



Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 21-Apr-2018 | Report No: PIDISDSA24309



BASIC INFORMATION

A. Basic Project Data

| | | | |
|------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------|
| Country Central African Republic | Project ID P164295 | Project Name Central African Republic Emergency Basic Education Support Project | Parent Project ID (if any) |
| Region AFRICA | Estimated Appraisal Date 18-Apr-2018 | Estimated Board Date 27-Jun-2018 | Practice Area (Lead) Education |
| Financing Instrument Investment Project Financing | Borrower(s) Central African Republic | Implementing Agency Ministry of Primary, Secondary, Technical and Literacy Education (MEPSTA) | |

Proposed Development Objective(s)

Improving access to quality basic education and strengthening capacity in education sector management.

Components

Increasing access through school infrastructure development
Enhancing teaching effectiveness and support alternative education programs
Capacity building to strengthen services delivery

Financing (in USD Million)

| Financing Source | Amount |
|---------------------------|--------------|
| IDA Grant | 25.00 |
| Total Project Cost | 25.00 |

Environmental Assessment Category

B - Partial Assessment

Decision

The review did authorize the preparation to continue



B. Introduction and Context

Country Context

1. The Central African Republic (CAR) is an extremely fragile country in central Africa with a population of 4.9 million, which has recently come out of the latest in a series of internal conflicts, and is facing enormous development challenges. It is a landlocked country, not densely populated (8 people per square kilometer), with a land area of about 620,000 square kilometers. Most of the population (60 %) lives in rural areas. Bangui the capital city, is the largest urban center with an estimated population of 800,000 people (40 percent of the total urban population). Despite a wealth of natural resources such as uranium, crude oil, gold, diamonds, cobalt, lumber, wildlife and hydropower, as well as significant quantities of arable land, CAR is one of the three poorest countries in the world. With a Human Development Index (HDI) of 0.35 and a GDP per capita of USD 291 (2013), CAR is ranked last on HDI (188th out of 188 countries) and second to last on GDP per capita (229th out of 230 countries). With approximately 62 percent of the population living below the national poverty line based on the latest year of the last nationally representative household survey (2008), with 69 percent poverty rate in rural areas and 50 percent in urban areas, poverty remains a major concern for the Central African Government. Recent estimates, based on observed trends in GDP, suggest that the poverty rate, measured at the international poverty line of US\$1.90 per day in 2011 (purchasing-power parity terms), has surged to more than 75 percent in 2016. The 2013 political, insecurity and humanitarian crisis undid much of the economic progress achieved between 2008-2012. Currently, the country is still in an extreme fragile economic state and is facing strong structural constraints. GDP growth declined to -36 percent in 2013 from 4 percent in 2012; and inflation surged to 12 percent in 2014 while it was 2.6 percent in 2012. Although signs of recovery have been observed since 2014 in terms of GDP growth and reduced inflation rate, the deteriorating security environment is a clear hindrance to ensuring sustained economic recovery.

2. Since gaining independence from France, CAR experienced only two peaceful transitions of power: in 1993 and in 2016. The most recent major conflict occurred in early 2013 when a coalition of armed groups mostly from the northeast, Séléka, took control of much of the territory, and seized power in Bangui. The ensuing insecurity led to massive forced displacement, the collapse of state institutions and devastation of the country's economy. Trade was severely disrupted and the main productive sectors - agriculture, extractive industries and forestry - collapsed. Mining sites fell in the hands of armed groups, and growing resource trafficking financed warlords, further fueling instability. Vulnerable groups were particularly hard hit as food reserves dwindled and the provision of basic services came to a halt. The conflict left an already disenfranchised and traumatized population exposed to further exploitation by the identity politics of strongmen who benefited from local conflicts to serve their ambitions.

3. Recent developments have been somewhat encouraging. The transitional government, appointed in 2014, drafted a new constitution and organized elections. The presidential run-off and the legislative re-run elections were held on February 14th, 2016. Despite the presence of numerous armed militias, the elections were largely peaceful. It gave the new president, Faustin Archange Touadéra, a political legitimacy and hope for the prospect of rapid security and economic improvement. Moreover, there was a clear consensus amongst



local authorities and citizens about the priorities for the country: peace, reconciliation, and security, followed by good governance, the provision of basic services, and economic development.

4. Despite the recent progress, the security situation remains fragile and it is unlikely to fully stabilize anytime soon. CAR is a country where the central government controls only about a forty percent of the territory, and a plethora of armed groups the other 60 percent. The restoration of state authority has been slow and in many regions limited to the “préfet” and key civil servants.

5. In the absence of a strong government, women and girls are the most affected and evidence from recent assessments show that CAR is a country with an acute incidence of gender-based violence, and accountability to support the fight against impunity for conflict-related sexual violence remains a fragile hope. During nearly five years of internal conflicts, armed groups have brutalized women and girls aged 10-75, committing sexual slavery, rape, physical assault and kidnapping across the country. The United Nations, recorded over 2,500 cases of sexual violence in 2014 alone. Gender-based violence has resulted in long-term consequences, including illness and injury, unwanted pregnancy, stigma and abandonment, and loss of livelihoods or access to education.

Sectoral and Institutional Context

6. The formal education system in CAR uses the 3-6-4-3-4 system: the first three years is pre-primary, the next six years are primary education, the next four years are lower secondary education, the next three years are upper secondary education, and the final four years are tertiary education. Official school age for preschool is 3-5, primary 6-11, lower secondary 12-15, upper secondary 16-18 and tertiary 19-25. The sector falls under three ministries: (i) Ministry of Primary, Secondary, Technical and Literacy Education (MEPSTA), (ii) Ministry of Higher Education and Scientific Research (MESRS), and (iii) Ministry of Vocational Education and Qualifying Training (MEPFQ). MEPSTA is characterized by a deconcentrated managerial and organizational structure: it is divided into 8 administrative entities, called Academic Inspections (AI). Each academic inspection is divided into school zones that are further divided into school districts which oversee the direct supervision of schools. Moreover, each academic inspection has at least one Regional Pedagogical Center (RPC) for in-service training of teachers.

7. As can be expected, the education sector has been significantly impacted by the crisis, particularly in terms of the state’s capacity to be able to respond to the population’s urgent needs.¹ It is estimated that only 5 percent of civil servants remained in their posting outside of Bangui during the crisis, because of insecurity and the breakdown of the civil service payroll system. Challenges faced by the sector are daunting as most of the unpaid teachers left their posts; school facilities were looted or destroyed; and thousands of children lost several years of schooling. Teacher recruitment and training were disrupted, further constraining the deployment of qualified teachers. The formal school system ceased to function for two full academic years in most parts of the country. The crisis increased both gender inequality regarding access to education and the

¹ Central African Republic: National Recovery and Peacebuilding Plan 2017–21



vulnerability of girls to exploitation and abuse. Key issues the project aims to support include: (i) access and equity, (ii) quality of learning and (iii) government capacity to manage the sector.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

Improving access to quality basic education and strengthening capacity in education sector management.

Key Results

Indicator 1: Increase primary completion rate by gender

Indicator 2: Increase gross enrollment ratio at lower secondary by gender

Indicator 3: Number of teachers completing training

Indicator 4: Number of school-based committee (SBC) established

D. Project Description

8. The proposed Emergency Basic Education Support Project will use an Investment Project Financing (IPF) lending instrument. The project is designed under condensed procedures following a standard IPF approach for fragile countries in situations of urgent need of assistance or capacity constraints. As such, the scope and implementation of activities, as well as the budget allocation, will follow a flexible adaptive schedule, in a judicious manner. The project consists of four components, whereby component 1 and subcomponent 2.2 are limited to specific geographic areas whereas subcomponent 2.1 and component 3 are of national reach. The fourth component is a “Zero” Contingency Emergency Response component that can provide immediate response in the event of an eligible crisis or emergency. Concerning the budget, 87 percent will be allocated to all three components and the remaining 13 percent will be kept for contingencies placed under component 3 temporarily. The pace of implementation will be assessed regularly for sequencing the implementation of activities in the selected interventions areas. A full documentation will be done on the redistribution of contingencies among the three components.

Component 1: Increasing access through school infrastructure development (US\$ 12.2 million)

9. Component 1 aims to increase access to quality basic education through extension and rehabilitation of classrooms, and the provision of other school level infrastructure such as toilets, water, and sports and classrooms goods. The prolonged periods of conflict and violence in CAR have weakened the adequacy of school infrastructure as many school facilities need rehabilitation works as they were looted and destroyed. The existing classrooms are not sufficient to accommodate both in-school and out-of-school children given the existing facilities are highly overcrowded.

10. This component aims to increase access from in primary and secondary education through the improvement of school infrastructure and the provision of spaces that are conducive to good teaching and learning environment. It will support (i) extension of 400 primary and 50 secondary classrooms; (ii) rehabilitation of 400 primary and 200 lower secondary classrooms; (ii) provision of equipment and furniture,



including tables and chairs for students as well as small sports/board game items (soccer balls, jumping cords, dominoes, chess, monopoly, etc.), and (iii) provision of gender-segregated latrines, water supply, and wells to attract and retain girls in schools.

11. Infrastructure development at the primary level will cover 9 prefectures covering all the seven administrative regions of CAR and 6 prefectures in five regions at the secondary level. The geographical targeting of the school infrastructure development is based on criteria that employed 24 indicators at the primary level and 19 indicators at the lower secondary level (Annex 1 provides a detailed presentation of the selection criteria). These indicators were used to construct an index to rank the overall school infrastructure needs. However, selection criteria to identify schools for extension or rehabilitation will be determined within the targeted prefectures at both primary and secondary levels.

Component 2: Enhancing teaching effectiveness and support alternative education programs (US\$ 4.2 million)

Subcomponent 2.1: Enhancing teaching effectiveness (US\$ 3.2 million)

12. Subcomponent 2.1 aims to cover a range of strategic interventions focusing on strengthening the stock of primary teachers in the system in a holistic approach. The challenges faced by teachers and teaching environment are enormous, ranging from heavy reliance on community teachers who often lack the minimum competences to teach, to shortage of adequate training facilities which disturbed both teacher recruitment and training. To address some of these daunting challenges, this subcomponent will provide support in three dimensions: (1) harmonization of pre-service and in-service training; (2) teacher training based on the new harmonized model, including the establishment of a national training institution and; (3) teacher pedagogical support.

13. The first dimension aims to harmonize pre-service and in-service training with a common modular curriculum. The underlying principle is to converge the two systems to arrive at a unique profile of a primary teacher. This will promote a strategic vision in teacher development, allowing to organize interactions in the training process of new entrants in the teaching profession and the teachers who are already practicing the profession. The competency reference set of a primary teacher will be established, based on which a common modular curriculum will be developed. While there will be a common module to develop a skill, differentiated strategies will be used for training time and evaluation at the end of the training periods. The training curricula will also integrate conflict sensitivity features as learned from the INEE tools to promote social inclusion and gender equity as well as introduce awareness of gender-based violence issues.

14. The project will finance the services of highly specialized international technical assistance to accompany MEPSTA in the harmonization of its training system, including (i) the development of the competency reference, (ii) the development of the common modular curricula; and (iii) the training of a core group of trainers. It will also finance communication and validation workshops.

15. The second dimension of this subcomponent will support teacher training on the common modular curriculum and on effective approaches of teaching. The training modules will focus on topics with practical



demonstration to help the teachers stay engaged and better understand how to apply the topics when preparing for the class or teaching in the classroom. At the same time, the training will use “explicit” methods whereby the teachers are trained through scripted lessons, with concrete instructions on how to execute a lesson and direct a class. The training aims to strengthen the mastery of pedagogy and subject content but also impart skills that, in the long run, will allow the teacher to shift from traditional teaching style to a participative and collaborative approach. Teachers will receive intensive training sessions, organized during long periods of school breaks (summer or Easter vacation) by the core group of trainers.

16. The project will finance: (i) the training of 5,800 teachers including the associated training costs (transportation, meals, accommodation), (ii) the printing of training materials; and (iii) the printing and distribution of teaching guides.

17. Given the fact that the training needs in the sector are large and there is a lack of training facilities, the project will also support the establishment of a National Training Institution (NTI). The NTI will have a multi-function purpose. At the onset, the NTI will be used to train teachers as well as education personnel including school principals, community leaders, and technical education staff. The government will have the possibility to dedicate the NTI for pre-service training once it has stabilized its policy on teachers’ recruitment. The geographical location of this new training facility will be determined considering the location of the current Teacher Training Center and other sustainability factors.

18. The third dimension of this subcomponent promotes teacher support which is critical to reinforce teaching effectiveness. The long-term objective will be to transform the present mode of school administrative and pedagogical support to a new model whereby inspectors will focus on the inspection of the school and the performance of the school principals; leaving the function of pedagogical support to the school principals. School principals will become the key actor to mentor teachers in the classroom and contribute to the continuous strengthening of the teachers’ teaching knowledge and practice. The responsibilities of the school principals and the inspectors will be reviewed. Also, more support consideration will be devoted to the school districts being the level of the academic inspection that is closest to the schools and contributes the most to increase school performance. Support to the school districts is accounted under Subcomponent 3.1.

19. The project will finance (i) the training of 1,500 school principals on the upgraded teacher training curricula and on leadership skills, (ii) the training of 135 inspectors to get acquainted with the upgraded teacher training curricula, (iii) support the National Pedagogical Research Institute (NPRI) for better service delivery, through upgrading its technical skills using international technical assistance and (iv) support the Regional Pedagogical Centers (RPC) for improved teaching effectiveness through enhancement of knowledge in pedagogy and the provision of pedagogical materials to improving in-service training quality.



Subcomponent 2.2: Support alternative education (US\$ 1 million)

20. Subcomponent 2.2 will support alternative education by providing (1) accelerated learning programs for children aged 12-15 who are out-of-school and overaged, and (2) remedial education programs for in-school children. Thousands of children in CAR lost several years of education and over-age and high repetition rates increase overcrowding and diminish the efficiency of student flows, limiting learning opportunities of Central African children. Considering these issues, it would be very important to design a “special” education system that could minimize the lifelong effects of loss education, both direct effects (on the individual own life) and indirect effects (on offspring life and channeling the intergenerational poverty trap).

21. The Accelerated Learning Program (ALP) aims to provide a three-year tailored learning program for children age 12-15 to achieve the learning standard of 6 years of primary education. At the end of the ALP, these children could take the grade 6 regional exam or national test to qualify for lower secondary education. This subcomponent will support developing a policy, new curricula, instructional materials, and teacher’s manuals tailored to the ALP, and training of teachers to deliver the program, printing and distribution of textbooks and instructional materials for program participants. It aims to pilot the ALP in 100 classrooms in 4 prefectures which registered high incidence and number of out-of-school children. The ALP is expected to benefit 5,000 children (age 12-15). The detailed project description section presents the selection criteria and key core indicators used to identify beneficiaries by geographic area.

22. The remedial education program targets children who are in school to reduce repetition and dropout rates thereby increasing retention and completion of appropriate levels of education. It targets currently enrolled children at primary education level and provide regular monitoring of children who are at risk of dropping out or lagging behind. The remedial guideline will be produced to improve the current government remedial system which only targets student who has missed the pass rate for the next grade by minimal grade as well as polite for automatic promotion policy through additional support to selected schools and students throughout the year. In addition to regular support of learning and teaching environment, the program will also offer targeted support for selected students either during regular school sessions or summer sessions for students identified as low performers. For example, students who have low test scores during the first semester will be placed on additional support schemes during the second semester, and those who scored low at the final exam at the end of the school year will be considered for summer classes. This sub-component also includes supporting teachers who will provide such remedial services, and technical support to the government to improve the effectiveness of remedial policy in the education system. The remedial intervention is expected to benefit 300 schools and about 50,000 children. It will be implemented in the same schools benefitting from the school infrastructure development as these schools have the lowest level of internal efficiency/higher incidence of repetition or dropout rates.

Component 3: Capacity building to strengthen services delivery (US\$ 8.6 million)

23. The successive crises have severely weakened service delivery system. As a result, the sector has been operating with limited coordination between the different level of services delivery units and with a very limited support from the national to the sub-national levels. Additionally, MEPSTA has limited capacity in



project management. As such, the project will support MEPSTA under the following subcomponents (1) capacity building of key units of service delivery; and (2) project implementation.

Subcomponent 3.1: Capacity building of key units of services delivery (US\$ 4.1 million)

24. This subcomponent aims to strengthen sector capacity on planning and budgeting, teacher recruitment and deployment, and monitoring and evaluation (M&E). It also aims to build resilience of the MEPSTA, from the central level to the school level. Key activities include:

- (i) **Capacity building of government on sector management.** This supports capacity building efforts including financing local and international experts to support capacity building of key departments of MEPSTA. This also supports the opportunity of relevant staff of the ministry to partake in regional training to improve sector management. This subcomponent aims to strengthen: (i) the ministry's capacity on budget planning, preparation, allocation and execution, as well as elaboration of budget nomenclature, and alignment of budget to priority areas, (ii) human resources management including projection of staff needs, recruitment, deployment and development of policies and strategies for regular professional development of teachers, and (iii) strategic planning of infrastructure needs which including assessment strategies of the existing infrastructure, projection of short to medium-term needs and development of maintenance strategies to effectively utilize the facilities. The project also finances an internship program to support the relevant units of the government in project implementation and (iv) decentralization for better school management and M&E through the provision of technical assistance, materials for M&E and training of relevant staff of Academic Inspections (AI).
- (ii) **Support school grants for strengthen school based management, polite of ECD and teaching support.** The main objectives of school grant are three folds (i), strengthen school based management through empowerment of communities. This enables communities to develop social cohesion and resilience to conflict and violence as well as social norms for inclusiveness including verities of disabilities and to mitigate gender-based violence at the community level; (ii) support deployment or retention of trained teachers at school level where teacher deficit is high or retaining teachers is difficult due seasonal or environmental issues, and (ii), support piloting of community based ECD centers. A lump-sum grants will be provided per school with a list of what to do to achieve the above objectives. In particular, the school grant will finance, (i) establishment school-based management committee (SBC) including preparation of SBC manuals, training, community campaign and other activities to be determined at school level by the communities and added into to do list, (ii), support salary payment of additional teachers hired by the community, salary top up to retain teachers in the posting area and salary top-up of teaches engaged in remedial teaching and (iii), support establishment of ECD centers including salary payment of ECD teachers, provide educational materials and games for the center and assist costs associated for identification and maintenance of the CED centers.



- (iii) **Strengthen sector Knowledge.** The project finances key activities to strengthen sector knowledge including (a) supporting the process of the Education Management Information System (EMIS) for a timely and quality production of annual school statistics, development of school report cards to increase the communication awareness of communities to encourage stronger social accountability and (b) carrying out EGRA/EGMA assessments to evaluate the learning levels of children. The project also finances light impact evaluations on key project intervention areas to help the Ministry have a stock of evidence-based documentation on what works better for capacity building and other relevant policy decision. These assessments will include a methodology to evaluate the effectiveness of the new teacher training curricula and teaching approach under subcomponent 2 and test whether the teaching practice has changed and linked to learning.

Subcomponent 3.2: Project implementation (US\$ 1.3 million)

25. This subcomponent supports implementation-related activities, which include the services of a fiduciary agent, long-term consultancy for day-to-day project monitoring and coordination. Other activities include: the development of safeguard documents, the operations manual, annual financial audits, technical audits of the school infrastructure program, office and IT equipment, workshops and operating costs to supervise project activities including third-party monitoring.

Subcomponent 3.3: Contingencies (3.3m)

26. This subcomponent aims to give the flexibility in the fund use given the country situation and it will be used to channel project funds to unforeseeable sector needs. Part of the resources that have been allocated to other project activities under component can also be re-allocated to the subcomponent in case these activities cannot be executed as programmed due to adverse situations.

Component 4: Contingency Emergency Response (\$0):

27. The component aims to provide a flexibility in the project design to allow an immediate response in the event of an eligible crisis or emergency given the country context. The reassignment of the project fund to this component including the amount will be determined at the time of crisis appearance.

E. Implementation

Institutional and Implementation Arrangements

28. Institutional and implementation arrangements envisaged for the project are aligned with the strategic approach taken by the Bank for its portfolio in CAR to minimize implementing and fiduciary risks while progressively building the government capacity.

29. The Ministry of Primary, Secondary, Technical Education and Literacy (MEPSTA) will have the responsibility for implementation of the Project. The Director of each department will be responsible for the



timely implementation and performance of the component or subcomponent under its responsibility. The key directorates with direct responsibility includes: Directorate of Equipment and School Construction, the Directorate of Basic Education, General Secondary and Partnership, the Directorate of Statistics, Planning and School Mapping, and the Directorate of Human Resources. Decentralized implementation will be also supported by the Academic Inspections (IA). To reinforce ownership and sustainability of outcomes the implementation of key activities will seek local and international experts (Consultants, NGOs, Development partners) to work with responsible directorate.

30. The Permanent Technical Secretariat (Secrétariat Technique Permanent, STP) will be in charge of overall coordination of the project implementation activities including monitoring and evaluation and providing necessary support for Fiduciary team. STP is established under administrative order no. 006, dated April 5, 2018 will serve as the Project Technical Coordination Unit (PTCU). The PTCU is part of the MEPSTA and it consists of three experts in civil engineering, pedagogy, and institutional development to support project implementation. The PTCU has strong experience in the education fields covered by the project but lacks experience in project management. It will be complemented with contractual employees financed by the project, with experience in project management, monitoring and evaluation, environment and social safeguards, and communication. The PTCU is responsible for the day-to-day monitoring of overall project implementation and for ensuring coherence of actions between the components. With this mandate, the PTCU will work closely with all MEPSTA directorates that are executing project activities as well as with the Fiduciary Agent; and act as the main interlocutor with the Bank. In addition, it will assist the Bank in organizing implementation support missions and will produce project progress reports to be used by the missions.

31. Fiduciary responsibilities will be entrusted to AGETIP-CAF as the Fiduciary Agent (FA). AGETIP CAF will be contracted under a sole source basis to be responsible for the financial management and procurement function on behalf of the MEPSTA and will work closely with the PTCU.

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

TBD

G. Environmental and Social Safeguards Specialists on the Team

Lucienne M. M'Baipor, Social Safeguards Specialist

Grace Muhimpundu, Social Safeguards Specialist

Albert Francis Atangana Ze, Environmental Safeguards Specialist



SAFEGUARD POLICIES THAT MIGHT APPLY

| Safeguard Policies | Triggered? | Explanation (Optional) |
|----------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Environmental Assessment OP/BP 4.01 | Yes | The project is rated EA category B. The project triggers OP4.01 Environmental Assessment due to activities to be financed under components 1: rehabilitation of damaged classrooms and expansion of classrooms in existing schools as well as the provision of equipment. In addition, the construction and rehabilitation of classrooms will encompass classroom infrastructure (equipment and furniture), latrines, water supply, and wells to attract and retain girls. At this point, the exact location of the infrastructure (classrooms/schools) to be selected is still to be determined. An Environmental and Social Management Framework (ESMF) will be prepared and will provide guidance for preparation and implementation of the environmental and social screening process and the preparation of the specific Environmental and Social Impact Assessments (ESIAs) for sub-projects. The ESMF will be finalized and disclosed in accordance with provisions set forth under the SAP. |
| Natural Habitats OP/BP 4.04 | No | This proposed project will not have potential impact on natural habitats. |
| Forests OP/BP 4.36 | No | This proposed project will not affect forest nor will it involve reforestation. |
| Pest Management OP 4.09 | No | This project does not involve Pest Management. |
| Physical Cultural Resources OP/BP 4.11 | Yes | This policy is triggered as the proposed works might involve excavation, which may result in chance finds of physical cultural resources. Thus, this policy will be addressed in the Environmental and Social Assessment, and “chance finds” procedures should be part of every civil works contract, even where risks are deemed low. |
| Indigenous Peoples OP/BP 4.10 | Yes | Currently, the locations of interventions have not yet been identified. However, seeing as the project is being implemented on a national scale (with the deployment of teachers in various underserved localities), there is a high probability that the project would intervene in areas with indigenous peoples (Mbororo and Aka communities). Should the project intervene in areas with the IP groups, the project will prepare an Indigenous Peoples Policy Framework |



(IPPF), depending on the level of identification of activities by July 2018. The instruments ensure that the IPs are consulted and can reap benefits from the project activities in a culturally appropriate manner. The IPPF will be finalized and disclosed in accordance with provisions set forth under the SAP. No activities will be implemented until the safeguards instruments are finalized, cleared and disclosed in country and on the World Bank’s External Website.

The project plans on rehabilitating damaged classrooms, expanding existing schools, and constructing a teacher training center, although the project/Government has not yet identified the location. The project will prepare a resettlement policy framework (RPF) by July 2018, which will provide the guidelines for the resettlement activities. The instruments will be finalized and disclosed in accordance with provisions set forth under the SAP. No construction or rehabilitation activities will commence until the safeguards instruments are finalized, cleared and disclosed in country and on the World Bank’s External Website, and all resettlement activities completed (should there be any) prior to any works.

Involuntary Resettlement OP/BP 4.12 Yes

Safety of Dams OP/BP 4.37 No

Projects on International Waterways OP/BP 7.50 No

Projects in Disputed Areas OP/BP 7.60 No

This proposed project will not involve nor will it affect Dams

This project does not involve international waterways

This proposed project does not involve Disputed Areas.

KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The activities planned under the proposed project are not expected to have any large or irreversible impacts. The Project is classified as Category B per the Bank’s policy on Environmental Assessment (OP/BP 4.01). This designation suggests that the environmental and social, health and safety risks and impacts of the project will be minimal, site specific, and manageable to an acceptable level.



2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area: The socio-economic impacts of the proposed project are expected to be beneficial in the short, long and medium term. Immediate benefits will include: better quality of infrastructure and a positive environment for school children, which in long term translate to stronger human capital to contribute to the social and economic development of the CAR.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts. In order to mitigate and reduce impact, a selection criteria in the selection for schools to be rehabilitated and extended, is that the activities would not induce land acquisition or physical and economic displacement. The project will in as so far as possible restrain the construction activities to enclosed and school owned properties.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

Seeing as the project is being processed under emergency procedures, safeguards instruments preparation has been deferred until July 2018. The Borrower will prepare an Environmental and Social Management Framework (ESMF), which will be consulted upon and disclosed in the country and on the World Bank external Website. The project will also prepare an Indigenous Peoples Policy Framework (IPPF) to ensure the inclusion in benefits by the IPs in the CAR. The IPPF will also be finalized and disclosed before the start of activities. As the specific sites of school rehabilitation/extension and construction of the teacher training center sites are not yet known, the borrower will prepare a Resettlement Policy Framework (RPF) which outlines the overarching framework through which potential resettlement issues will be addressed. It will also guide the preparation and implementation of site-specific Resettlement Action Plans (RAP) for activities (construction of center) that may trigger Involuntary Resettlement (OP 4.12). The RPF will be prepared, consulted upon, and disclosed in country and on the World Bank Website, and all compensation and resettlement activities completed prior to any works.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The project will recruit a dedicated environmental and social safeguards specialist to provide needful safeguards support during the project life cycle. During the implementation of this operation, further steps will be taken to strengthen the Government’s overall technical capacity on safeguards, which is currently lacking. All the safeguards instruments will be considered in the development of the project manual, which will guide project implementation, as well as serve as a due-diligence tool with which the borrower has to comply.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other

| | | |
|-----------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------|
| Date of receipt by the Bank | Date of submission for disclosure | For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors |
| 31-Oct-2018 | 31-Dec-2018 | |

"In country" Disclosure



Resettlement Action Plan/Framework/Policy Process

Date of receipt by the Bank

31-Oct-2018

Date of submission for disclosure

31-Dec-2018

"In country" Disclosure

Indigenous Peoples Development Plan/Framework

Date of receipt by the Bank

31-Jul-2018

Date of submission for disclosure

31-Dec-2018

"In country" Disclosure

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

No

OP/BP 4.11 - Physical Cultural Resources

Does the EA include adequate measures related to cultural property?

No

Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?

No

OP/BP 4.10 - Indigenous Peoples

Has a separate Indigenous Peoples Plan/Planning Framework (as appropriate) been prepared in consultation with affected Indigenous Peoples?



No

OP/BP 4.12 - Involuntary Resettlement

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

No

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

No

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

No

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

No

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

No

Have costs related to safeguard policy measures been included in the project cost?

No

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

No

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

No

CONTACT POINT

World Bank

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Senior Operations Officer

Kebede Feda
Senior Economist



Borrower/Client/Recipient

Central African Republic

Implementing Agencies

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| Practice Manager/Manager: | Meskerem Mulatu | 20-Apr-2018 |
| Country Director: | Robert Bou Jaoude | 21-Apr-2018 |