



Central African Republic - Education Sector Plan Support Project (P173103)

Western and Central Africa | Central African Republic | Education Global Practice |
Recipient Executed Activities | Investment Project Financing | FY 2021 | Seq No: 3 | ARCHIVED on 13-Jun-2022 | ISR51280 |

Implementing Agencies: Central African Republic, Ministry of Primary and Secondary Education

Key Dates

Key Project Dates

Bank Approval Date: 27-Apr-2021

Effectiveness Date: 15-Jul-2021

Planned Mid Term Review Date: 18-Dec-2023

Actual Mid-Term Review Date:

Original Closing Date: 30-Jun-2025

Revised Closing Date: 30-Jun-2025

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective (PDO) is "To improve access to and quality of pre-primary and basic education and strengthen education system management and resilience"

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Component 1: Improving access to pre-primary, primary and lower secondary education:(Cost \$15.10 M)

Component 2: Improving the quality of education and pre-service and in-service teacher training:(Cost \$11.10 M)

Component 3: Strengthening overall education system management and resilience:(Cost \$4.60 M)

Component 4: Contingent Emergency Response Component

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> High	<input type="checkbox"/> High

Implementation Status and Key Decisions

The progress on each of the components is as follows.

Component 1: Improving access to preprimary, primary and lower secondary education

This component aims to address the critical challenges of low access to education, low transition from primary to secondary education, especially for children living in underserved prefectures, and the severe shortage of classrooms. It will support technical and costing studies to define minimum norms, a set of standard architectural drawings, and efficient construction modalities for school construction activities.



To date, eight sites (Kemo, Nana Grebizi, Ombella Mpoko, Lobaye, Sangha Mbaéré, Bangui, Ouham, Ouham Pende) were visited to identify schools for rehabilitation/construction and tender documents will be finalized by end of May. The planned activities and results for the first year of implementation under component 1 are:

- the construction or rehabilitation of 22 preprimary classrooms, 200 primary classrooms.
- the construction or rehabilitation of eight (8) lower secondary schools (*collèges de proximité*), and 70 classrooms in secondary schools,
- the enrollment of 3,000 out-of-school or internally displaced children in the Alternative Learning Program (ALP).

Subcomponent 1.1: Increasing the physical capacity of school infrastructure at the preprimary, primary and lower secondary education levels

This subcomponent will support the expansion of the supply of preprimary, primary, and lower secondary education, with a focus on educationally deprived prefectures.

Project activities were delayed between July and December 2021 due to delays in transferring funds into the project designated account. Nevertheless, the DESCB prepared and submitted the estimates and drawings for temporary classrooms (3 classrooms + 1 classroom), latrines, and blocks of classrooms (1 classroom; 2 classrooms and 2 classrooms + Office; 3 classrooms and 3 classrooms + office; 4 classrooms for the lower secondary) to the World Bank architect for review in December 2021; these estimates and drawing are now approved and available.

Furthermore, the Department of Equipment and Construction of School Buildings (DESCB) completed the identification missions in eight (8) prefectures of Kemo, Nana Grebizi, Ombella Mpoko, Lobaye, Sangha Mbaéré, Bangui, Ouham, Ouham Pende to evaluate the conditions of school infrastructure in the targeted prefectures. The mission reports describing the progress of the missions are available, but the PCU is awaiting the technical reports which will provide the technical specifications of the rehabilitation and construction works. Based on these specifications, the PCU will prepare and finalize the tender documents by mid-May 2022. The DESCB with the support of the PCU will complete the identification missions in the remaining prefectures of Bamingui Bangoran, Haute-Kotto, Mbomou, Haut Mbomou by the end of May 2022.

Regarding the construction of schools following a community-based approach, the recruitment of a consultant firm for technical assistance is underway and the contract should be signed before the end of June 2022. It is expected that the manual for the community-based approach will be available by December 2022. This will be followed by the training of key stakeholders, the launch of tenders during the first quarter of 2023 with the actual construction process expected to start in the second quarter of 2023.

Subcomponent 1.2: Supporting ALPs (Alternative Learning Program)

Building on the ongoing IDA-funded EBESP, manuals and guides for implementing the accelerated learning program (ALP) have been developed and are available. The ALP will be operational at the start of the 2022-2023 academic year.

Component 2: Improving the quality of education and pre-service and in-service teacher training

Subcomponent 2.1: Introducing Sango as the language of instruction in the early grades of primary

Despite initial implementation delays, the request for proposals was launched to recruit a consultant to identify and document all the past initiatives for the use of Sango as a teaching medium as well as to list and collect all the tools already developed. Additional recruitment of technical assistance will be completed by May 2022:

- to develop a communication strategy to promote Sango as a teaching language,
- to support the National Institute of Education and Pedagogical Research (NIEPR) in standardizing the grammar and spelling of the Sango language, and
- develop the Sango curricula, including related teaching materials, and class observation forms and teacher guides

Subcomponent 2.2: Supporting remedial education to promote the development of reading and mathematics skills

The development of the remediation program is underway through the EBESP, and the tools developed were already tested (capitalization document being finalized). A pilot was implemented for students at risk of dropping out in the Bangui academic inspectorate and was extended to students in other prefectures during the school holidays in April 2022. Pedagogical supervisors, school principals and teachers are being trained on this approach.

The remedial education program under the ESPSP will start during the 2022-2023 academic year. The recruitment of a civil engineering firm to design the new teacher training centers is expected by June 2022.

Subcomponent 2.3: Increasing the capacity of teacher training institutes and improving the quality of pre-service training.

This subcomponent aims to (a) address the acute shortage of qualified teachers and the high STR by increasing the capacity of teachers training centers (TTCes) and the existing teachers training college (TTCo), and (b) support improvements to pre-service teacher training in TTCes/TTCos.



Construction activities are subject to the Government's commitment to recruit more teachers to achieve the goal of recruiting 16,000 primary school teachers to bring the student/teacher ratio to a sustainable level by 2029, in accordance with the CAR 2029 Education Sector Plan. Advocacy is underway between partners and the Government to ensure that the Government honors its commitment to recruit these teachers and that the financing required to support this activity is included in the 2023 state budget.

A section of the finance law on adding a budget line for the training of 1,000 fundamental 1 teachers for was published in early April 2022. The admission exam is ongoing, and results are expected by the end of April. The project team is now working on: (i) identifying the three teachers training centers (TTCs) to be extended and the site where the new TTCs will be built; and (ii) finalize plans for the extensions of the TTCs, TTCo and the construction of a new TTCs.

With the support of engineers recruited by IDA-financed projects, DESCB is working on plans for the extension of the TTCs and TTCo in Bambari as well as plans for the construction of a new TTCe.

Subcomponent 2.4: Improving the quality of in-service training and teaching practices in primary schools.

The development of the harmonized curriculum is expected to be finalized by June 30, 2022. It will allow for the launch of other activities under this sub-component in particular the training of teachers of fundamental 1 and the introduction of this curriculum in teacher training centers in October 2022.

Component 3: Strengthening management of the education sector

Under the EBESP, the recruitment of UNESCO as a consultant to provide technical assistance for strengthening the EMIS (Education Management Information System) is being finalized and the contract should be signed by May 31, 2022. An agreement between the MNE and the "Programme d'Analyse des Secteurs Educatifs de la CONFEMEN" (PASEC) already exists and will be extended under the project to allow the development of a national technical team and the organization of a national learning outcomes assessment.

After signing the contract with UNESCO, the national team will launch the process for the recruitment of an international consulting firm to support the modernization of the EMIS and the production of statistical yearbooks for the next few years.

By the end of May 2022, the PASEC report will be available, and a restitution workshop will be organized in mid-May 2022. The recommendations of this workshop will be used to improve the system quality. The results of this assessment will be disseminated at the provincial level through decentralized workshops.

Subcomponent 3.2: Project Management, Monitoring and Evaluation

The project coordination unit has been strengthened with additional staff to manage the two education projects.

In order to ensure a better understanding and ownership of the project by stakeholders, a project launch event was held in October 2021 in Bangui, with the participation of all stakeholders (MNE, Ministry of State in charge of Economy, Planning and International Cooperation (MEPIC), World Bank, non-governmental organizations (NGOs), United Nations Children's Fund (UNICEF); PCU, etc.).

The recruitment of a consultant in charge of the MNE audit is in progress with the TORs being finalized for contracting and beginning of the audit by June 2022. This audit will help identify areas for capacity building that the project could support for the benefit of the MNE.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> Substantial
Macroeconomic	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Sector Strategies and Policies	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Technical Design of Project or Program	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial



Institutional Capacity for Implementation and Sustainability	High	Substantial	Substantial
Fiduciary	High	High	High
Environment and Social	High	High	High
Stakeholders	Substantial	Substantial	Substantial
Other	--	--	--
Overall	High	High	High

Results

PDO Indicators by Objectives / Outcomes

Component 1: Improving access to pre-primary, primary and lower secondary education				
▶ Gross enrollment ratio to the last grade of pre-primary, total (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	8.20	8.20	8.20	29.80
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Total number of students enrolled in the last grade of pre-primary (regardless of age) as a percentage of the population of children age 5 years old. This an aggregate indicator for the 8 targeted prefectures. Values are preliminary and will be updated based on the the new population census (2021).			
□ Gross enrollment ratio to the last grade of pre-primary, girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	8.30	8.30	8.30	29.90
Date	01-Jan-2021	04-Mar-2022	06-May-2022	28-Jun-2024
▶ Net enrollment ratio at the first grade of primary, total (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	33.70	64.00	64.00	58.10
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Total number of students ages 6 years old enrolled in grade 1 of primary as a percentage of the total population of children ages 6 years old. This an aggregate indicator for the 8 targeted prefectures. Values are preliminary and will be updated based on the the new population census (2021).			
□ Net enrollment ratio at the first grade of primary, girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	32.80	56.00	56.00	57.30
Date	01-Jan-2021	04-Mar-2022	06-May-2022	28-Jun-2024
► Gross intake ratio at the first grade of lower secondary, total (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	54.80	54.80	54.80	64.10
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Total number of new entrants in the first grade of lower secondary education (regardless of age) as a percentage of the population of youth aged 12 years old. This an aggregate indicator for the 9 targeted prefectures and Bangui. Values are preliminary and will be updated based on the the new population census (2021).			
□ Gross intake ratio at the first grade of lower secondary, girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	39.30	39.30	39.30	54.30
Date	01-Jan-2021	04-Mar-2022	06-May-2022	28-Jun-2024

Component 2: Improving the quality of education and training

► Percentage of grade 2 students meeting the minimum reading fluency benchmark (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline = National Learning Assessment Test score in 2020/2021 in reading	Baseline = National Learning Assessment Test score in 2020/2021 in reading Not yet	Baseline = National Learning Assessment Test score in 2020/2021 in reading Not yet	Target = National Learning Assessment Test score in 2020/2021 in reading + 20%
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Minimum reading fluency benchmark will be defined based on correct words per minute.			

Component 3: Improving overall sector governance and resilience

► Proportion of teachers on the payroll with a certificate (presence at duty station) recorded in the Human Resources Management Information System (HRMIS) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	95.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Proxy measuring improvement in teacher's deployment through using the HRMIS. The "certificate" system already exists and was operating before the 2013 crisis. To take into account the difficulties that the government may encounter this indicator will cover only half of the school inspectorates. In other words,			



by the end of the Education Sector Plan Support Project (ESPSP), the government must be able to have made effective the use of certificates (i.e, at least 95% of the teachers who are paid) in half of the country.

Intermediate Results Indicators by Components

Component 1: Improving access to pre-primary, primary and lower secondary education				
► Classrooms constructed at the pre-primary level (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	89.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to construct pre-primary classrooms and the actual number of classrooms constructed will be counted. To date, no classrooms have yet been built.			
► Classrooms constructed at the primary level (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	400.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	30-Jun-2023
Comments:	The project aims to construct primary classrooms and the actual number of classrooms constructed will be counted. To date, no classrooms have yet been built.			
► Classrooms rehabilitated at the primary level (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	400.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to rehabilitate classrooms at the primary level. The actual number of classrooms rehabilitated will be counted. To date, no classrooms have yet been rehabilitated.			
► Student-classroom ratio - primary (total, public only) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	168.53	168.53	168.53	121.47
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Number of students per classroom in good condition (as registered in the EMIS). This an aggregate indicator for the 8 targeted prefectures.			



▶ Lower secondary schools constructed - collèges de proximité (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	8.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to construct lower secondary schools (collèges de proximité) and the actual number of lower secondary schools will be counted.			
▶ Classrooms constructed at the secondary level - classic secondary schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	160.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to construct secondary classrooms and the actual number of classrooms constructed will be counted			
▶ Classrooms rehabilitated at the secondary level - classic secondary schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to rehabilitate classrooms the actual number of classrooms constructed/rehabilitated will be counted.			
▶ Student classroom ratio - secondary (total, public only) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	174.00	174.00	174.00	138.10
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Number of students per classroom in good condition (as registered in the EMIS). This an aggregate indicator for the 9 targeted prefectures and Bangui.			
▶ Out-of-school and displaced children / adolescents benefiting from the Alternative Learning Program (ALP). (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	16,000.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Beneficiaries include children and adolescents age 9-15 who are out-of-school and/or displaced for whom education was interrupted.			
□ Out-of-school and displaced children / adolescents benefiting from the ALP, girls (Number, Custom Breakdown)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10,400.00
Date	01-Jan-2021	04-Mar-2022	06-May-2022	28-Jun-2024

Component 2: Improving the quality of education and teacher training

► Sango curricula developed (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The projects aims to developing a new Sango curricula			

► Schools implementing Sango as a language of instruction (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	450.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to pilot Sango as a language of instruction in two school inspectorates			

► Students benefiting from the sango program - total (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	120,000.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Tracks progress in the total number of grades 1, and 2 students who benefit from sango activities to enhance learning under the project interventions			

► Students benefiting from the sango program, girls (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	56,000.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Tracks progress in the total number of grades 1, and 2 female students who benefit from sango activities to enhance learning under the project interventions			

► Students benefiting from direct interventions to enhance learning (Number, Corporate)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	219,000.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
▣ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	102,000.00
▶ Students benefiting from the remedial education program - total (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	99,000.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Tracks progress in the total number of grades 1, 3 and 5 students who benefit from remediation activities focused on reading and mathematics to enhance learning under the project interventions.			
▶ Students benefiting from the remedial education program, girls (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	46,000.00
Date	31-Dec-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Tracks progress in the number of grades 1, 3 and 5 female students who benefit from remediation activities focused on reading and mathematics to enhance learning under the project interventions			
▶ Teacher training centers constructed or expanded (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to construct and expand teacher training centers and the actual number of TTC will be counted			
▶ Teacher Training College extended (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to expand the existing teacher training college			



► All teacher trainers from TTCe/TTCO trained (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jan-2020	04-Mar-2022	06-May-2022	30-Jun-2022
Comments:	The project aims to train all teachers trainers			
► Curricula development for lower secondary teachers (professeur polyvalent du secondaire) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The projects aims to support curricula development of lower secondary teachers (professeur polyvalent du secondaire)			
► Teacher trained based on the new harmonized curricula (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	8,300.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Number of community and assistant teachers benefiting from training activities.			
► School principals trained based on the new harmonized curricula (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,800.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	Number of school principals benefiting from training activities			

Component 3: Improving overall sector governance and management				
► Large-scale assessments completed at the primary or secondary level (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5.00
Date	01-Jan-2020	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	The project aims to support the establishment of the NLAS based on a simplified EGRA/EGMA methodology that will be carried out each year during the project cycle at the same time as the EMIS data collection			



► Timely and reliable Human Resources Management Information System (HRMIS) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jan-2020	04-Mar-2022	06-May-2022	30-Jun-2022
Comments:	The projects aims to set up a Human Resources Management Information System (HRMIS) linked with the EMIS and the payroll list to ensure adequate control and supervision of teaching and administrative staff.			
► Total grievances received through the Grievance Redress Mechanism (GRM) established under the Project which are addressed (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	50.00	50.00	75.00
Date	01-Jan-2021	04-Mar-2022	06-May-2022	28-Jun-2024
Comments:	This is a citizen engagement indicator			

Performance-Based Conditions

Data on Financial Performance

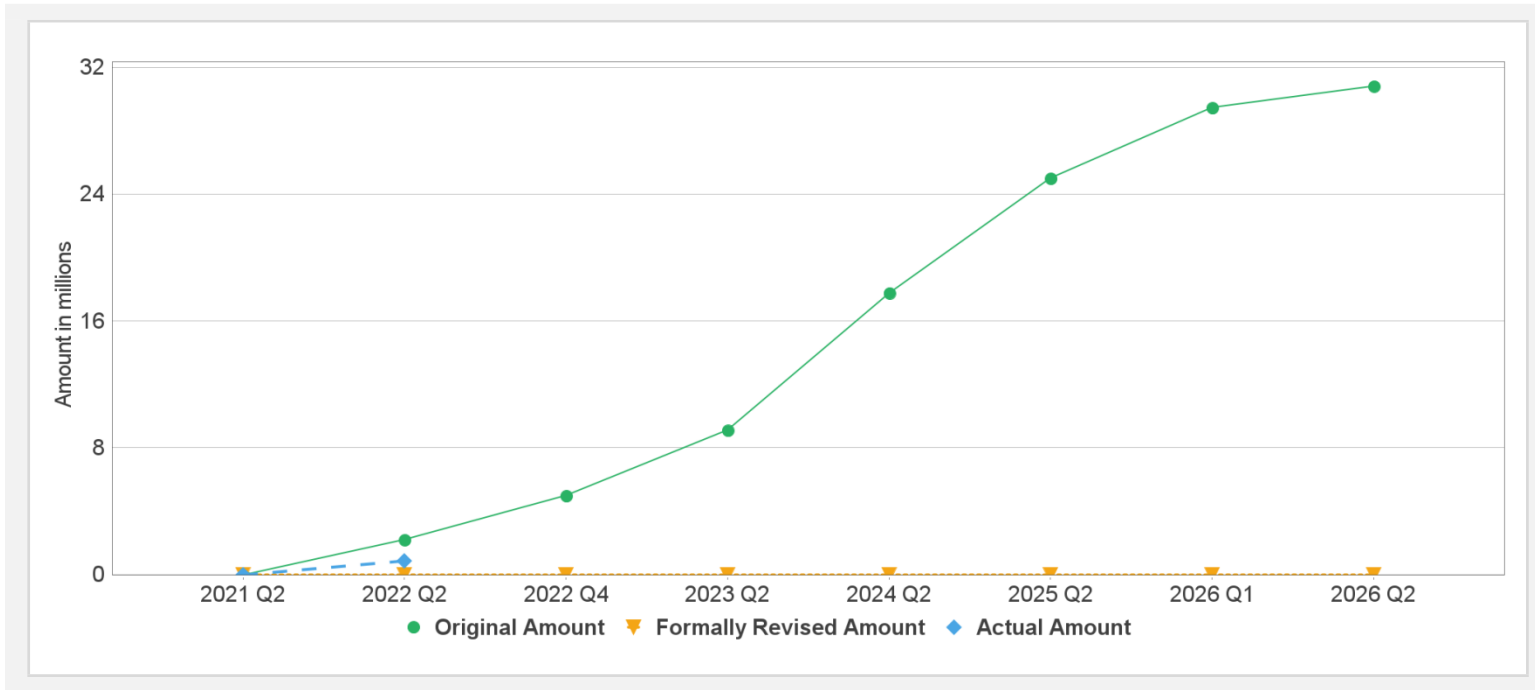
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P173103	TF-B5223	Effective	USD	30.85	30.85	0.00	0.91	29.94	3%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P173103	TF-B5223	Effective	27-Apr-2021	04-May-2021	15-Jul-2021	30-Jun-2025	30-Jun-2025

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.