a project management team comprising one Project Director/Co-ordinator, 3 engineers, 3 architects, one Project Accountant, one Procurement Officer, one Education/Training Specialist and 7 clerks of works having qualifications and experience acceptable to the Fund (paragraph 5.2.2) ;

(iv) opened one special account in a bank acceptable to the Fund, for the purpose of receiving part of the loan resources (paragraph 5.5.1);

(v) provided evidence satisfactory to the Fund that a Steering Committee comprising representatives from the Ministry of Education and Culture, the Ministry of Labour and Employment, the Ministry of Women and Family Affairs, the Ministry of Agriculture and members of civil society, the private sector, other special interest groups and the Government has been established (paragraph 5.2.4);

(vi) given an undertaking that it will make provision for an adequate staff capacity to meet the teaching requirements of the project schools (paragraph 4.6.10).

(c) Other Conditions

The Government shall:

(i) submit an overall programme within six (6) months, following the first disbursement of the loan, of all training activities as outlined in the detailed description of the project (paragraph 4.5.2).

(ii) three (3) months prior to the completion of rehabilitation and/or construction of the 366 classrooms in the basic education sub-system, provide evidence satisfactory to the Fund that qualified teachers in numbers enough to ensure a classroom pupils/teacher ratio not exceeding 40:1 have been recruited and assigned to teach in the project schools (paragraph 4.6.10)

REPUBLIC OF ANGOLA
EDUCATION II PROJECT
PROJECT AREA MAP

**PRIMARY SCHOOLS**Luanda Province:

- 1 Benfica Municipality
- 2 Viana Municipality

Cuanza Sul Province:

- 3 Porto Amboim Municipality
- 4 Sumbe Municipality

Benguela Province:

- 5 Lobito Municipality
- 6 Benguela Municipality

Namibe Province:

- 7 Namibe Municipality

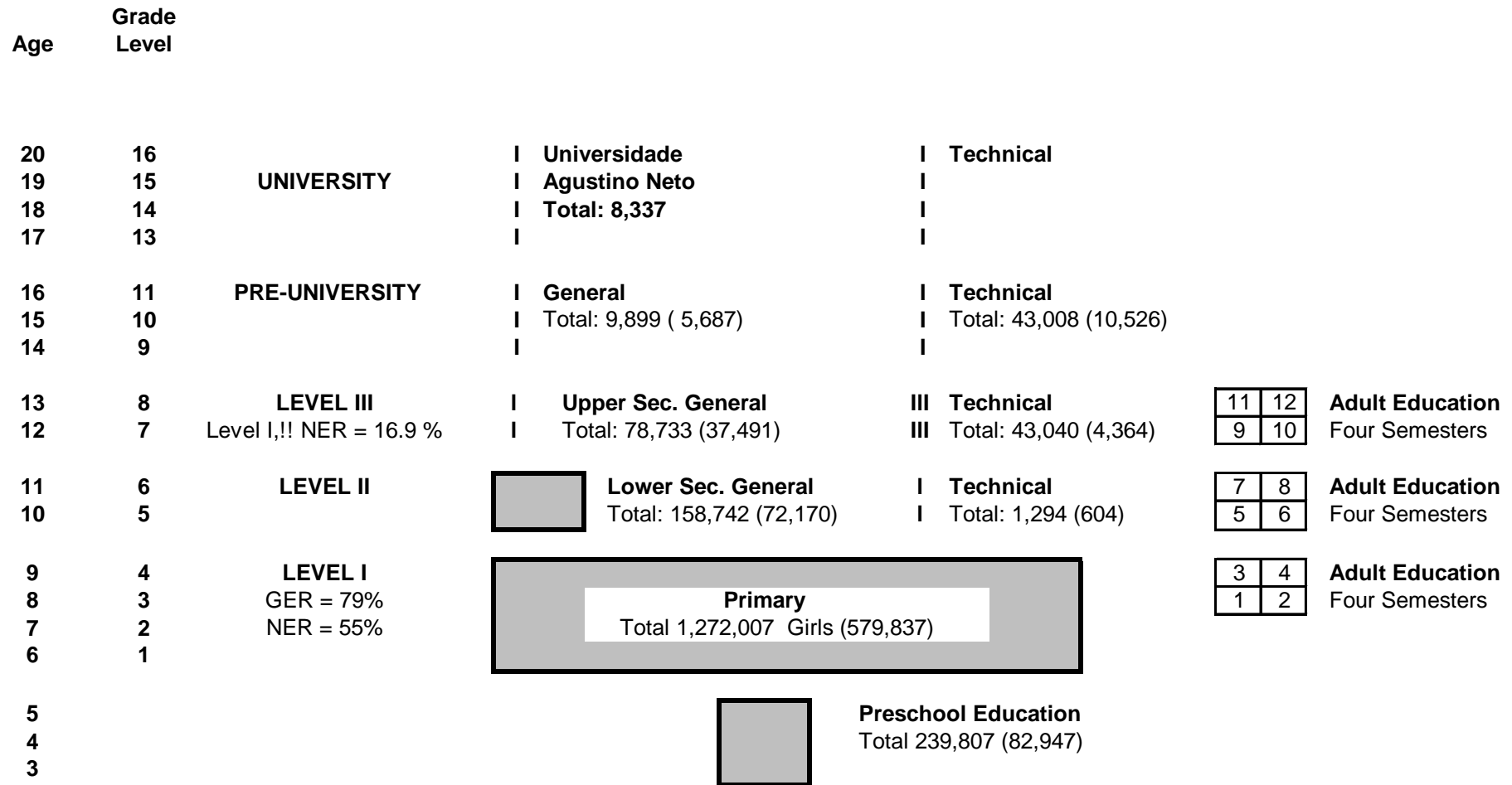
SKILLS TRAINING CENTRESLuanda Province:

- 8 "11 November", Luanda Municipality

Benguela Province:

- 9 Bimbas Municipality

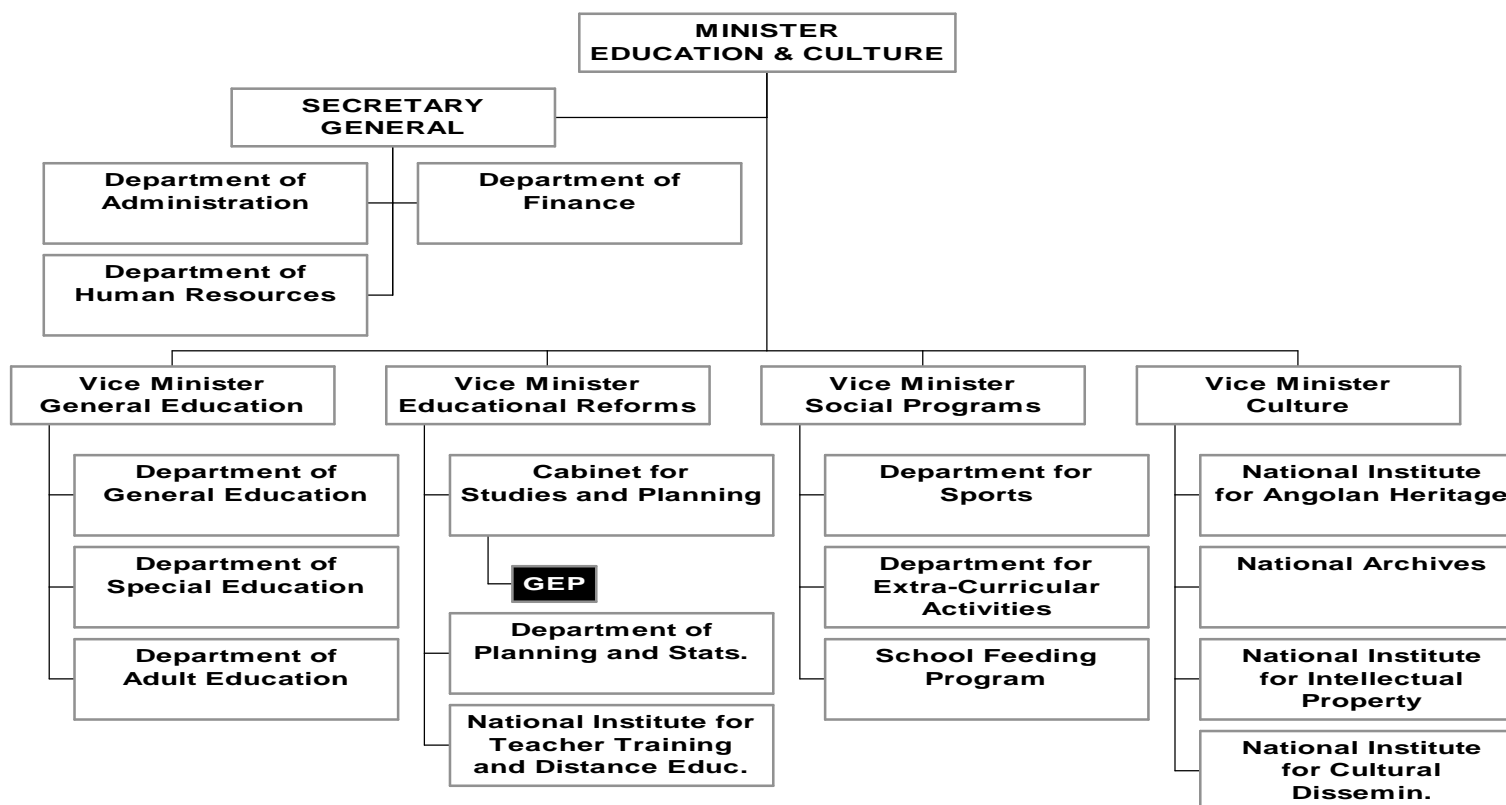
STRUCTURE OF THE EDUCATION SYSTEM IN ANGOLA 2001



* Enrollment data is 1998.

Source: MOEC, *Relatorio Estatístico - Ano Lectivo 1998*, Luanda, February 2001
 UNESCO, "Questionnaire on Statistics of Education". Paris, 2001

EDUCATION II PROJECT

ORGANIZATIONAL STRUCTURE OF
MINISTRY OF EDUCATION AND CULTURE

ANGOLA - EDUCATION II

Annex IV

Detailed Cost Estimates

(in US Dollars)

COMPONENT 1 : IMPROVING ACCESS AND QUALITY IN BASIC EDUCATION

Category and Detail	Unit	No.	Unit Cost	Base Cost	Phy.Cont.	SubTotal	PriceCont.	Total	% of F. E.
(A) PROFESSIONAL SERVICES									
A/E Consultancy services, fees and expenses for site surveys, site adaptations to standard designs , contract documents.	%	8.0%	x c.w.	713,823	35,691	749,514	44,257	793,771	
Total: Professional Services Component 1				713,823	35,691	749,514	44,257	793,771	0.0%
(B) CIVIL WORKS									
i) CONSTRUCTION OF 244 NEW STANDARD PRIMARY CLASSROOMS, OFFICES, LIBRARIES AND LATRINES									
ii) REHABILITATION OF 122 EXISTING PRIMARY CLASSROOMS									
LUANDA PROVINCE: Viana and Benfica Municipalities									
New 3-Classroom Modules & Additional Classrooms include:									
Classrooms @ 51 m2 = 1.28 m2 per place x 40 place design capacity	Nos	24	31,500	756,000	37,800	793,800	60,480	854,280	
Teachers' secure office and store room 16 m2 @ 1 per 3 classrooms									
Library 20 m2 @ 1 per 6 classrooms									
Ventilated pit latrines : 1 No. per 40 pupils = 1 per classroom									
External works									
Rehabilitation of existing classrooms	Nos	11	23,000	253,000	12,650	265,650	20,240	285,890	
New roof above ring beam									
New metal window frames and shutters and metal doors									
New concrete floors with screed									
Redecorations									
Pavings around buildings									
KUANZA SUL PROVINCE: Sumbe, Porto Amboim Municipalities									
New 3-Classroom Modules & Additional Classrooms	Nos	76	32,200	2,447,200	122,360	2,569,560	195,776	2,765,336	
Rehabilitation of existing classrooms	Nos	26	23,000	598,000	29,900	627,900	47,840	675,740	
BENGUELA PROVINCE: Benguela, Lobito Municipalities									
New 3-Classroom Modules & Additional Classrooms	Nos	102	23,335	2,380,170	119,009	2,499,179	190,414	2,689,592	
Rehabilitation of existing classrooms	Nos	75	17,000	1,275,000	63,750	1,338,750	102,000	1,440,750	

NAMIBE PROVINCE: Namibe Municipality

New 3-Classroom Modules & Additional Classrooms	Nos	42	23,335	980,070	49,004	1,029,074	78,406	1,107,479	
Rehabilitation of existing classrooms	Nos	10	23,335	233,350	11,668	245,018	18,668	263,686	
Total: Civil Works Component 1				8,922,790	446,140	9,368,930	713,823	10,082,753	50.0%
(C) FURNITURE									
Classroom and office furniture @ USD 112.5 per pupil place	Nos	366	4,500	1,647,000	82,350	1,729,350	181,170	1,910,520	
Total: Furniture Component 1				1,647,000	82,350	1,729,350	181,170	1,910,520	81.0%
(D) EQUIPMENT									
Learning materials @ (US\$5.00) per pupil = \$200 per classroom	classroom	366	200	73,200	3,660	76,860	8,052	84,912	
Total: Equipment Component 1				73,200	3,660	76,860	8,052	84,912	50.0%
(E) TRAINING									
Teachers' in-service training courses:									
Training Trainers for Primary Teachers' upgrading : 10 No in 1 month workshop	p/months	10	500	5,000	250	5,250	640	5,890	
Upgrading Primary Teachers	teacher	6,600	250	1,650,000	82,500	1,732,500	211,200	1943,700	
Training Trainers for New Curriculum: 10 No. in 1 month workshop	p/months	10	500	5,000	250	5,250	640	5,890	
Training Teachers in New Curriculum: 500 No.	teacher	500	100	50,000	2,500	52,500	6,400	58,900	
Training Trainers for School Management: 10 No. in 1 month workshop	p/months	10	500	5,000	250	5,250	640	5,890	
Training of School Directors	director	1,000	100	100,000	5,000	105,000	12,800	117,800	
Total: Training Component 1				1,815,000	90,750	1,905,750	232,320	2,138,070	0.0%
(F) TECHNICAL ASSISTANCE									
Curriculum Evaluation Specialist, international recruited	p/months	3	20,000	60,000	3,000	63,000	2,100	65,100	
Teacher Training Specialist, internationally recruited	p/months	3	20,000	60,000	3,000	63,000	2,100	65,100	
Total: Technical Assistance Component 1				120,000	6,000	126,000	4,200	130,200	100.0%
TOTAL COMPONENT 1				13,291,813	664,591	13,956,404	1,183,822	15,140,226	

COMPONENT 2: TEACHER CAPACITY DEVELOPMENT

(B) CIVIL WORKS									
Rehabilitation and refitting Audio Visual room in existing centre	m2	50	200	10,000	500	10,500	350	10,850	
Total: Civil Works Component 2				10,000	500	10,500	350	10,850	50.0%
(C) FURNITURE									
Furniture for Audio Visual room in existing centre	room	1	3,500	3,500	175	3,675	123	3,798	
Total: Furniture Component 2				3,500	175	3,675	123	3,798	100.0%

(D) EQUIPMENT									
Audio Visual equipment	set	1	250,000	250,000	12,500	262,500	8,750	271,250	
Equipment for Production of Materials	set	1	50,000	50,000	2,500	52,500	1,750	54,250	
Reproduction and Distribution of Materials during project	year	4	25,000	100,000	5,000	105,000	3,500	108,500	
Video players/monitors	units	90	300	27,000	1,350	28,350	945	29,295	
Total: Equipment Component 2				427,000	21,350	448,350	14,945	463,295	100.0%
(E) TRAINING									
Regional Study Tour for 3 Persons for 3 months	p/months	9	10,000	90,000	4,500	94,500	3,150	97,650	
Total: Training Component 2				90,000	4,500	94,500	3,150	97,650	100.0%
(F) TECHNICAL ASSISTANCE									
Audio Visual Specialist	p/months	5	20,000	100,000	5,000	105,000	3,500	108,500	
Total: Technical Assistance Component 2				100,000	5,000	105,000	3,500	108,500	100.0%
TOTAL COMPONENT 2				630,500	31,525	662,025	22,068	684,093	

COMPONENT 3 : JOB-ORIENTED SKILLS TRAINING (2 CENTRES)

3.1 CENTRE "11 NOVEMBER" LUANDA

(A) PROFESSIONAL SERVICES									
A/E Consultancy services, fees and expenses for site surveys, building surveys, site master plan, designs, contract documentation and supervision.	%	14%	x c.w.	203,668	10,183	213,852	12,627	226,479	
Total: Professional Services Component 3				203,668	10,183	213,852	12,627	226,479	0.0%
(B) CIVIL WORKS									
CONSTRUCTION OF NEW TEACHING AND SOCIAL FACILITIES AND REHABILITATION AND IMPROVEMENT OF EXISTING BOARDING ACCOMMODATION.									
New Construction									
<i>Administration:</i>									
Director	m2	18	500	9,000	450	9,450	720	10,170	
Deputy Director	m2	14	500	7,000	350	7,350	560	7,910	
Administrative Office for 3 staff & Records	m2	22	500	11,000	550	11,550	880	12,430	
Store and duplicating	m2	10	450	4,500	225	4,725	360	5,085	
Staff and meeting room	m2	14	500	7,000	350	7,350	560	7,910	
Staff toilets M & F	m2	12	750	9,000	450	9,450	720	10,170	

Teaching Areas:

Classrooms: 10 No. for 40 @ 1.28 A177m2 per place	m2	510	400	204,000	10,200	214,200	16,320	230,520
General Science Laboratory for 20 @ 2.2m2 per place	m2	44	500	22,000	1,100	23,100	1,760	24,860
Store and preparation	m2	10	500	5,000	250	5,250	400	5,650
Library, reading and study area for 20 @ 1.4m2 per place	m2	28	500	14,000	700	14,700	1,120	15,820
Computer Room for 10 workstations @ 1.4m2 per place	m2	14	500	7,000	350	7,350	560	7,910
Graphics Workshop / Studio for 20	m2	44	500	22,000	1,100	23,100	1,760	24,860
Tailoring Workshop for 20	m2	44	500	22,000	1,100	23,100	1,760	24,860
Construction skills Workshop	m2	44	500	22,000	1,100	23,100	1,760	24,860
Stores	m2	20	350	7,000	350	7,350	560	7,910
Toilets M & F	m2	36	750	27,000	1,350	28,350	2,160	30,510
Circulation & structure @ 25% of net area	m2	221	350	77,350	3,868	81,218	6,188	87,406

Social Areas:

Hall/Dining Room for 250 @ 1.1	m2	275	500	137,500	6,875	144,375	11,000	155,375
Kitchen & Servery	m2	60	500	30,000	1,500	31,500	2,400	33,900
Stores	m2	30	350	10,500	525	11,025	840	11,865
Staff toilets M & F	m2	8	750	6,000	300	6,300	480	6,780
Circulation & structure @ 10% of net area	m2	37	350	13,055	653	13,708	1,044	14,752

s/t gross area

m2 1,515

External Works:

Septic tanks & soakaways, Services runs, Surface water drainage, pavings, & Playing pitches @ 12% of new construction	site			80,869	4,043	84,912	6,469	91,382
								852,894

ii) Rehabilitation of boarding accommodation for 300

Rehabilitation of existing 2-storey dormitory building, including addition of new Escape stair: comprising new roof above wall plate, new windows & doors, new Fittings to ablutions and toilets, new plumbing & electrical services, new ceilings Redecorations	sum	1		600,000	30,000	630,000	48,000	678,000
Demolitions and site clearance	sum	1		100,000	5,000	105,000	3,500	108,500
								786,500

s/t 3.1 B ii)

Total: Civil Works Component 3.1 **1,454,774** **72,739** **1,527,512** **111,882** **1,639,394** **50.0%**

(C) FURNITURE

Furniture for new and rehabilitated buildings @ 15% of construction cost	sum	1		218,216	10,911	229,127	7,638	236,764
Total: Furniture Component 3.1				218,216	10,911	229,127	7,638	236,764

50.0%**(D) EQUIPMENT AND BOOKS**

Equipment for new and rehabilitated buildings @ 25% of construction cost	sum	1		363,693	18,185	381,878	12,729	394,607
Total: Equipment and Books Component 3.1				363,693	18,185	381,878	12,729	394,607

50.0%

(E) TRAINING

Regional Study Tour for 6 Persons for 3 months (for 2 centres)	p/months	18	10,000	180,000	9,000	189,000	9720	198,720	100.0%
Workshops for 30 Trainers for 3 months	p/months	90	1,000	90,000	4,500	94,500	4,860	99,360	
Materials Design Workshops for 15 Persons for 3 months x 3 No.	p/months	135	1,000	135,000	6,750	141,750	7,290	149,040	
Materials Production Workshops for 15 Persons for 3 months x 3 No.	p/months	135	1,000	135,000	6,750	141,750	7,290	149,040	
Programme Development Studies	study	3	10,000	30,000	1,500	31,500	1,620	33,120	
Total: Training Component 3.1				570,000	28,500	598,500	30,780	629,280	100.0%

(F) TECHNICAL ASSISTANCE

Curriculum Specialist for 3.1 & 3.2	p/months	3	20,000	60,000	3,000	63,000	2,100	65,100	
Jobs Skills Survey Specialist	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Informal Market Business skills	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Computers	p/months	1	20,000	20,000	1,000	21,000	700	21,700	
Construction	p/months	1	20,000	20,000	1,000	21,000	700	21,700	
Graphic Design	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Total: Technical Assistance Component 3.1				220,000	11,000	231,000	7,700	238,700	100.0%

TOTAL COST SUB-COMPONENT 3.1**3,030,351****3,365,225****3.2 CENTRE BIMBAS, BENGUELA****(A) PROFESSIONAL SERVICES**

A/E Consultancy services, fees and expenses for site surveys, building surveys, site master plan, designs, contract documentation and site supervision.	fee	14%	x c.w.	224,694	11,235	235,928	13,931	249,859	
Total: Professional Services Component 3.2				224,694	11,235	235,928	13,931	249,859	0.0%

(B) CIVIL WORKS**CONSTRUCTION OF NEW BOARDING, TEACHING AND SOCIAL FACILITIES AND IMPROVEMENT OF EXISTING BUILDINGS.****New Construction****Administration:**

Director	m2	18	400	7,200	360	7,560	576	8,136	
Deputy Director	m2	14	400	5,600	280	5,880	448	6,328	
Administrative Office for 3 staff & Records	m2	22	400	8,800	440	9,240	704	9,944	
Store and duplicating	m2	12	350	4,200	210	4,410	336	4,746	
Staff and meeting room for 30 @ 2 m2	m2	60	400	24,000	1,200	25,200	1,920	27,120	
Staff toilets M & F	m2	12	750	9,000	450	9,450	720	10,170	

Teaching Areas:

Classrooms: 10 No. for 40 @ 1.28 m2 per place	m2	510	400	204,000	10,200	214,200	16,320	230,520
Library, reading and study area for 20 @ 1.4m2 per place	m2	28	400	11,200	560	11,760	896	12,656
Computer Room for 10 workstations @ 1.4m2 per place	m2	14	500	7,000	350	7,350	560	7,910
Stores	m2	20	300	6,000	300	6,300	480	6,780
Toilets M & F	m2	36	750	27,000	1,350	28,350	2,160	30,510
Circulation & structure @ 25% of net area	m2	187	300	55,950	2,798	58,748	4,476	63,224

Boarding Accommodation for 250 girls:

Dormitories @ 4 m2 per place.	m2	1,000	400	400,000	20,000	420,000	32,000	452,000
Ablutions 1 fitting per 10 @ 2 m2	m2	50	750	37,500	1,875	39,375	3,000	42,375
Laundry	m2	30	500	15,000	750	15,750	1,200	16,950
Housekeeping office & stores	m2	30	350	10,500	525	11,025	840	11,865
Warden's flat	m2	50	500	25,000	1,250	26,250	2,000	28,250
Circulation & structure @ 15% of net area	m2	174	300	52,200	2,610	54,810	4,176	58,986

Sick Bay / MI Centre:

Reception & waiting	m2	10	350	3,500	175	3,675	280	3,955
Nurse's Office & Examination Room	m2	15	500	7,500	375	7,875	600	8,475
Store	m2	5	300	1,500	75	1,575	120	1,695
Isolation 2 cubicles	m2	12	400	4,800	240	5,040	384	5,424
Toilet	m2	5	750	3,750	188	3,938	300	4,238
Circulation & structure @ 15% of net area	m2	207	300	62,145	3,107	65,252	4,972	70,224

s/t gross area

2521

External Works :

Septic tanks & soakaways, Services runs, Surface water drainage, paving, Playing pitches & Agricultural Zone preparation @ 20% of new construction s/t 3.2 B i)	site			198,669	9,933	208,602	15,894	224,496
								1,346,976

Rehabilitation and Alteration to existing buildings

38 existing blocks:

Boys' Boarding accommodation for 200 in 16 existing blocks @ 42 m2 ea.	m2	672	100	67,200	3,360	70,560	5,376	75,936
Teachers' houses in 14 existing blocks @ 42 m2	m2	588	200	117,600	5,880	123,480	9,408	132,888
General science laboratories in 2 existing blocks @ 42 m2	m2	84	200	16,800	840	17,640	1,344	18,984
Laboratory Stores & preparation rooms, with links, in 1 existing block	m2	100	200	20,000	1,000	21,000	1,600	22,600
Dressmaking & tailoring studios in 2 existing blocks @ 42 m2	m2	84	150	12,600	630	13,230	1,008	14,238
Handicrafts studio in 1 existing block	m2	42	150	6,300	315	6,615	504	7,119
Woodwork shop in 1 existing block	m2	42	150	6,300	315	6,615	504	7,119
Central stores for studios & workshops in 1 existing block	m2	42	100	4,200	210	4,410	336	4,746

Alteration and extension to existing kitchen/dining facility:

Hall/Dining Room for 300 @ 1.1	m2	300	350	105,000	5,250	110,250	8,400	118,650	
Kitchen & Servery	m2	60	500	30,000	1,500	31,500	2,400	33,900	
Stores	m2	30	300	9,000	450	9,450	720	10,170	
Staff toilets M & F	m2	8	750	6,000	300	6,300	480	6,780	
Circulation & structure @ 10% of net area	m2	40	300	11,940	597	12,537	955	13,492	
								466,622	
Total: Civil Works Component 3.2				1,604,954	80,248	1,685,202	128,396	1,813,598	50.0%
(C) FURNITURE									
Furniture for new and rehabilitated buildings @ 15% of construction cost	sum	1		240,743	12,037	252,780	26,482	279,262	
Total: Furniture Component 3.2				240,743	12,037	252,780	26,482	279,262	50.0%
(D) EQUIPMENT AND BOOKS									
Equipment for new and rehabilitated buildings @ 25% of construction cost	sum	1		401,239	20,062	421,300	44,136	465,437	
Total: Equipment and Books Component 3.2				401,239	20,062	421,300	44,136	465,437	100.0%
(E) TRAINING									
Workshops for 30 Trainers for 3 months	p/months	90	1,000	90,000	4,500	94,500	4,860	99,360	
Agriculture Studies Workshops for 15 Persons for 3 months x 3 No.	p/months	135	1,000	135,000	6,750	141,750	7,290	149,040	
Marketing & Distribution Workshops for 15 Persons for 3 months x 3 No.	p/months	135	1,000	135,000	6,750	141,750	7,290	149,040	
Programme Development Studies	lot	3	10,000	30,000	1,500	31,500	1,620	33,120	
Total: Training Component 3.2				390,000	19,500	409,500	21,060	430,560	100.0%
(F) TECHNICAL ASSISTANCE									
Jobs Skills Survey Specialist	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Informal Market Business skills	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Computers Specialist	p/months	1	20,000	20,000	1,000	21,000	700	21,700	
Crafts Specialist	p/months	1	20,000	20,000	1,000	21,000	700	21,700	
Agriculture Specialist	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Total: Technical Assistance Component 3.2				160,000	8,000	168,000	5,600	173,600	100.0%
TOTAL COST SUB-COMPONENT 3.2				3,021,629				3,412,316	
TOTAL COST COMPONENT 3				6,051,981				6,777,541	
TOTAL COMPONENT 3				6,051,981	302,599	6,354,580	422,961	6,777,541	750.0%

COMPONENT 4 : PROJECT MANAGEMENT

(D) EQUIPMENT

Vehicles 4x4 twin cab pickup, for Luanda, Kwanza Sul & Benguela	Nos	3	30,000	90,000	4,500	94,500	3,150	97,650	
Saloon car for Luanda office	Nos	1	20,000	20,000	1,000	21,000	700	21,700	
Desktop PC for Luanda, Kwanza Sul & Benguela offices	unit	3	1,800	5,400	270	5,670	189	5,859	
Laptop systems for supervisors	unit	3	2,200	6,600	330	6,930	231	7,161	
Basic software	unit	6	1,000	6,000	300	6,300	210	6,510	
Drawing office equipment	workstation	2	1,000	2,000	100	2,100	70	2,170	
Fax/phone	unit	10	200	2,000	100	2,100	70	2,170	
Laser printer	unit	3	1,000	3,000	150	3,150	105	3,255	
Photocopier	unit	1	5,000	5,000	250	5,250	175	5,425	
AC unit	unit	3	3,500	10,500	525	11,025	368	11,393	
Motorcycles for site supervisor clerks of works	m/c	7	5,000	35,000	1,750	36,750	1,225	37,975	
Total: Equipment Component 4				185,500	9,275	194,775	6,493	201,268	100.0%

(E) TRAINING

Workshop for Contractors over 3 days in 2 centres (Luanda & Benguela)	workshop	2	10,000	20,000	1,000	21,000	700	21,700	
Training in Project Monitoring and Evaluation for PIU Director	p/months	3	10,000	30,000	1,500	31,500	1,050	32,550	
Total: Training Component 4				50,000	2,500	52,500	1,750	54,250	60.0%

(F) TECHNICAL ASSISTANCE

Procurement Agent	p/months	21	20,000	420,000	21,000	441,000	23,100	464,100	
Low cost school design Architect	p/months	2	20,000	40,000	2,000	42,000	1,400	43,400	
Audit services; 1 per year for 3 years plus final audit at project close	audit	4	10,000	40,000	2,000	42,000	1,400	43,400	
Total: Technical Assistance Component 4				500,000	25,000	525,000	25,900	550,900	100.0%

(G) OPERATING COSTS

a) Remunerations:

Project Director	p/months	48	1,750	84,000	4,200	88,200	7,560	95,760
Procurement Officer	p/months	48	1,550	74,400	3,720	78,120	6,696	84,816
Architects: 1 No. at each of Luanda, Kwanza Sul & Benguela	p/months	144	1,300	187,200	9,360	196,560	16,848	213,408
Engineers: 1 No. at each of Luanda, Kwanza Sul & Benguela	p/months	144	1,300	187,200	9,360	196,560	16,848	213,408
Education Specialist	p/months	48	1,000	48,000	2,400	50,400	4,320	54,720
Accountant	p/months	48	750	36,000	1,800	37,800	3,240	41,040
Administrative Secretary	p/months	48	550	26,400	1,320	27,720	2,376	30,096
Messenger/maintenance Persons , 2 No.	p/months	96	150	14,400	720	15,120	1,296	16,416
Site Clerks of Works, 2 No. each for Luanda, Kwanza Sul, Benguela x 36 mo.	p/months	216	600	129,600	6,480	136,080	11,664	147,744
Site Clerk of Works, 1 No. for Namibe x 18 mo.	p/months	18	600	10,800	540	11,340	972	12,312

b) Non-personnel Costs paid by the project

Air travel for 2 persons to 2 locations, 3 supervision visits per year	trip	16	1,200	19,200	960	20,160	1,728	21,888
Accommodation for 3 days per trip	trip	16	600	9,600	480	10,080	864	10,944
DSA for trips	trip	4	720	2,880	144	3,024	259	3,283
Vehicle maintenance & spares,	sum	1	50,000	50,000	2,500	52,500	4,500	57,000
Office consumables	sum	1	5,000	5,000	250	5,250	450	5,700
Office machine maintenance	sum	1	5,000	5,000	250	5,250	450	5,700
Fuel & oil: 4 cars @ 16000 km/yr. @ 8.8 km/litre plus 7 m/c @ 11200km/yr. @ 24 km/litre @ KW 4/litre	car year	16	400	6,400	320	6,720	576	7,296
	m/c year	28	100	2,800	140	2,940	252	3,192

Total: Operating Costs Component 4

898,880 44,944 943,824 80,899 1,024,723 100.0%

TOTAL COST COMPONENT 4

1,634,380 1,831,141

TOTAL COMPONENT 4

1,634,380 81,719 1,716,099 115,042 1,831,141

TOTAL PROJECT COST

21,608,674

24,433,000

PROVISIONAL LIST OF CATEGORIES OF EXPENDITURE

	CATEGORY	USD (million)			UA (million)			CO-FINANCIERS (UA million)			
		FE	LC	Total	FE	LC	Total	TAF	ADF	OPEC	GOA
1.	GOODS:										
1.1	Furniture for Schools Component 1	1.469	0.182	1.651	1.166	0.144	1.310		1.166		0.144
1.2	Furniture for A-V Room Component 2	0.004	-	0.004	0.003	-	0.003		0.003		
1.3	Furniture for Skills Centres Component 3	0.229	0.229	0.459	0.182	0.182	0.364		0.364		
1.4	Equipment for Schools Component 1	0.037	0.037	0.073	0.029	0.029	0.058		0.058		
1.5	Equipment for T.T. Development Component 2	0.427	-	0.427	0.339	-	0.339		0.339		
1.6	Equipment for Skills Centres Component 3	0.382	0.382	0.764	0.303	0.303	0.607		0.607		
1.7	Equipment for Project Management	0.186	-	0.186	0.147	-	0.147		0.060	0.087	
2.	CIVIL WORKS:										
2.1	Civil Works at 27 Schools Component 1	4.461	4.461	8.923	3.541	3.541	7.082		2.833	4.249	
2.2	Civil Works at TT Centre Component 2	0.005	0.005	0.010	0.004	0.004	0.008		0.008		
2.3	Civil Works at 2 Skills Centres Component 3	1.479	1.579	3.058	1.174	1.253	2.427			2.350	0.076
3.	SERVICES:										
3.1	Prof.Services for Civil Works Component 1	-	0.714	0.714	-	0.567	0.567		0.567		
3.2	Prof.Services for Civil Works Component 3	-	0.428	0.428	-	0.340	0.340		0.340		
3.3	T/A for Primary Education Component 1	0.120	-	0.120	0.095	-	0.095		0.095		
3.4	T/A for T.T. Development Component 2	0.100	-	0.100	0.079	-	0.079		0.079		
3.5	T/A for Skills Centres Component 3	0.380	-	0.380	0.302	-	0.302	0.302			
3.6	T/A for Project Management	0.500	-	0.500	0.397	-	0.397	0.366	0.031		
4.	OPERATING COSTS:										
4.1	Operating Costs Project Management	-	0.899	0.899	-	0.713	0.713	0.126	0.588		
5.	MISCELLANEOUS										
5.1	Training for Component 1	-	1.815	1.815	-	1.440	1.440				1.440
5.2	Training for Component 2	0.090	-	0.090	0.071	-	0.071		0.071		
5.3	Training for Component 3	0.570	0.390	0.960	0.452	0.310	0.762		0.462		0.300
5.4	Training for Component 4	0.030	0.020	0.050	0.024	0.016	0.040		0.040		
	BASE COSTS	10.468	11.141	21.609	8.308	8.842	17.150	0.793	7.710	6.687	1.961
	PHYSICAL CONTINGENCIES	0.523	0.557	1.080	0.415	0.442	0.858	0.040	0.385	0.334	0.098
	PRICE CONTINGENCIES	0.790	0.954	1.744	0.627	0.757	1.384	0.067	0.634	0.433	0.251
	TOTAL COST	11.782	12.652	24.434	9.351	10.041	19.392	0.899	8.730	7.454	2.309

ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN SUMMARY

Project Title:	Basic Education and Job Skills Project	Project Number:	
Country:	Angola	Division:	OCDS.3
Department:	OCDS		

a) Brief description of the project and key environmental and social components

The project aims to contribute to an increased access to and improved quality of the education system. This will entail expanding access to basic education through the construction and rehabilitation of 366 classrooms, improving the quality of education at levels I (primary) and II (lower secondary), and reducing inefficiencies in the education system. The rehabilitation/expansion of 2 existing centres will make for job skills training for youth and adolescents, especially girls and street children, will help improve their opportunities for employment in the formal and informal economic sectors and help them escape poverty.

b) Major environmental and social impacts

Positive Impacts:

- Improved safe drinking supply to primary and lower secondary schools;
- Improved sanitation facilities through the provision of ventilated latrines;
- Reduced incidence of water borne diseases like cholera, malaria, gastro-intestinal disorders, etc;
- Better opportunity for girls to attend schools; and
- Protection of forest resources by utilisation of stabilised soil blocks for construction instead of burned clay bricks.

Potential Negative Impacts:

- Risk of soil disturbance during construction work; and
- Slight risk of pollution of groundwater and soil contamination.

c) Enhancement and mitigation program

An ESMP will be developed by the project management team and cleared by the Bank before commencement of project physical implementation. The following mitigation measures represent the main outlines of the EMSP and will form an integral part of the project:

- Disturbance of soil is minimal since the scope of construction work is limited to small buildings within existing school premises;
- To avoid the contamination of water resources, the water points will be designed and constructed in such a way as to ensure proper drainage of wastewater so as to prevent any chance for water stagnation, which may pose the risk of groundwater contamination and development of breeding ground for mosquitoes, flies and other insects. Such care will minimise the transmission of water borne diseases and malaria;
- To avoid contamination of soil and water resources from school laboratory waste, each school will be provided with a protected waste area or small incinerator, and septic tanks will be constructed for liquid waste;
- Efforts will also be made to train and sensitise teachers, school managers and students of the environmental health hazards associated with water infection and poor drainage and the need to keep the facilities clean; and
- Existing trees on all school sites will be preserved and students will be sensitised on the importance of tree planting and protection.

d) Monitoring program and complementary initiatives

- The District Education Offices will lead the environmental monitoring activities and will provide regular reporting to the project management and MoEC; and
- Bank supervision missions will also follow up the implementation of the ESMP.

e) Institutional arrangements and capacity building requirements

- The overall responsibility for implementation of the project ESMP will rest with the MoEC. In addition, environmental education is provided by the schools and is part of the regular curriculum.
- The Project Implementation Unit (PIU) is established and will supervise the implementation of the ESMP.

f) Public consultations and disclosure requirements

The project is designed to operate in a participatory approach where all activities will be implemented in close collaboration with local communities to increase their sense of ownership of the improved facilities to be introduced under the project.

g) Estimated costs

All measures are mainstreamed in the project design, so that cost is integrated in the cost of different activities.

h) Implementation schedule and reporting

The environmental management and monitoring will be implemented following the same project schedule as all activities were mainstreamed in the project design. Achievements/problems will be reported in the project quarterly progress reports and should be timely addressed by the project management and the Bank.

List of Annexes in the Project Implementation Document

1. Detailed Cost Estimates
2. Terms of Reference (TOR) for Project Implementation Unit (PIU) Staff
3. Project Implementation Schedule
4. Supervision Plan
5. Procurement arrangements
6. General List of Monitoring Indicators
7. Organization Chart of the Project Implementation Unit
8. Detailed List of Project Sites