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INTERNATIONAL DEVELOPMENT ASSOCIATION
PROJECT APPRAISAL DOCUMENT
ON A
PROPOSED GRANT
IN THE AMOUNT OF SDR 17.4 MILLION
(US\$25.0 MILLION EQUIVALENT)
TO THE
CENTRAL AFRICAN REPUBLIC
FOR A
CENTRAL AFRICAN REPUBLIC EMERGENCY BASIC EDUCATION SUPPORT PROJECT

May 17, 2018

Education Global Practice
Africa Region

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CURRENCY EQUIVALENTS

Exchange Rate Effective April 30, 2018

Currency Unit = XAF

US\$1.00 = 541 XAF

US\$1.00 = SDR 0.6954

FISCAL YEAR

January 1 – December 31

ABBREVIATIONS AND ACRONYMS

ALP	Accelerated Learning Program
AWPB	Annual Work Plan and Budget
DBSEP	Directorate of Basic and Secondary Education and Partnerships
DP	Development Partner
ECD	Early Childhood Development
ECW	Education Cannot Wait
EFA-FTI	Education for All-Fast Track Initiative
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ENMC	<i>Enquête Nationale sur les Monographies Communales</i> (National Survey for Communal Monographies)
EQRA	Education Quality Reform in Afghanistan
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESRSP	Education System Recovery Support Project
EU	European Union
FCV	Fragility, Conflict, and Violence
FM	Financial Management
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HDI	Human Development Index
HQ	Headquarters
IFR	Interim Financial Report
INEE	Inter-Agency Network for Education in Emergencies
IPF	Investment Project Financing
IPP	Indigenous Peoples Plan
IPPF	Indigenous Peoples Policy Framework
ISP	Implementation Support Plan
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal

MEPSTA	<i>Ministère de l'Enseignement Primaire Secondaire, Technique et de l'Alphabétisation</i> (Ministry of Primary, Secondary, Technical, and Literacy Education)
MHE	Ministry of Higher Education
MICS	Multiple Indicator Cluster Survey
MSRTI	Ministry of Scientific Research and Technological Innovation
NGO	Nongovernmental Organization
NPRI	National Pedagogical Research Institute
NTI	National Training Institution
OHADA	<i>Organisation pour l'harmonisation en Afrique du droit des affaires</i> (Organization for the Harmonization of Corporate Law in Africa)
PASEC	<i>Programme d'Analyse des Systèmes Educatifs de la CONFEMEN</i> (CONFEMEN Program for the Analysis of Education Systems)
PCU	Project Coordinating Unit
PDO	Project Development Objectives
PFM	Public Financial Management
POM	Project Operations Manual
PPSD	Project Procurement Strategy for Development
PSC	Project Steering Committee
RAP	Resettlement Action Plan
RPC	Regional Pedagogical Center
RPF	Resettlement Policy Framework
SAP	Safeguards Action Plan
SBMC	School-Based Management Committee
SCD	Systematic Country Diagnostic
SDG	Sustainable Development Goal
SSA	Sub-Saharan Africa
STEP	Systematic Tracking and Exchanges in Procurement
STR	Student-Teacher Ratio
TOR	Terms of Reference
UN	United Nations
UNICEF	United Nations Children's Fund

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BASIC INFORMATION

Country(ies)	Project Name	
Central African Republic	Central African Republic Emergency Basic Education Support Project	
Project ID	Financing Instrument	Environmental Assessment Category
P164295	Investment Project Financing	B-Partial Assessment

Financing & Implementation Modalities

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input checked="" type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Disbursement-linked Indicators (DLIs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	

Expected Approval Date	Expected Closing Date
08-Jun-2018	30-Jun-2023

Bank/IFC Collaboration

No

Proposed Development Objective(s)

To improve access to quality basic education and strengthen capacity in education sector management

Components

Component Name	Cost (US\$, millions)
Increasing access through school infrastructure development	13.00
Enhancing teaching effectiveness and support alternative education programs	4.20



Capacity building to strengthen service delivery	7.80
Contingency Emergency Response	0.00

Organizations

Borrower: Ministry of Economy, Planning and Cooperation

Implementing Agency: Ministry of Primary, Secondary, Technical and Literacy Education (MEPSTA)

PROJECT FINANCING DATA (US\$, Millions)**SUMMARY**

Total Project Cost	25.00
Total Financing	25.00
of which IBRD/IDA	25.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	25.00
IDA Grant	25.00

IDA Resources (in US\$, Millions)

	Credit Amount	Grant Amount	Total Amount
National PBA	0.00	25.00	25.00
Total	0.00	25.00	25.00

Expected Disbursements (in US\$, Millions)

WB Fiscal Year	2019	2020	2021	2022	2023
Annual	5.84	10.82	5.67	1.45	1.21
Cumulative	5.84	16.66	22.33	23.79	25.00



INSTITUTIONAL DATA

Practice Area (Lead)

Contributing Practice Areas

Education

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

Gender Tag

Does the project plan to undertake any of the following?

a. Analysis to identify Project-relevant gaps between males and females, especially in light of country gaps identified through SCD and CPF

Yes

b. Specific action(s) to address the gender gaps identified in (a) and/or to improve women or men's empowerment

Yes

c. Include Indicators in results framework to monitor outcomes from actions identified in (b)

Yes

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category

Rating

1. Political and Governance

● High

2. Macroeconomic

● High

3. Sector Strategies and Policies

● Substantial

4. Technical Design of Project or Program

● Moderate

5. Institutional Capacity for Implementation and Sustainability

● High

6. Fiduciary

● High

7. Environment and Social

● Substantial

8. Stakeholders

● High

9. Other



10. Overall

● High

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

Yes No

Does the project require any waivers of Bank policies?

Yes No

Have these been approved by Bank management?

Yes No

Is approval for any policy waiver sought from the Board?

Yes No

Safeguard Policies Triggered by the Project

	Yes	No
Environmental Assessment OP/BP 4.01	✓	
Performance Standards for Private Sector Activities OP/BP 4.03		✓
Natural Habitats OP/BP 4.04		✓
Forests OP/BP 4.36		✓
Pest Management OP 4.09		✓
Physical Cultural Resources OP/BP 4.11	✓	
Indigenous Peoples OP/BP 4.10	✓	
Involuntary Resettlement OP/BP 4.12	✓	
Safety of Dams OP/BP 4.37		✓
Projects on International Waterways OP/BP 7.50		✓
Projects in Disputed Areas OP/BP 7.60		✓

Legal Covenants

Sections and Description

Schedule II, Section I, A.3.a: The Recipient shall not later than one (1) month after the Effective Date establish, and at all times during Project implementation maintain the Project Steering Committee with composition and mandate



acceptable to the Association.

Sections and Description

Schedule II, Section I, A.4.a: The Recipient shall, not later than three (3) months after the Effective Date, establish, and at all times during Project implementation, maintain the Project Coordinating Unit with composition, resources and mandate acceptable to the Association.

Sections and Description

Schedule II, Section I, A.4.c: The Project Coordinating Unit shall, not later three (3) months after the Effective Date, recruit and thereafter retain the following staff: (i) a project management expert; (ii) a monitoring and evaluation expert; (iii) an environmental and social safeguards specialist; and (iv) a communications specialist.

Sections and Description

Schedule II, Section I, D.2: The Recipient shall furnish to the Association, not later than November 30 of each year, the annual work plans and budgets for the Association’s review and approval; except for the annual work plan and budget for the Project for the first year of Project implementation, which shall be furnished no later than one (1) month after the Effective Date. Only the activities included in an annual work plan and budget expressly approved by the Association (each an “Annual Work Plan and Budget”) are eligible to a financing from the proceeds of the Financing.

Conditions

Type	Description
Effectiveness	The Service Agreement has been executed on behalf of the Recipient and the Fiduciary Agent in form and substance satisfactory to the Association.
Effectiveness	The Project Operations Manual (POM) has been adopted by the Recipient, in form and substance satisfactory to the Association.
Disbursement	No withdrawal shall be made under Category 2 unless and until the Recipient has adopted the School Grants Manual in form and substance acceptable to the Association.
Disbursement	No withdrawal shall be made under Category 3 unless and until the Recipient has: (i) determined that an eligible emergency has occurred; (ii) submitted a request to the Association for activation of the Contingency Emergency Response Component (CERC); (iii) prepared an emergency action plan for the use of CERC funds, and the Association has approved said Plan, and (iv) the preparation and disclosure of any additional safeguard instruments pertaining to CERC activities that may require these additional instruments have been prepared and disclosed.



The World Bank

Central African Republic Emergency Basic Education Support Project (P164295)



CENTRAL AFRICAN REPUBLIC
CENTRAL AFRICAN REPUBLIC EMERGENCY BASIC EDUCATION SUPPORT PROJECT

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I. STRATEGIC CONTEXT

A. Country Context

1. The Central African Republic 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 km². Most of the population (60 percent) 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, Central African Republic is one of the three poorest countries in the world. With a Human Development Index (HDI) of 0.35 and a Gross Domestic Product (GDP) per capita of US\$291 (2013), Central African Republic 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), 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 and 2012. Currently, the country is still in an extremely 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, Central African Republic 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 into 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 runoff and the legislative rerun elections were held on February 14, 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 among 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. Central African Republic is a country where the Central Government controls only about 40 percent of the territory, and a plethora of armed groups control 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 Central African Republic is a country with an acute incidence of gender-based violence (GBV), 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 ages 10–75 years, committing sexual slavery, rape, physical assault, and kidnapping across the country. The United Nations (UN), recorded over 2,500 cases of sexual violence in 2014 alone. GBV has resulted in long-term consequences, including illness and injury, unwanted pregnancy, stigma and abandonment, and loss of livelihoods or access to education.

B. Sectoral and Institutional Context

6. The formal education system in Central African Republic uses the 3-6-4-3-4 system: the first three years are pre-primary, the next six years are primary, the next four years are lower-secondary, the next three years are upper-secondary, 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: (a) Ministry of Primary, Secondary, Technical, and Literacy Education (MEPSTA), (b) Ministry of Higher Education (MHE), and (c) Ministry of Scientific Research and Technological Innovation (MSRTI). MEPSTA is characterized by a deconcentrated managerial and organizational structure: it is divided into 8 administrative entities, called academic inspections. 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 affected 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 because 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 vulnerability of girls to exploitation and abuse. Table 1 presents a set of indicators summarizing the key enormous challenges faced by the sector. Discussions of these issues are organized along the following topics: (a) access and equity, (b) quality of learning, and (c) government capacity to manage the sector.

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



Table 1. Indicators Summarizing Key Sector Issues

	Primary	Secondary
Primary completion rate	50%	-
Gross enrollment ratio	92%	17%
Gender parity index	75%	50%
Repetition rate	16%	27%
Number of enrolled children	866,284	101,435
Number of age cohort out-of-school children	215,986	174,738
Out-of-school rate	29%	22%
Number of current classrooms	9,432	816
Share of classrooms in need of renovation	32%	31%
Number of additional classroom needed	11,623	6,718
Share of additional classroom needed	123%	823%
Class Size	92	121
Student teacher ratio (STR)	102	59
Student seat ratio	1.6	2.2
Total number of teachers	8,642	1,807
Share of community/Contract teachers	61%	60%
Share of schools with no public teachers	51%	0
Additional number of teachers needed	13,003	5,471
Share of additional teachers needed	150%	303%
Share of schools with toilet	51%	64%
Share of schools with separate toilet	47%	46%
Share of schools with water	23%	33%
Share of schools with water	23%	33%

Source: Authors' estimates from 2016 National Survey for Communal Monographies (ENMC) and 2016–2017 Education Management Information System (EMIS)

Access and Equity

8. Access remains low particularly at post-primary levels of education. At the primary level, access is low even though it is relatively better than the other levels of education. At the national level, the gross enrollment ratio (GER) stands at 92 percent at the primary level, whereas the secondary GER stands only at 17 percent. Before the beginning of the 2012 crisis, enrollment rates in preschool and secondary levels were extremely low and they have stagnated. At the preschool level, the GER stands at 2.6 percent with about 76 percent of enrollment being provided by private institutions. At the secondary level, the access rate is extremely lower and has worsened after the crisis, decreasing by 11 percent between 2011/12 and 2015/16. The primary completion rate stands at 50 percent, and the gender parity index is currently at 75 percent at the primary level and 50 percent at the secondary level. This, in terms of the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) and targets, leaves Central African Republic very far behind even those targets set to be achieved by 2015 for universal primary completion and by 2005 for gender parity at all levels of education.



9. The number of out-of-school children, including children who have never attended school, ages 6–18 years is huge and conflicts have exacerbated the situation by increasing the dropout rates. About 215,000 children of primary school age and 174,000 youths of secondary school age are out-of-school. The majority of these out-of-school children have never been to school. The incidence of being out-of-school tends to be higher among children from economically disadvantaged households, rural areas, and girls. Moreover, the successive periods of conflict and violence have adversely affected the education attainment of these groups, which is equivalent to a loss of 2–4 years of schools. Being out-of-school coupled with the lifelong effects of loss of education increases the likelihood of remaining functionally illiterate and lacking foundational skills in literacy and numeracy to engage in productive labor market activities. This suggests a need for an immediate policy action to provide an alternative learning program to provide second chance opportunities and mitigate the long-term impact of lack of education.

10. There are huge disparities in access to education across different socioeconomic backgrounds in Central African Republic. Inequality measurements based on the GER by level of education reveal that girls, children living in rural areas and remote regions are the most disadvantaged groups although the 2012 crisis disproportionately affected children living in urban areas and wealthy households. For example, at the preschool level, although there is no gender gap in access, most preschool services are in urban areas mainly the capital city (Bangui), serving a very small group of the population. Moreover, the gap in access between children from the poorest and richest quintile is large and it increases with each level of education—for example, at the primary level, the GER for the poorest quintile is 81 percent compared to 112 percent for the richest quintile; at the lower secondary level, the GER is 7 percent for the poorest and 26 percent for the richest; and at the upper secondary level, the GER is 2 percent for the poorest and 37 percent for the richest (annex 5, figures 5.1–5.7).

11. Furthermore, while the rural-urban inequality in access is generally small because the crisis mostly affected urban areas, the gap remains particularly significant at the post-primary education level because most secondary schools are in urban areas. For example, in 2010 (before the 2012 crisis) the GER in rural areas was 98 percent compared to 128 percent in urban areas, however, in 2016 (after the crisis), the GER in rural areas was 92 percent compared to 91 percent in urban areas. There are also regional disparities across all levels of education, although these disparities are low, given that the crisis contributed to reducing the gap through its impact on regions with the highest numbers of cities. Overall, the impact of the crisis has reduced the GER for girls by about 17 percent versus 15 percent for boys; while the reduction in urban areas is about 30 percent against 5 percent for rural areas and the reduction in region 7 (Bangui) at primary level is 40 percent (annex 5, figures 5.1–5.7).

Quality of Learning

12. Key indicators reveal that learning outcomes in Central African Republic are low and quality of education is generally very poor. Although there is no recent assessment available except test results, the latest available standardized assessment (2006 Program for the Analysis of Education Systems [PASEC] ‘light’ for grade 5) and the national exam success rates show that the quality of education in Central African Republic is low. For example, Central African Republic ranks the lowest, both in French and mathematics, among the 10 French-speaking African countries who participated in PASEC, with scores of 23.8 out of 100 in French and 28.8 out of 100 in mathematics. Moreover, the grade 6 test results indicate that only 32 percent of students pass the exam at the national level. The success rate at grade 10 national exams is relatively better and it stands at 59 percent, which could be due to the very low transition rate



to lower secondary and the extremely low access rate at the lower secondary. The success rate at the grade 13 national exams is very low and it stands at only 13 percent. Similarly, high repetition rates at all levels of education also provide partial evidence of low learning outcomes, though repetition policy is not used as a reliable tool for quality control. The repetition rate in public schools stands at 16 percent at the primary level and 27 percent at the secondary level. While many factors could contribute to the low learning outcomes, key supply-side factors—high class size, high student-teacher ratio (STR), high share of unqualified teachers—are among the key contributing factors, and the high repetition rate directly contributes to such indicators.

Limited Sector Financing and Inadequate Capacity in Sector Planning and Budgeting

13. The Government has limited capacity in resource mobilization and this undermines its ability to adequately plan and fund the sector. In 2016, the Government spent about 1.3 percent of GDP on education and only 12 percent of total public spending went to education, which is below the international best practice benchmark² for Sub-Saharan African countries. Given its inadequate resources mobilization capacity, the absolute funding allocated to the education sector is insufficient.

14. Capital spending at the primary level relies heavily on donors and the Government has limited capacity to provide teachers and post-primary education services. The Government has very limited capacity to provide adequate school infrastructure at all levels of education and infrastructure planning is extremely weak at the post-primary level. Lack of adequate capital spending and the limited education sector budget undermine the effective utilization of facilities—many school facilities need rehabilitation as they were looted and destroyed. The existing classrooms are overcrowded and used both for double shifts and multigrades. For example, the average class size is 92 in primary public schools while it is even higher in public secondary schools and stands at 124; class sizes are extremely high at early grades of each cycle, with a class size of 269 in grade 1. The challenge remains apparent as the system needs additional 8,023 and 1,976 classrooms to service children who are currently enrolled at the public primary and secondary level respectively. Besides, 32 percent of the current public primary schools are in bad condition and 31 percent of existing secondary classrooms need both minor and major renovation work. Moreover, addressing the issue of out-of-school children at the primary level requires 3,600 additional classrooms. Similarly, given that the access rate is very low in secondary education, at least 4,742 additional classrooms would be required to increase Central African Republic's access rate to match the Sub-Saharan African average access rate level in this subsector. Overall, the system requires 11,623 and 6,718 additional classrooms at the primary and secondary levels to accommodate both in-school and out-of-school children.

15. Due to inadequate sector planning and management as well as financing, many schools do not have government-provided teachers, further exacerbating the challenges of teaching effectiveness. The challenges faced by teachers and the teaching environment are enormous. For example, 51 percent of public primary schools have no government-provided teachers; most public schools rely on community teachers (61 percent) at the primary level and contract teachers (60 percent) in secondary level. Moreover, STR in public preschools is 44:1, primary schools is 102:1, and secondary schools is 59:1. The prolonged periods of conflict and violence have worsened the training needs of the sector, further constraining teaching effectiveness. For instance, the additional number of teachers needed at the

² The benchmark stands at 20 percent of total public spending.



primary level stands at 13,003 which is equivalent to an increase of 150 percent of the current teaching staff; at the secondary level, 5,741 additional teachers are needed and this is equivalent to an increase of 303 percent of the current teaching staff.

16. In addition to the enormous resource limitations of the Government, unstandardized repetition policy and lack or limited remedial policy also weaken the Government's ability to fund and manage the sector. Extremely high sizes, high STR, and limited school-level support contribute to high and persistent repetition rates, further deteriorating the quality of education in Central African Republic. This affects not only the current resource allocation to the education system, but also deteriorates the learning opportunities of a child and his/her chances of achieving skills required for the labor market and other post-education developmental benefits.

C. Higher Level Objectives to which the Project Contributes

17. **The project is fully aligned with the World Bank's twin goals of ending extreme poverty and boosting shared prosperity.** Education is a reliable tool to fight poverty, a powerful driver of development, and a strong instrument to improve health, gender equality, peace, and stability. It provides children and young people with the opportunity to acquire knowledge and skills to lead healthy, productive lives and secure meaningful employment. Likewise, the project is closely aligned with the World Bank Education Strategy 2020 of achieving learning for all. The Emergency Basic Education Support Project aims at providing inclusive education for all in a fragile and conflict context through interventions that are principled on the need to invest early, invest smartly, and invest for all. The project uses targeting mechanisms and adaptive interventions that address regional differences in access and service delivery and the needs of vulnerable populations who have been severely affected by a prolonged period of conflict.

18. **The project is aligned with the Systematic Country Diagnostic (SCD) for Central African Republic which is currently being finalized.** The focus of the SCD centers around understanding demographics and fragility to reduce poverty and boost sustainable growth. It identified three pillars: (a) security (creating an environment where development can happen), (b) economic growth and job creation, and (c) addressing grievances which include strengthening human capital, public services delivery, decentralization, and justice as grievances are rooted in inequities in service delivery. The project contributes to these objectives in several ways to renew and improve the confidence in the Government and institutions through strategic interventions—rehabilitation and extension of school infrastructure, teacher training, second-chance opportunities and capacity building both at the central and regional level.

19. **The project is fully aligned with the second pillar of the National Recovery and Peacebuilding Plan and four of its cross-cutting themes.** The second pillar focuses on the renewal of the social contract between the state and the population by providing basic services to the population across the country, in the areas of education, health, and water. Its cross-cutting themes emphasized (a) reducing regional imbalances; (b) promoting gender equality; (c) developing national capacities; and (d) promoting youth inclusion to address fragility, conflict, and violence (FCV). The objective of this project is to improve equity and access to basic education and foster education service delivery through a set of interventions in targeted areas with vulnerable populations and low enrollment.



20. **The project contributes to the goals stated in the Government’s ‘Plan de Transition’ (2018–2019) which is currently under preparation.** It has seven strategic pillars: (a) access and equity, (b) developing alternative education models, (c) supporting an enabling environment for teaching and learning, (d) enabling preservice teaching and teacher deployment, (e) improving learning through effective teaching with programs that are relevant for the fragile context, (f) improving sector financing through better domestic resource mobilization, and (g) improving sector planning and management to ensure effective service delivery. The project primarily supports these goals through strategic interventions to increase access, improve teacher effectiveness, build capacity at the central and regional level to carry out sector planning, budgeting, and monitoring and evaluation (M&E) to ensure efficient and effective service delivery.

II. PROJECT DEVELOPMENT OBJECTIVES

A. PDO

The Project Development Objective (PDO) is “To improve access to quality basic education and strengthen capacity in education sector management.”

B. Project Beneficiaries

The project beneficiaries include the following:

- 4,000 children of preschool age (of which 2,000 girls)
- 300,000 children enrolled in primary education level (of which 130,000 girls)
- 140,000 children enrolled in secondary education level (of which 55,000 girls)
- 5,800 teachers in primary education level (of which 1,000 female teachers)
- 1,500 school directors in primary education level
- 135 inspectors and pedagogical advisers

C. PDO-Level Results Indicators

Indicator 1: Increase primary completion rate, by gender

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

Indicator 3: Number of teachers recruited or trained, by gender

Indicator 4: Number of schools with established school-based management committee (SBMC)



III. PROJECT DESCRIPTION

A. Project Components

21. 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, judiciously. The project consists of four components, of which Component 1 and Subcomponent 2.2 are limited to specific geographic areas whereas Subcomponent 2.1 and Component 3 are of national reach. Component 4 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 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 components. The Results chain of the project components is summarized in table 2.

Table 2. Results Chain of Project Components

Project Component	Project Activities	Intermediate Output	Output/Outcome
Component 1: Increasing access through infrastructure development	<ul style="list-style-type: none"> Construction or rehabilitation of classrooms Create girl-friendly school environment through provision of separate toilet and hygiene kits Create conducive environment for social cohesion through provision of sport facilities 	<ul style="list-style-type: none"> Increase child enrollment Create conducive environment for learning and teaching 	<ul style="list-style-type: none"> Increase literacy and numeracy skills of graduates Improve gender parity Enhance social and emotional skills
Component 2: Enhancing teaching effectiveness and support alternative education programs	<ul style="list-style-type: none"> Harmonization of the training curricula Teacher training based on the revised curricula Provision of a national institution for training Teacher support for effectiveness in teaching Alternative education program 	<ul style="list-style-type: none"> Increase the number of trained teachers Number of out-of-school children enrolled Reduce repetition rate 	<ul style="list-style-type: none"> Improve student learning outcome Increase youth literacy and numeracy skills Increase education attainment of youth Equity in services delivery
Component 3: Capacity building to strengthen services delivery	<ul style="list-style-type: none"> Support for the Central Government on sector management Support decentralization for effective service delivery Support school grants for strengthening school-based management Strengthen sector knowledge 	<ul style="list-style-type: none"> Increase sector management skills Strengthen decentralization management of the sector for resilient services delivery Sector M&E reports 	<ul style="list-style-type: none"> Improve social cohesion and resilience Enable informed decision making of sector policy reforms Improve efficiency
Component 4: 'Zero' Contingency Emergency Response			



Component 1: Increasing access through school infrastructure development (US\$13.0 million or SDR 9.1 million equivalent)

22. 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 classroom goods. The prolonged periods of conflict and violence in Central African Republic have weakened the adequacy of school infrastructure because 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.

23. This component aims to increase access from primary and secondary education through the improvement of school infrastructure and the provision of spaces that are conducive to a good teaching and learning environment. It will support (a) extension of 400 primary and 50 secondary classrooms; (b) rehabilitation of 400 primary and 200 secondary classrooms; (c) 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, and so on); and (d) provision of missing essentials such as gender-segregated latrines, hygiene kits, and wells or other water supply) to attract and retain girls in schools.

24. Infrastructure development at the primary level will cover eight prefectures plus Bangui, covering all the seven administrative regions of Central African Republic, and five prefectures plus Bangui 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 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 or SDR 2.9 million equivalent)

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

25. Subcomponent 2.1 aims to cover a range of strategic interventions focusing on strengthening the teaching capacity of the stock of primary teachers in the system in a holistic approach. The challenges faced by teachers and the 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 that disturbed both teacher recruitment and training. To address some of these daunting challenges, this subcomponent will provide support in three dimensions: (a) harmonization of preservice and in-service training; (b) teacher training based on the new harmonized model, including the establishment of a national training institution (NTI); and (c) teacher pedagogical support.

26. The first dimension aims to harmonize preservice 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 Interagency Network for Education in Emergencies (INEE) tools to promote social inclusion and gender equity as well as introduce awareness of GBV issues.

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

28. 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 a 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.

29. The project will finance (a) the training of 5,800 teachers including the associated training costs (transportation, meals, and accommodation), (b) the printing of training materials; and (c) the printing and distribution of teaching guides.

30. 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 an NTI. The NTI will have a multifunction 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 preservice 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.

31. 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 actors 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 increasing school performance.

32. The project will finance (a) the training of 1,500 school principals on the upgraded teacher training curricula and on leadership skills; (b) the training of 135 inspectors and pedagogical advisers to get



acquainted with the upgraded teacher training curricula; (c) the support to the National Pedagogical Research Institute (NPRI) for better service delivery, through upgrading its technical skills using international technical assistance; and (d) the support to the RPCs 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)

33. Subcomponent 2.2 will support alternative education by providing (a) accelerated learning program (ALP) for children ages 12–15 who are out-of-school and overage and (b) remedial education programs for in-school children. Thousands of children in Central African Republic lost several years of education and are overage, and high repetition rates increase overcrowding and diminish the efficiency of student flows, limiting learning opportunities of Central African children. Considering these issues, it will be very important to design a ‘special’ education system that could minimize the lifelong effects of lost education, both direct effects (on the individual’s own life) and indirect effects (on offspring’s life and channeling the intergenerational poverty trap).

34. The Accelerated Learning Program (ALP) aims to provide a three-year tailored learning program for children ages 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 exam to qualify for lower secondary education. This subcomponent will support developing a policy, condensed curricula, instructional materials, and teacher’s manuals tailored to the ALP, recruiting and training of teachers to deliver the program, and printing and distribution of textbooks and instructional materials for program participants. It aims to pilot the ALP in 100 classrooms in 3 prefectures as well as in Bangui which registered high incidence and number of out-of-school children. The ALP is expected to benefit 5,000 children (ages 12–15). The detailed project description in annex 1 presents the selection criteria and key core indicators used to identify beneficiaries by geographic area.

35. The remedial education program targets children who are in school to reduce repetition and dropout rates thereby increasing retention and completion of primary education. It targets currently enrolled children at primary education level and provides regular monitoring of children who are at risk of dropping out or lagging. The remedial guideline will be produced based on an automatic promotion policy and will provide additional support to selected schools and students throughout the year. This approach seeks to improve the current government remedial system which only targets student who are within a certain range below the pass rate. The remedial program will offer targeted support for selected students either during regular school sessions or summer sessions to 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 subcomponent also includes supporting teachers who will provide such remedial services and providing technical support to the Government to improve the effectiveness of the 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 because these schools have the lowest level of internal efficiency/higher incidence of repetition or dropout rates.



Component 3: Capacity building to strengthen service delivery (US\$7.8 million or SDR 5.4 million equivalent)

36. The successive crises have severely weakened the service delivery system. As a result, the sector has been operating with limited coordination between the different levels of service delivery units and with very limited support from the national to the subnational levels. Additionally, MEPSTA has limited capacity in project management. As such, the project will support MEPSTA under the following subcomponents (a) capacity building of key units of service delivery and (b) project implementation.

Subcomponent 3.1: Capacity building in sector management (US\$3.2 million)

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

- (a) **Capacity building of the 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; (iii) strategic planning of school infrastructure needs including assessment strategies of the existing infrastructure, projection of short- to medium-term needs and development of maintenance strategies to effectively use the facilities; and (iv) decentralization for better school management and M&E through the provision of technical assistance and materials for M&E and training of relevant staff of academic inspections. The project also finances an internship program to support the relevant units of the Government in project implementation.

- (b) **Support school grants for strengthening school-based management, supporting early childhood development (ECD) and teaching support.** The main objectives of school grants are threefold: (i) strengthen school-based management through empowerment of communities, to develop social cohesion and resilience to conflict and violence as well as social norms for inclusive education and to mitigate GBV at the community level; (ii) support deployment or retention of trained teachers at the school level where teacher deficit is high or where it is difficult to retain teachers; and (iii) support the piloting of community-based ECD centers. A lump-sum grant will be provided per school with a list of 'what to do' to achieve the above three objectives. In particular, the school grants will finance: (i) the establishment of a school-based management committee (SBMC) including preparation of SBMC manuals, training, community campaign and other activities to be determined at the school level by the communities and added to the 'what to do' list; (ii) the payment of salary of additional teachers hired by the community, salary top-up to retain teachers in their posted community and salary top-up of teachers engaged in remedial teaching; and (iii) the establishment of ECD centers including



salary payment of ECD facilitators, provision of educational materials and games, and assistance for identifying and maintaining the ECD centers.

- (c) **Strengthening sector knowledge.** The project finances key activities to strengthen sector knowledge including (i) supporting the process of Education Management Information System (EMIS) for timely and quality production of annual school statistics and development of school report cards to increase the communication awareness of communities to encourage stronger social accountability; (ii) carrying out Early Grade Reading Assessment (EGRA)/Early Grade Mathematics Assessment (EGMAs) to evaluate the learning levels of children; and (iii) conducting a sample-based assessment of the indigenous population to inform the policy dialogue on inclusiveness. 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 component 2 and test whether the teaching practice has changed and is linked to learning improvement.

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

38. 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 (US\$3.3 million)

39. This subcomponent aims to give the flexibility in the use of the fund given the country situation. This will be used to channel project funds to activities under the three components described above. Part of the resources that has been allocated to other project activities under component 1 to 3 can also be reallocated within the components in case these activities cannot be executed as programmed because of adverse situations.

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

40. This component aims to provide an immediate response in the event of an eligible crisis or emergency or cross-sectoral interventions given the country context. The reassignment of the project fund to this component including the amount will be determined at the time of eligible crisis or appearance or cross-sectoral interventions.

**B. Project Cost and Financing**

Project Components	Project Cost (US\$, million)	IDA Financing (US\$, million)	Trust Funds	Counterpart Funding
Component 1:	13.0	13.0	0	0
Component 2:	4.2	4.2	0	0
Component 3:	7.8	7.8	0	0
Component 4:	0	0	0	0
Total Costs				
Total Financing Required	25.0	25.0		

C. Lessons Learned and Reflected in the Project Design

41. The project represents a reengagement between the Central African Republic Government and the World Bank in the education sector. Before the 2012 crisis, the World Bank engaged with CAR through GPE-financed projects (2009-2011 EFA-FTI) for which the Bank was the Grant Agent. A follow-up Education Sector Development project was initiated but dropped in 2013 due the conflict outbreak. Thus, the proposed project will be the first by the Bank since the crisis. The World Bank brings to this project its global expertise supporting the sector in FCV countries. The design of this project is informed by the lessons learned from the World Bank's long-standing engagement in FCV countries in education and other sectors. Additionally, the design draws on the experience from previous development projects implemented by other development partners (DPs) in Central African Republic. Lessons learned and reflected in the project design are summarized in table 3.

Table 3. Summary of Lessons Learned and Reflected in the Project Design

Project/Study	Lessons Learned	Reflected in the Current Project
Central African Republic: Education For All – Fast Track Initiative (EFA-FTI) 2009–2011	<ul style="list-style-type: none"> Complementing government capacity with external service providers and delegated project management and implementation arrangements A robust M&E system is essential to track implementation and measure achievement of objectives Design simplicity and close supervision are essential, in particular, close supervision of civil works 	Infrastructure development will be assisted by contractors with strong M&E in place and design is flexible to fit the fragility context
Central African Republic: Londo (Stand Up) 2015–2018	<ul style="list-style-type: none"> Strategic communication at the local level, including engagement of community to identify work sites and support project implementation Implementation strategy based on a phase approach following an adaptive schedule that considers evolving security risks, geography, and logistics 	Given the extremely volatile situation, this project follows a flexible approach



Education Quality Reform in Afghanistan (EQRA)	<ul style="list-style-type: none"> • Community-based education model which establishes classrooms in villages (homes) • School Grants Program based on a tailored approach can enforce local accountability for local demand and supply-side constraints • Pedagogical training that helps a teacher match instruction to a student’s proficiency level • High-quality training of teachers on subject matter content 	Components 2 and 3 employed similar strategies for building capacity at the school level and teachers training methods
Central African Republic: Education System Recovery Support Project (ESRSP) 2015-2018	<ul style="list-style-type: none"> • The ESRSP’s work to train community teachers, provide subsidies to communities for the payment of community teachers, use light and provisional construction techniques, is a foundation to be further built upon by the proposed project • Groundwork was laid through the EMIS for larger institutional strengthening efforts as proposed under this project 	Reflected in Component 3
Inter-Agency Network for Education in Emergencies (INEE).	<ul style="list-style-type: none"> • Teacher training in crisis-affected environments should be centered on (a) teacher’s role and well-being, (b) child protection, well-being, and inclusion; (c) pedagogy; and (d) curriculum and planning. • The Accelerated Education Working Group developed 10 principles for effective practice for accelerated education which support the design, implementation, and evaluation of ALP • Great efforts should be made to mitigate potential tension between ALP and formal school systems 	Component 2 take this into account both in teachers training and ALP
School Construction Strategies for Universal Primary education in Africa ³	<ul style="list-style-type: none"> • Mobilizing community is a significant factor to implement school infrastructure work and build resilience by promoting mutual support and social cohesion in the face of crisis • Community involvement could strengthen financial and material support to school, accountability and governance at schools, and communication between teachers and parents. 	Components 1 and 3 reflected the lessons into project design

IV. IMPLEMENTATION

A. Institutional and Implementation Arrangements

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

43. MEPSTA will establish a Project Steering Committee (PSC) by inter-ministerial order for strategic oversight of the project in line with the Central African Republic National Recovery and Peace Building Plan. The PSC will be chaired by MEPSTA and composed of the Ministry of Economy, Planning, and

³ Theunynck, Serge. 2009. "School Construction Strategies for Universal Primary Education in Africa: Should Communities be Empowered to Build their Schools?" *Africa Human Development Series* Africa Regional Educational Publications. Washington, DC: World Bank.



Cooperation; Ministry of Budget and Finance; MHE; and MSRTI. The PSC will meet twice a year to validate technical decisions and ensure successful implementation of project activities as well as validate the project's annual work plan and budget (APWB) for the upcoming year. The PSC meetings will be attended by all concerned directorates of MEPSTA as well as the Project Coordinating Unit (PCU) who will act as the secretariat for the PSC. The representatives from other civic society or other stakeholders will be invited to attend the PSC meetings. Decisions taken by the PSC are immediately executable by the PCU.

44. MEPSTA will have the responsibility for the 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 include Directorate of Equipment and School Construction, the Directorate of Basic and Secondary Education and Partnerships (DBSEP), the Directorate of Statistics, Planning and School Mapping, the Directorate of Human Resources, and the NPRI. Decentralized implementation will be also supported by the academic inspections. External service providers (consultants, nongovernmental organizations [NGOs], intermediate service providers, UN agencies, and DPs) will be sought to accompany the directorates in the implementation of activities for which the needed expertise is lacking within MEPSTA.

45. The PCU will be established under the direction of the Directorate of Basic and Secondary Education, and Partnerships. The PCU will oversee the overall coordination of the project implementation activities and day-to-day monitoring of project implementation ensuring coherence of actions between the components. The PCU will be strengthened with four contractual employees financed by the project, with experience in project management, M&E, environment and social safeguards, and communications. The PCU will work closely with all MEPSTA directorates that are executing project activities as well as with a Fiduciary Agent⁴; and act as the main interlocutor with the World Bank. In addition, it will assist the World Bank in organizing implementation support missions and will produce project progress reports to be used by the missions.

46. A Fiduciary Agent will be contracted by MEPSTA and shall be responsible for overall financial management and the procurement activities on behalf of the MEPSTA.

B. Results Monitoring and Evaluation

47. M&E of the project uses both the existing government system and capacity as well as third-party monitoring in the areas where the Government has limited capacity. The relevant units of the Government will be fully engaged in the third-party monitoring arrangements to reinforce capacity building. The Results Framework (Section VII) consists of the Project Development Objective, results indicators, intermediate indicators, baselines and targets, frequency, data source/methodology, and responsibilities for data collection. The Government has a robust EMIS which has been operational during the last two years with support from DPs. Using the existing system enhances the country system for M&E purposes and for sustaining the capacity. The third-party M&E is aligned with specific implementation activities, where the Government has limited existing capacity for information retrieval and processing.

⁴ Fiduciary Agent means AGETIP CAF "Agence d'Exécution des Travaux d'Intérêt Public en Centrafrique" (Agency for Executing Public Works in Central African Republic) or any other agent, acceptable to the Association, to be contracted by the Recipient to carry out fiduciary functions under the Project.



48. The EMIS will be supported under Component 3 to enhance the M&E system within the sector. Instruments to track key results indicators will be developed for regular biannual or annual data collection. Furthermore, key instruments to enhance sector knowledge are built under Component 3 such as EGMA/EGRA type assessments and such instruments are expected to compliment the M&E system.

C. Sustainability

49. **Project outcome.** The sustainability of project outcomes depends on the progress of the political environment. The targeted areas of invention are expected to address key challenges of the sector and improvement in the political environment will ensure the sustainability of the project outcomes. To cope with political uncertainty, the project design built on an extended review of lessons learned from projects in conflict situations and made the implementation of the project adaptable to fit the conflict context. Although some project components are area-specific, the flexibility of the project design allows project activities and the implementation timeline to be adjusted with the security situation to reduce risk of project outcome sustainability.

50. **Fiscal sustainability.** The project design considered the situation of the country and implication on fiscal space is minimal. The project focuses on supporting key human and physical infrastructure directly or indirectly affected by the conflict and contributes to restore the system to its pre-conflict status. For example, some school facilities were damaged during the conflict and some were abandoned with lack of maintenance during the crisis. Similarly, regular teachers training on key curriculum and classroom support were affected during the crisis and the project aims to support teachers in the system and assist the Government in planning for teacher's recruitment. The project design also took into consideration infrastructure development which does not require additional human resources, therefore with no implication on fiscal space. Thus, the project focuses on emergency support with limited implication on fiscal sustainability. While key activities of the project are designed in such a way that the implementation of this project does affect the sustainability, the focus is on the building of the existing capacity and providing what is currently critically short.

51. **Scalability of the project.** The project aims to support key sector issues to address key sector challenges. Some of the sector challenges requires more than what the project can address and more resources are needed to bring Central African Republic education services delivery to the Sub-Saharan African standard. One of the key activities that the project finances is ALP to address out-of-school issues focusing on children who have lost the equivalent of 2–4 years of schooling due to the recent conflict. Given that this could have a lifelong effect on individual life such a second chance program should be scaled up to cover all areas which are unlikely to be realized under the current fiscal space and country political environment.

52. **Sustainability of reform areas.** The Government seems to be highly forward-looking as highlighted on the National Recovery and Peacebuilding Plan and its proposed key sector reforms, including the education sector. The plan highlights reforms needed to effectively implement and address the national program in a holistic approach. The reforms proposed under this project are in line with the plan and it is highly likely to be sustained after the project end date. For example, the proposed reform about consolidation of the preservice and in-service teacher training frameworks would allow the Government to increase efficiency of teacher training and professional development. Similarly, strengthening decentralized sector management through the proposed capacity building from the Central



Government to school levels will allow the system to develop resilience to shocks and allow the system to operate with limited engagement of central level or minimize shock of one area easily spreading across the country. Thus, the risk of sustainability in the reform areas is limited.

D. Role of Partners

53. **The main DPs engaged in the sector include the Global Partnership for Education (GPE), European Union (EU), United Nations Children’s Fund (UNICEF), Agence Française de Développement (AFD), and Education Cannot Wait (ECW).** Donor support covers a wide range of activities and is generally concentrated at the primary subsector. Coordination of activities by partners engaged in the sector takes place through the Local Education Group as well as through the Education Cluster⁵, who were consulted regularly throughout project preparation. The project documents have been shared and discussed and have benefitted from regular consultative feedback with key stakeholders.

54. **The project aims to create synergies and complementarities with ongoing interventions and projects in the sector to achieve the project objectives.** Where appropriate, the project will aim to scale up successful interventions. In annex 2, table 2.8 presents a summary of the ongoing and planned DP-financed projects in the education sector that have the greatest pertinence for the project and with which it will be critical to work closely.

V. KEY RISKS

A. Overall Risk Rating and Explanation of Key Risks

55. **The overall risk of the project is ‘High’** and is the result of a combination of factors including a state of extreme fragility of the country, plagued by decades of underdevelopment and poor governance. The country is caught in a fragility trap, with difficulty to find the way out. The key explanations by theme are provided in the following paragraphs.

56. **Political and governance risk is rated high.** Although the 2016 election was perceived as peaceful, most of the territories are still controlled by nongovernment armed groups and the governance of the country is not fully consolidated. Governance including service delivery in many areas of the country is still a problem. The project aims to contribute to the national recovery and peacebuilding plan to gradually improve the political and governance situation. In the meantime, the project will consider areas where services are needed the most subject to accessibilities to some areas of the country.

57. **Macroeconomic risk is high.** The country’s macroeconomic environment remains fragile and as the political situation does not allow for full-scale resource mobilization by exploring the natural resources of the country. The macroeconomic situation heavily depends on the impact of the national recovery and

⁵ The Education Cluster is an open formal forum for coordination and collaboration on education in emergencies. The Education Cluster brings together NGOs, UN agencies, academics, and other partners under the shared goal of ensuring predictable, well-coordinated and equitable provision of education for populations affected by humanitarian crises. The principal responsibility of the Education Cluster is to ensure education agencies and organizations responding to an emergency have the opportunity to take a coordinated approach and work alongside existing education structures at country level, to meet the education needs of the affected population.



peacebuilding process. As such the project aims to improve the efficiency of resources utilization to cope with the limited fiscal space.

58. **Sector strategies and policies risk is substantial.** The Government has developed a sector strategy covering 2008–2020 but it was interrupted due to the conflict outbreak in 2012. Thus, three transition plans have been considered, including the current 2018–2019 transition plan which is yet to be finalized, and the 2020–2030 sector strategy is expected to be developed following the completion of the education sector country status report planned for 2018. However, the efforts are driven by donors as the Government has not fully recovered from the crisis and a strategic direction of the system is not clear, thus the risk remains substantial. This project aims to help the Government to speed up the recovery process by supporting the implementation of the current transition plan.

59. **Technical design of project or program risk is rated moderate.** MEPSTA at the central level is aware of the issues and challenges faced by the Education system but it has been disconnected with its base. The project will explore potentials at the school level to strengthen education service delivery and at the same time progressively build capacity at the central level. This two-pronged approach will reinforce the social contract between the state and the population.

60. **Institutional capacity for implementation and sustainability risk is rated high.** Due to the prolonged ongoing conflict the ministry's capacity in project implementation has been adversely affected and the staff is at survival and low-risk mode. Capacity to implement the project is a high risk given constraints across the edifice of the system for procurement, fiduciary oversight, data collection, and project management. In addition, many technical directorates of the ministry involved in the project have low staffing levels. The project aims to strengthen the capacity of the ministry for the suitability of the project.

61. **Fiduciary risk is high.** Overall, the FM and procurement environment in Central African Republic remains weak. The conflict severely degraded the capacity of administration of public investments, budget control, transparency, and environment that facilitate strong institutions and promote governance. Specifically, for the project, as mitigating measures, a 'Fiduciary Agent' should have the overall fiduciary responsibility under the project, the project will elaborate a project operation manual with well-described procurement, M&E, and FM processes, and annual post procurement reviews and FM audits will be undertaken by an external auditor during the project.

62. **Environment and Social risk is substantial.** Although the project is being processed under condensed procedures and safeguards instruments preparation has been deferred until implementation stage, it requires capacity reinforcement of the government to carry out the required assessment. This deferral grants the government the extra time and support it needs to prepare quality environmental and social safeguard instruments, duly consulted upon and publicly disclosed at the adequate locations. A Safeguards Action Plan has been developed with the view to clarifying all the steps that will be taken to produce the deferred safeguards instruments satisfactory to the World Bank by December 31, 2018, and the integration of measures/clauses in the documents governing activity implementation in accordance with such safeguards documents.

63. **Stakeholders risk is high.** Large areas of the country are remote, with some areas still under conflict, reducing the effectiveness of implementation oversight. Furthermore, the lack of clear



responsibilities, with delineated mandate for each of the technical directorates within MEPSTA, can limit healthy collaboration among the staff and reduce the synergy of the reforms promoted by the project. Since the last ministerial reshuffling in September 2017, the MEPSTA organigram has yet to be developed.

VI. APPRAISAL SUMMARY

A. Economic and Financial (if applicable) Analysis

64. The proposed project aims to support the Government of Central African Republic's MEPSTA to improve access and strengthen the education system to improve teaching and learning conditions for all children. Its focus is to increase participation in preschool where the access rate is currently low (GER stands at 2.6 percent) and support infrastructure and teaching effectiveness at the primary and lower secondary levels where class sizes and STR are extremely high and teachers qualification is low. In addition, the transition rate from primary to lower secondary is extremely low (32 percent in 2016), followed by a very low access rate at lower secondary (with a GER of 18 percent). The project supports the provision of preschool with the objective to increase school readiness and improve quality of education at all levels of education. Several studies have shown that preschool has several important benefits. It tends to increase school readiness, reduce the likelihood of being out-of-school as well as dropping out from school, increase participation rates, and improve the chance of survival through the education system and timely completion of desired levels of education. Furthermore, the learning environment at the primary and lower secondary levels were affected by the prolonged conflict leading to high numbers of out-of-school youth without adequate literacy and numeracy skills. An appropriate policy action is needed to provide alternative learning opportunities to revitalize the potential of the youth and equip them with the skills that would enable them to integrate the productive labor force.

65. The economic and financial analysis of the project has not been fully developed for two reasons: (a) there is no adequate data that allows an estimation of the full benefits of the project and (b) the project is prepared under condensed procedures due to the extremely fragile country context, so a full estimation of the project benefits would be justified in the later stages once the project beneficiaries are framed. However, the existing information shows that the labor market provides a strong signal that investment on education yields important returns to both individuals and households, and contributes to reducing inequality both in access to education and post-education labor market outcomes. In Central African Republic, evidence from the 2016 household survey, the ENMC, reveals that higher levels of education are associated with an increased probability of wage employment and increased likelihood of finding employment in more productive sectors; and the probability tends to be higher for women (annex 5 figures 5.9–5.11). The benefits of education can be summarized under two dimensions:

- (a) Individuals with higher levels of education are more likely to engage in better earning economic activities and productive sectors. For example, 88 percent of the working age population with no formal education work in subsistence agriculture as compared to only 16 percent of the working population with at least some upper secondary education. Moreover, given the returns in the service sector is higher, it attracts individuals with higher levels of education. Only 11 percent of the working population with no education is engaged in this sector as opposed to 80 percent for those with at least some upper secondary education. Similarly, only 2 percent of the working age population with no education is engaged in wage



employment while the proportion is 55 percent for those with at least some upper secondary education. Likewise, an additional year of schooling increases the probability of working in wage employment by 35 percent and in the service sector by 22 percent

- (b) Educated women are more likely to receive better economic returns than educated men, thereby reinforcing education as a tool to foster equality and promote inclusive growth. The analysis shows that an additional year of schooling increases the chances of working in wage employment by 46 percent for women as compared to only 28 percent for men. An additional year of schooling also increases the likelihood of being employed in the service sector by 29 percent for women as opposed to only 20 percent for men. Therefore, like in many countries around the world, the Central African Republic labor market strongly signals for investment on education and there is a clear economic and social rationale for investment on education.

66. **Public sector provision of education services as well as public financing of the education sector are indispensable in Central African Republic.** The country has been affected by multiple severe internal conflicts leading the country to be the least developed economy in terms of HDI, GDP per capita, and poverty incidence rate. Given the importance of the role of education in peacebuilding and poverty reduction, there is a strong rationale for the Government to intervene in the system to ensure inclusive economic growth and development. For example, the primary access rate for the poorest quintile stands at 81 percent as opposed to 112 percent for the richest quintile, and at lower secondary it is 7 percent and 26 percent, respectively. The inequality in access to post primary education at the academic inspection level is large with most services being concentrated in the capital (Bangui) and major urban areas. Government intervention is required to provide equal opportunities for all children in Central African Republic. Particularly, given the recent devastating effect of the crisis, the system would not be able to recover without strong public support. Without appropriate actions by the Government, children and youth who lost the opportunity to receive a formal education during the crisis, will affect the system adversely and further contribute to the instability of the country in the medium and long-term. With the support of the project, it is expected that the Government will increase access rates at the preschool level, improve access and the learning and teaching environment at the primary and lower secondary levels and reduce inequality across regions and sociodemographic groups. In terms of capacity, the Government provides education services to most Central African Republic children at a lower cost and serves the poor more than private schools. The provision of education by private schools is limited to Bangui. For example, at the primary level, private schools enroll only 17 percent of students at the national level and 14 percent outside Bangui. At the secondary level, although private schools account for a large share of enrollment at the national level (46 percent), outside Bangui the share of enrollment in private schools⁶ is only 30 percent.

67. Although the World Bank has limited engagement in the Central African Republic Education Sector during the conflict, it has been one of the main DPs actively engaged with the Government including supporting the development of the National Peace Building and Recovery Plan. The World Bank has a comparative advantage over other DPs given its sector-wide engagement and the successful implementation of several World Bank projects including the previous Fast-Track Initiative (FTI)/GPE grant

⁶ In some academic inspections, such as Central East and Nord East, 100 percent of secondary school services are provided by public schools.



in the education sector. Through its working experience, the World Bank has also gained a better understanding of the multisector issues and has developed strategies and methods to support the Government most efficiently. Moreover, the World Bank has conducted Advisory Services and Analytics operations to understand the country's issues including using primary household and commune-level data collection to provide evidence-based support to the Government. The current project is also directly aligned with the World Bank's twin goals of poverty reduction and shared prosperity, and the World Bank has global expertise which would successfully support the implementation of the project.

B. Technical

68. The project aims to support the Government on key sector challenges as emphasized in the National Recovery and Peacebuilding Plan. This plan was endorsed by the Government in 2016 and it is articulated around 3 priority pillars, 11 objectives, and 6 cross-cutting themes. The second pillar focuses on the renewal of the social contract between the state and the population by providing basic services to the population across the country, in the areas of education, health, and water. Furthermore, from the 6 cross-cutting themes identified to address FCV across each pillar, the proposed project is either directly or indirectly aligned to four of the cross-cutting themes: (a) reducing regional imbalances, (b) promoting gender equality, (c) developing national capacities, and (d) promoting youth inclusion.

69. Due to the prolonged periods of conflict and violence in Central African Republic, key sector indicators have worsened and remained bottlenecks. As such, the project aims to ease some of these alarming issues by focusing on 3 strategic areas—preschool, primary, and lower secondary. Preschool is very important as early education has significant benefits both on social development and long-term economic growth and competitiveness. As of 2015/2016, the access rate at preschool stood at only 2.6 percent and most preschools are concentrated in Bangui and other major urban areas, disproportionately favoring the wealthy families. The project aims to increase access at the preschool level by focusing on most disadvantaged areas based on the selection criteria described under Component 1.

70. At the primary level, key education related MDG indicators are extremely low—universal primary access (MDG#2) is below the target at 50 percent in 2016 and gender parity (MDG#3) has not been achieved and stands at with 78 percent. Additionally, about one-third of primary-school-age children are out-of-school of which most of them have never been in school although the conflicts increased the rate of dropout. Furthermore, the conflict adversely affected both the human and physical infrastructures, deteriorating access and quality of services delivery. To minimize the long-term impact of poor or no education on livelihoods of individuals, the project aims to intervene in the following areas: (a) development of school infrastructure, (b) teacher training and professional development, and (c) alternative learning programs to give second chance opportunities and improve quality of education. The project targets the most affected social groups using key criteria to reinforce inclusiveness of services delivery and mitigate the disparities.

71. At the lower secondary level, provision of services delivery is very low, thereby creating huge access gap between primary and lower secondary levels. This forces children to leave the school system without achieving the numeracy and literacy skills relevant for the labor market. In particular, the huge shortage of supply at the post primary level contributes significantly to low access rates at the lower secondary level (25 percent) and upper secondary level (9 percent). Unlike at the primary level, where infrastructure development heavily relies on DPs, support in post primary education is highly limited and



the provision of infrastructure constitutes the main challenge. As a result, only about a third of children who made the last grade of primary get the opportunity to progress to lower secondary. The project aims to support infrastructure development to increase access at the lower secondary level. While quality of education at the primary level is critical for basic numeracy and literacy skills, skills acquired at the secondary level is key to unlock opportunities for better economic returns and significant contribution to national economic growth, global competitiveness, and peace building for sustainable growth.

72. Finally, the series of crisis have also weakened the Government's capacity to manage the sector at the central, regional, and community levels. As such, the project aims to support capacity building in all levels of services delivery to restore the system and provide quality services delivery in the medium to long run. The capacity building of the sector is designed based on lessons learned from the experience of FCV countries, in selecting relevant instruments that are effective in a highly fragile and low-capacity environment. The capacity building also reinforces the reform areas that the ministry has been envisioning to improve the efficiency, effectiveness, and inclusiveness of services delivery across the country.

C. Financial Management

73. The country fiduciary risk was high before the crisis and has been affected by the delay in the implementation of critical public financial management (PFM) reforms agreed to with donors in 2012. The recent crisis has induced some weaknesses and capacity shortages in the fields of FM and procurement in the country including in MEPSTA.

74. Therefore, it was agreed that fiduciary aspects of the project be executed by a 'Fiduciary Agent'. FM arrangements of the project will follow the same approach in place for other projects in Central African Republic. A 'Fiduciary Agent' will be the World Bank's main counterpart and focal point for all the fiduciary aspects of the project. A 'Fiduciary Agent' should have significant experiences with the World Bank's FM requirements and procedures.

75. The overall FM risk rating is assessed as high and mitigation measures proposed (annex 2, table 2.1, FM action plan) will strengthen the internal control environment and maintain the continuous timeliness and reliability of information produced by a 'Fiduciary Agent' and an adequate segregation of duties.

76. The FM will satisfy the World Bank's minimum requirements under OP/BP 10.00 once mitigation measures have been implemented. An FM Action Plan to enhance the FM arrangements for the project is included in annex 2.

D. Procurement

77. A procurement assessment of MEPSTA was carried out in March and April 2018 to evaluate the adequacy of procurement arrangements under the proposed project. The information assessed that the technical units at the Ministry of Education level are well established but with limited experience with the World Bank procurement policy, regulations, and tools. Based on the assessment of its capacity, all procurement activities for the proposed project would be executed by a 'Fiduciary Agent' while the ministry will be responsible of the overall coordination of the proposed project.



78. A 'Fiduciary Agent' organigram would have to include a capable procurement unit with sufficient qualified procurement specialists of which at least one will be dedicated to the project. Equally, technical assistance should be designed to strengthen the capacities of the technical unit at the Ministry of Education level to support MEPSTA in the coordination, supervision, and contract management tasks as needed. In addition, the World Bank will provide the 'Fiduciary Agent' and MEPSTA with intensive training in World Bank policies, procedures, and tools for efficiently executing procurement according to World Bank guidelines. However, due to the poor infrastructure and service delivery economy constraints and instability and political situations in the country and the associated risks, the overall rating of the procurement risk for the project is high.

79. Therefore, the proposed procurement arrangements for the project should meet the World Bank's minimum requirements for procurement under OP/BP 10.00 (Investment Project Financing) and applicable procurement rules and procedures. Consequently, the project's implementation manual should include adequate provisions that meet the World Bank's requirements. Mitigation measures to alleviate procurement risks should be implemented, and the action plan is presented in annex 2.

E. Social (including Safeguards)

80. The socioeconomic 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 the long term translate to stronger human capital to contribute to the social and economic development of Central African Republic. Social benefits are expansive as the project aims to improve access to and quality of basic education, as well as strengthen capacity that has been severed by ongoing conflict. It integrates preschool education to foster quality of education at the primary level and onward, and addresses teacher, director, inspector, and pedagogical advisers' effectiveness as the main determinant of education quality. Additionally, indigenous people (IP) will have enhanced opportunities to participate in quality education. Poverty, access rates, adequacy of infrastructure, student levels, and equity concerns informed the selection of the schools that will be targeted. The social safeguards impacts identified are not expected to have long-term or cumulative effects.

81. The following social safeguards policies are triggered by the project:

- **OP 4.10 on Indigenous Peoples** is triggered as the preliminary assessment confirms there is the presence of indigenous communities who meet the requirements of OP 4.10 in some of the prefectures (namely Ombella-Mpoko and Mambere-Kadei) targeted by the project. The project will comply with the requirements of OP 4.10 by ensuring that implementation arrangements at the field level embed its basic principles of a free, prior, and informed consultation leading to broad community support for the proposed project by the IPs. An Indigenous Peoples Policy Framework (IPPF) will be prepared and disclosed by December 31, 2018. The IPPF will provide a framework for the preparation of an Indigenous Peoples Plan (IPP) should IPs be present in the areas of implementation.
- **OP 4.12 on Involuntary Resettlement** is triggered as the project may require land acquisition for the construction of a teacher training center on the outskirts of the city of Bangui or another geographical location will be determined considering the location of the current



teacher training center and other sustainability factors. While land is still in abundance in Central African Republic, sections of available land that are accessible have shrunk due to conflict and insecurity. A Resettlement Policy Framework (RPF) will be prepared and disclosed by December 31, 2018. The RPF will provide a framework for the preparation of site specific Resettlement Action Plans (RAPs) to be prepared in the context of the teaching center, in accordance with OP 4.12. It is important to note however, that the planned infrastructure activities related to classrooms constructions and extensions will be limited to enclosed and school-owned property (by the schools), and therefore these activities would not require land acquisition; this will be a requirement for the school extension activities.

82. The project will recruit an environmental and social safeguards specialist to oversee preparation and adequate implementation of the safeguards instruments throughout the project's life, by December 31, 2018. The safeguards specialist will benefit from capacity building by the World Bank experts (on GBV issues, Grievance Redress Mechanism [GRM], and safeguards), as well as lessons learned from other World Bank-financed projects in Central African Republic (such as Londo, EFA-FTI, EQRA, and other sectoral projects).

83. A project-level GRM will be prepared as part of the safeguards instruments. The GRM procedure will be disseminated in affected communities to create awareness and enable project-affected people to file complaints.

84. Finally, no activities with environmental and social impacts will be implemented until the safeguards instruments have been finalized and disclosed as per the dates set forth in the Safeguards Action Plan (SAP) (annex 4).

F. Environment (including Safeguards)

85. The Central African Republic Emergency Basic Education Support Project is designated Category B according to the World 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. In consideration to the extension and the rehabilitation of classrooms, and the provision of other school-level infrastructure such as toilets, water, and sports and classrooms goods likely to be supported under Component 1, the project has triggered the following environmental safeguard policies of the project: OP 4.01 Environmental Assessment and OP 4.11 Physical Cultural Resources.

86. **OP 4.01 Environmental Assessment.** Because the exact nature and 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 subprojects. The ESMF will also provide guidance about how to address health and safety issues along the project implementation, and will assess MEPSTA capacity for addressing environmental and social issues and guide on how to strengthen its capacity. The ESMF will be consulted upon and disclosed in-country and in the World Bank's external website based on the SAP (annex 4)



87. **OP 4.11 Physical Cultural Resources.** 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 ESMF and ESIA, and ‘chance findings’ procedures should be part of every civil works contract, even where risks are deemed low.

G. Other Safeguard Policies (if applicable)

88. The project is being processed under Investment Project Financing Policy, section III, paragraph 12 ‘Projects in Situations of Urgent Need of Assistance or Capacity Constraints’ and World Bank management has agreed to seek deferral of the preparation of safeguards instruments until the project implementation phase. The safeguards deferral request is based on the urgent need for assistance to the country against escalating violence and extreme volatile insecurity, combined with the low technical capacity of the counterpart to prepare safeguards instruments of a quality acceptable to the World Bank. During the World Bank Group Annual Meetings in October 2017, the Central African Republic delegation asked the World Bank to accelerate delivery of assistance to the country to help contain the growing unrest. The deferral would grant the Government the extra time and support it needs to prepare quality environmental and social safeguard instruments, duly consulted upon and publicly disclosed at the adequate locations.

89. An SAP has been developed and inserted in the Project Appraisal Document (annex 4) with the view to clarifying all the steps that have already been taken or will be taken to produce the deferred safeguards instruments on time.

90. No activity will be advertised nor implemented in the field before the (a) completion of the required safeguards instruments (ESMF/ESIA, IPPF/IPP, and RPF/RAP) which shall be satisfactory to the World Bank by December 31, 2018, and the integration of measures/clauses in the documents governing activity implementation in accordance with such safeguards documents and (b) GRM is operational.

H. World Bank Grievance Redress

91. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB’s Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB’s independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank’s attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank’s corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org



VII. RESULTS FRAMEWORK AND MONITORING

Results Framework

Project Development Objective(s)

To improve access to quality basic education and strengthen capacity in education sector management

PDO Indicators by Objectives / Outcomes	DLI	CRI	Unit of Measure	Baseline	Intermediate Targets					End Target
					1	2	3	4	5	
Increase access to basic education										
Increase primary completion rate			Percentage	50.00	50.00	51.00	52.00	54.00	55.00	55.00
Increase primary completion rate- female			Percentage	40.00	41.00	42.00	43.00	44.00	45.00	45.00
Increase gross enrollment ratio at lower secondary			Percentage	23.00	23.00	24.00	25.00	27.00	28.00	28.00
Increase gross enrollment ratio at lower secondary-female			Percentage	18.00	18.00	19.00	20.00	22.00	23.00	23.00
Enhance teaching effectiveness										
Teachers recruited or trained		Yes	Number	0.00	1,200.00	2,300.00	3,800.00	5,800.00		5,800.00
Teachers recruited or trained - Female (RMS requirement)		Yes	Number	0.00	200.00	700.00	1,000.00	1,000.00		1,000.00
Capacity building to strengthen school-based management										
Number of schools with established school-based management committee(SBMC)			Number	0.00	50.00	200.00	300.00	300.00	300.00	300.00



Intermediate Results Indicators by Components	DLI	CRI	Unit of Measure	Baseline	Intermediate Targets					End Target
					1	2	3	4	5	
Component 1: Increasing access through school infrastructure development										
Number of classrooms extended and rehabilitated in primary schools			Number	0.00	200.00	600.00	800.00	800.00	800.00	800.00
Number of classrooms extended and rehabilitated in secondary schools			Number	0.00	60.00	185.00	250.00	250.00	250.00	250.00
Component 2: Enhancing teaching effectiveness and support alternative education programs										
Development of in-services and pre-services training modular program			Yes/No	N	Y	Y	Y	Y	Y	Y
Construction of a National Training Institution			Yes/No	N	N	N	Y	Y	Y	Y
Number of principals benefiting from training			Number	0.00	400.00	800.00	1,500.00	1,500.00	1,500.00	1,500.00
Number students benefiting from aletrnative learning program (ALP)			Number	0.00	1,000.00	2,000.00	3,000.00	300.00	300.00	5,000.00
Number of female students benefiting from allternative learning program (ALP)			Number	0.00	400.00	900.00	1,200.00	1,700.00	2,000.00	2,000.00
Number of students benefiting from remedial education.			Number	0.00	10,000.00	20,000.00	30,000.00	40,000.00	50,000.00	50,000.00
Number of female students benefiting from remedial education			Number	0.00	4,300.00	8,600.00	13,000.00	17,000.00	20,000.00	20,000.00
Component 3: Capacity building to strengthen services delivery										



Number of EGMA/EGRA assessments		Number	0.00	0.00	1.00	1.00	2.00	2.00	2.00
Assessment of indigenous population		Yes/No	N						Y

Indicators to be mapped	DLI	CRI	Unit of Measure	Baseline	Intermediate Targets					End Target
					1	2	3	4	5	
PDO Indicators										
Number of teachers completing training			Number	0.00	1,200.00	2,300.00	3,800.00	5,800.00	5,800.00	5,800.00

Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Increase primary completion rate
Definition/Description	Completion to last grade of primary is measured by the ratio of children entering last grade of primary (grade 6) to the number of children of appropriate school age for grade 6 (age 11).
Frequency	Annual
Data Source	Education Management Information System (EMIS). Annual poverty assessment has been planned by the Poverty GP and it will be used as a supplement to EMIS.
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate



Indicator Name	Increase primary completion rate- female
Definition/Description	Girls completion to last grade of primary is measured by the ratio of children entering last grade of primary (grade 6) to the number of children of appropriate school age for grade 6 (age 11).
Frequency	Annual
Data Source	Education Management Information System (EMIS). Annual poverty assessment has been planned by the Poverty GP and it will be used as a supplement to EMIS.
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate
Indicator Name	Increase gross enrollment ratio at lower secondary
Definition/Description	Enrollment in lower secondary (grades 7-10) as ratio of official school age children for lower secondary level (ages 12-15)
Frequency	Annual
Data Source	Education Management Information System (EMIS). Annual poverty assessment has been planned by the Poverty GP and it will be used as a supplement to EMIS.
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and Planning Directorate



Indicator Name	Increase gross enrollment ratio at lower secondary- female
Definition/Description	Girls enrollment in lower secondary (grades 7-10) as ratio of girls official school age children for lower secondary level (ages 12-15)Gender gap is high in all level of education in the CAR and this indicator measures enrollment rate.
Frequency	Annual
Data Source	Education Management Information System (EMIS). Annual poverty assessment has been planned by the Poverty GP and it will be used as a supplement to EMIS.
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate
Indicator Name	Teachers recruited or trained
Definition/Description	
Frequency	Annual
Data Source	EMIS and regular data collection for M&E
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation unit and planning directorate



Indicator Name	Teachers recruited or trained - Female (RMS requirement)
Definition/Description	
Frequency	Annual
Data Source	EMIS and regular data collection as part of the M&E
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation unit and planning directorate
Indicator Name	Number of schools with established school-based management committee(SBMC)
Definition/Description	Currently almost all schools have a parent association and the project aims to establish school-based management committee (SBMC) to strengthen capacity at the school level. The target indicators are cumulative. All schools benefiting from classroom extension or rehabilitation are eligible for school grant. The school grants support the establishment of SBMC. All eligible school are expected to establish SBMC.
Frequency	Annual
Data Source	Education Management Information System(EMIS) and regular data collection as part of the Project's M&E
Methodology for Data Collection	
Responsibility for Data Collection	Project Coordinating Unit and Planning Directorate



Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Number of classrooms extended and rehabilitated in primary schools
Definition/Description	The project aims to rehabilitate or extend classrooms in the primary schools and the actual number of classrooms rehabilitated or extended will be counted.
Frequency	Based on the school construction plan.
Data Source	Regular data collection from primary schools benefiting from the classroom extension or rehabilitation.
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation unit and planning directorate
Indicator Name	Number of classrooms extended and rehabilitated in secondary schools
Definition/Description	The project aims to rehabilitate or extend classrooms in the secondary schools and the actual number of classrooms rehabilitated or extended will be counted.
Frequency	Based on the school construction plan.
Data Source	Regular data collection from primary schools benefiting from the classroom extension.
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation unit and planning directorate



Indicator Name	Development of in-services and pre-services training modular program
Definition/Description	The project aims to support a development of integrated per-service and in-service training module. The success is measured as 'Yes' or 'No'
Frequency	Frist year of the project
Data Source	Planning directorate
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation unit and planning directorate
Indicator Name	Construction of a National Training Institution
Definition/Description	The government has only one Teachers Training Center and the project aims to provide one training center by taking into account the current center and any upgrade needed to modernize the training capacity.
Frequency	Second year of the Project
Data Source	Project implementation unit
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation unit and planning directorate



Indicator Name	Number of principals benefiting from training
Definition/Description	School principals who are either in charge of administrative work or both teaching and administrative works will be trained on methodology developed to enhance teaching effectiveness at school level.
Frequency	Annual
Data Source	EMIS and regular data collection for M&E
Methodology for Data Collection	
Responsibility for Data Collection	Project implementation Unit and planning directorate
Indicator Name	Number students benefiting from alternative learning program (ALP)
Definition/Description	Number of student benefiting from alternative learning program (ALP). The objective of this activity is to provide second chance opportunity for out-of-school children and it will be piloted in selected areas.
Frequency	Annual
Data Source	EMIS and regular data collection as part of the M&E of the Project activities
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate



Indicator Name	Number of female students benefiting from alternative learning program (ALP)
Definition/Description	Number of female students benefiting from alternative learning program (ALP). The objective of this activity is to provide second chance opportunity for out-of-school children and it will be piloted in selected areas.
Frequency	Annual
Data Source	EMIS and regular data collection as part of the Project M&E.
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate
Indicator Name	Number of students benefiting from remedial education.
Definition/Description	Number of children benefiting from remedial program. The objective of this activity is to reduce repetition and increase completion. An automatic promotion policy will be piloted in selected schools.
Frequency	Annual
Data Source	EMIS and regular data collection as part of M&E
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate



Indicator Name	Number of female students benefiting from remedial education
Definition/Description	Number of female students benefiting from remedial program. The objective of this activity is to reduce repetition and increase completion. An automatic promotion policy will be piloted in selected schools.
Frequency	Annual
Data Source	EMIS and regular data collection as part of the Project's M&E
Methodology for Data Collection	
Responsibility for Data Collection	Project coordinating unit and planning directorate
Indicator Name	Number of EGMA/EGRA assessments
Definition/Description	The Project aims to support assessment at early grade during the second and fourth year of the project timeline.
Frequency	Biannual
Data Source	Assessment
Methodology for Data Collection	
Responsibility for Data Collection	Planning directorate and PCU



Indicator Name	Assessment of indigenous population
Definition/Description	OP 4.10 on Indigenous Peoples was triggered based on data from the 2012 assessment and updating this data will help build the Ministry of Education’s capacity for targeting vulnerable groups within various interventions. To achieve this, a relevant question will be added to the next round of the commune surveys or to the planned 2020 household survey to capture data about indigenous population. The information will be analyzed and disseminated by the Planning Unit within the Ministry of Education to improve planning and decision-making.
Frequency	Once during the project timeline
Data Source	Commune or household survey support by the Poverty GP
Methodology for Data Collection	
Responsibility for Data Collection	Project Coordinating Unit (PCU) and planning directorate



ANNEX 1: DETAILED PROJECT DESCRIPTION

COUNTRY : Central African Republic

Central African Republic Emergency Basic Education Support Project

1. The proposed Emergency Basic Education Support Project will use an 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, judiciously. The project consists of four components, of which Component 1 and Subcomponent 2.2 are limited to specific geographic areas whereas Subcomponent 2.1 and Component 3 are of national reach. Component 4 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 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 components. The results chain of the project components is summarized in table 1.1 below.

Table 1.1. Results Chain of Project Components

Project Component	Project Activities	Intermediate Output	Output/Outcome
Component 1: Increasing access through infrastructure development	<ul style="list-style-type: none"> • Construction or rehabilitation of classrooms • Create girl-friendly school environment through provision of separate toilet and hygiene kits • Create conducive environment for social cohesion through provision of sport facilities 	<ul style="list-style-type: none"> • Increase child enrollment • Create conducive environment for learning and teaching 	<ul style="list-style-type: none"> • Increase literacy and numeracy skills of graduates • Improve gender parity • Enhance social and emotional skills
Component 2: Enhancing teaching effectiveness and support alternative education programs	<ul style="list-style-type: none"> • Harmonization of the training curricula • Teacher training based on the revised curricula • Provision of a national institution for training • Teacher support for effectiveness in teaching • Alternative education program 	<ul style="list-style-type: none"> • Increase the number of trained teachers • Number of out-of-school children enrolled • Reduce repetition rate 	<ul style="list-style-type: none"> • Improve student learning outcome • Increase youth literacy and numeracy skills • Increase education attainment of youth • Equity in services delivery
Component 3: Capacity building to strengthen services delivery	<ul style="list-style-type: none"> • Support for the Central Government on sector management • Support decentralization for effective service delivery • Support school grants for strengthen school-based management • Strengthen sector knowledge 	<ul style="list-style-type: none"> • Increase sector management skills • Strengthen decentralization management of the sector for resilient services delivery • Sector M&E reports 	<ul style="list-style-type: none"> • Improve social cohesion and resilience • Enable informed decision-making of sector policy reforms • Improve efficiency
Component 4: 'Zero' Contingency Emergency Response			



Component 1: Increasing access through school infrastructure development (US\$ 3.0 million or SDR 9.1 million equivalent)

2. Component 1 aims to increase access from primary to secondary education through extension and rehabilitation of classrooms, and the provision of other school-level infrastructure such as toilets, water, and sports and classroom goods. The prolonged periods of conflict and violence in Central African Republic have weakened the adequacy of school infrastructure. Many school facilities need rehabilitation because they were looted and destroyed. The existing classrooms are overcrowded and used both for double shifts and multigrades. For example, the average class size is 92 in primary public schools while it is even higher in public secondary schools and stands at 124; class sizes are extremely high at early grades of each cycle, with a class size of 300 in grade 1. The challenge remains apparent as the system needs additional 8,023 and 1,976 classrooms to service children at the public primary and secondary levels respectively. Besides, 32 percent of the current public primary schools are in bad condition and 31 percent of existing secondary classrooms need both minor and major renovation works. Moreover, there is a massive number of out-of-school children and significant disparities in access to education exist across different socioeconomic backgrounds. Addressing out-of-school issues at the primary level requires 3,600 additional classrooms. Similarly, given that the access rate is very low in secondary education, 4,742 additional classrooms would be required to increase Central African Republic's access rate to match the Sub-Saharan African average access rate level in this subsector. Therefore, to ease these enormous infrastructure challenges, Component 1 aims to support an enabling environment for teaching and learning for all, with an emphasis on geographic and economic disparities, gender, and other vulnerable groups, through an appropriate combination of classrooms extension and rehabilitation, including the provision of other school-level infrastructure interventions, that are responsive to the reality on the ground.

3. This component will improve school infrastructure and provide spaces that are conducive to a good teaching and learning environment with gender friendly infrastructure development. It will support (a) extension of 400 primary and 50 secondary classrooms; (b) rehabilitation of 400 primary and 200 lower secondary classrooms; (c) provision of equipment and furniture for extended and rehabilitated classrooms as needed, including tables and chairs for students as well as small sports/board game items (soccer balls, jumping cords, dominoes, chess, monopoly, and so on); and (d) provision of missing essential elements (such as gender-segregated latrines, hygiene kits and wells or other water supply) to attract and retain girls in schools where classroom extension or rehabilitation is conducted.

4. 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 secondary level. 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. The criteria used to select the geographic areas for infrastructure development cover the following 7 factors: (a) demographics factors, such as the population of school-age children; (b) poverty factors; (c) adequacy of school infrastructure, including classroom conditions, toilets, water supply, tables, and so on; (d) teachers factors such as STR, share of community teachers, and share of contract teachers; (e) student level factors including, gender parity, repetition rate, and so on; (f) availability of textbooks; (g) access rates including GERs and out-of-school rates. Table 1.2 presents summary statistics the indicators used to select the geographic areas.



Table 1.2. Summary Statistics of Indicators Used for Selection Criteria for School Infrastructure Development

	Indicators	Average Value	
		Primary	Secondary
Poverty	Share of bottom 40 population (poverty)(%)	40.0	40.0
Demographics	Share of official school age population (%)	5.9	5.9
	Share of enrollment (%)	5.9	5.9
Infrastructure	Class size	92.1	121.3
	Share of classroom in bad condition (%)	31.5	27.2
	Share of semi-hard classrooms (%)	24.6	22.3
	Student seats ratio	1.6	2.2
	Share of schools with toilet (%)	51.0	63.9
	Share of schools with separate toilets (%)	47.3	46.2
	Share of school with water (%)	22.9	33.0
	Share of temporary classrooms (%)	25.3	
Teachers	Student teacher ratio	101.6	58.6
	Share of community teachers (%)	60.6	
	Share of community teachers with less than BEPC (%)	42.7	
	Share of community teachers with less than BAC (%)	91.2	
	Share of all teachers with less than BAC (%)	55.6	
	Share of contract teachers (%)		68.4
	Share of administrative staff (%)		24.7
	Share of administrative non-contract staff (%)		53.1
Equity	Gender parity index (GPI)(%)	75.2	50.0
	Gap between top and bottom 40%-access rate	32.4	13.7
Textbook	student math textbook ratio	1.7	
	Student French textbook ratio	1.8	
Access	Gross Enrollment Ratio	89.6	29.2
	Net Enrollment Ratio (%)	55.3	
	Repetition rate (%)	16.3	27.5
	Out-of-school rate (%)	29.3	22.3
	Count of indicators	24	19

Source: Authors' estimates from 2016 ENMC and 2016–2017 EMIS

5. Based on these indicators, infrastructure development will cover eight prefectures plus Bangui in the seven regions at the primary level: Ombella-Mpoko in Region 1, Mambere-kadei in Region 2, Ouham and Ouham-Pende in Region 3, Ouaka in Region 4, Vakaga and Bamingui-bogoran in Region 5, Basse-kotto in Region 6, and Bangui in Region 7. Table 1.3 presents the selected prefectures at the primary level including an estimation of the number of additional classrooms needed is shown.

**Table 1.3. Classroom Needs at the Primary Level Assuming Single Shift (number is half when double shift is assumed)**

Region	Prefecture	Enrollment in primary schools	Enrollment in public schools	Number of out-of-school children	Number of current classrooms	Classrooms in need of renovation	Additional classrooms needed	Share of classrooms in need of renovation	Share of additional classrooms needed	Index at primary level (based on all indicators)
Region 1 Plateaux	LOBAYE	74,070	67,228	9,363	706	155	726	22%	103%	35.1
	Ombella-Mpoko	104,596	74,198	19,378	821	179	918	22%	112%	53.8
Region 2 Equateur	Mambere-Kadei	97,186	89,193	27,555	757	157	1,346	21%	178%	68.0
	Nana-Mambere	58,640	43,521	12,456	475	125	583	26%	123%	36.7
Region 3 Yade	Sangha-Mbaere	25,224	23,346	6,921	249	77	332	31%	134%	16.3
	Ouham	123,551	119,065	19,722	1,161	630	1,782	54%	153%	68.1
Region 4 Kagas	Ouham-Pende	111,591	99,486	30,101	962	388	1,586	40%	165%	72.6
	Kemo	38,866	37,580	6,140	323	84	490	26%	152%	17.2
Region 5 Fertit	Nana-Grebizi	35,414	33,826	5,372	281	159	531	57%	189%	19.0
	Ouaka	51,295	48,412	19,610	620	163	677	26%	109%	55.4
Region 6 Haut-Oubangui	Bamingui-Bang	25,163	23,276	2,240	284	126	267	44%	94%	7.6
	Haute-Kotto	21,317	19,140	4,012	182	70	274	38%	150%	13.8
Region 7	Vakaga	11,328	9,527	2,875	104	52	155	50%	149%	13.1
	Basse-Kotto	47,544	40,243	11,030	614	284	525	46%	85%	46.5
Region 7	Haut-Mbomou	7,948	4,487	2,233	79	43	76	54%	96%	8.1
	Bangui	156,507	100,437	31,550	1,392	211	1,019	15%	73%	100.0
CAR	Total/Average	1,028,839	866,284	215,986	9,432	3,017	11,623	32%	123%	38.6

Source: Authors' estimates from 2016 Commune Survey (ENMC) and 2016–2017 EMIS

6. At the secondary level, five prefectures plus Bangui in five regions were identified: Ombella-Mpoko in Region 1, Mambere-kadei in Region 2, Ouham and Ouham-Pende in Region 3, Ouaka in Region 4, and Bangui in Region 7. Table 1.4 presents the selected prefectures at the secondary level and an estimation of the number of additional classrooms needed is shown.

**Table 1.4. Classroom Needs at the Secondary Level Assuming Single Shift (number is half when double shift is assumed)**

Region	Prefecture	Total secondary enrollment	Share of enrollment in private schools	Expected increase in enrollment on an average expansion	Total current classroom	Classroom in need of renovation	Additional classroom needed	Share of classroom in need of renovation	Share of additional classrooms needed	Index at secondary level (based on all indicators)
Region 1 Plateaux	LOBAYE	4,816	13%	6,742	63	20	263	32%	418%	39.4
	OMBELLA-MPOKO	9,733	35%	13,626	60	31	729	52%	1215%	65.1
Region 2 Equateur	MAMBERE-KADEI	8,713	11%	12,198	48	6	598	13%	1245%	43.5
	NANA-MAMBERE	3,369	45%	4,717	30	-	184	0%	615%	23.9
	SANGHA-MBAERE	1,908	12%	2,671	19	10	132	53%	693%	13.0
Region 3 Yade	OUEHAM	4,553	22%	6,374	39	6	275	15%	705%	49.3
	OUEHAM-PENDE	6,860	7%	9,604	78	19	383	24%	490%	57.8
Region 4 Kagas	KEMO	3,026	18%	4,236	32	10	182	31%	570%	15.1
	NANA-GREBIZI	362	0%	507	11	-	(7)	0%	-60%	8.3
	OUEKA	4,573	4%	6,402	72	23	222	32%	308%	44.1
Region 5 Fertit	BAMINGUI-BANG	1,504	0%	2,106	15	-	77	0%	512%	6.3
	HAUTE-KOTTO	633	0%	886	15	6	23	40%	155%	9.0
	VAKAGA	895	0%	1,253	17	3	28	18%	168%	5.9
Region 6 Haut-Oubangui	BASSE-KOTTO	2,635	4%	3,689	31	-	119	0%	383%	36.0
	HAUT-MBOMOU	1,536	0%	2,150	13	5	103	38%	795%	7.2
	MBOMOU	4,880	24%	6,832	27	8	350	30%	1297%	19.9
Region 7 CAR	BANGUI	41,439	29%	58,015	246	109	3,057	44%	1242%	100.0
	Total/Average	101,435	24%	142,009	816	256	6,718	31%	823%	32.0

Source: Authors' estimates from 2016 ENMC and 2016–2017 EMIS

7. Generally, most of the indicators are directly relevant to the proposed intervention, however, some indicators were added to reflect equitable provision and others were added to take into consideration the limited fiscal space of the Government. For instance, the infrastructure development considers the availability of teachers to avoid putting a burden on the Government to provide additional teachers. This implies that infrastructure development will be carried out in selected areas where there is an adequate number of teachers available to effectively utilize the classrooms. Additionally, all selected prefectures are expected to benefit from the infrastructure development simultaneously, however, considering evolving security risks, this component will be carried out sequentially.

Component 2: Enhancing teaching effectiveness and support alternative education programs (US\$ 4.2 million or SDR 2.9 million equivalent)

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

8. Subcomponent 2.1 aims to cover a range of strategic interventions focusing on strengthening the teaching capacity of the stock of primary teachers in the system in a holistic approach. The challenges faced by teachers and the 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 that disturbed both teacher recruitment and training. Before the crisis, in-service training used to be delivered through 3 channels: (a) face-to-face training sessions, (b) educational activities, and (c) training provided by the school principals. However, the successive political crises have fragilized the teacher training system in Central African Republic, leading to high irregularity in preservice training and



little to zero in-service training. As a result, teachers have low qualification and do not have the skills to conduct classes that are conducive to students' learning. In addition, there is a massive presence of community teachers in the system who lack qualifications and work in precarious conditions (little and irregular salary payments, insufficient pedagogical support from school principals and academic inspectors). To address some of these daunting challenges, this subcomponent will provide support in three dimensions: (a) harmonization of preservice and in-service training, (b) teacher training based on the new harmonized model, including the establishment of an NTI, and (c) teacher pedagogical support.

9. The first dimension aims to harmonize preservice 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 GBV issues.

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

11. 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 a 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.

12. The project will finance (a) the training of 5,800 teachers including the associated training costs (transportation, meals, and accommodation), (b) the printing of training materials, and (c) the printing and distribution of teaching guides.

13. 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 an NTI. The NTI will have a multifunction 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 preservice 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.



14. 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 actors 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 increasing school performance.

15. The project will finance (a) the training of 1,500 school principals on the upgraded teacher training curricula and on leadership skills; (b) the training of 135 inspectors and pedagogical advisers to get acquainted with the upgraded teacher training curricula; (c) the support to the NPRI for better service delivery, through upgrading its technical skills using international technical assistance; and (d) the support to the RPCs for improved teaching effectiveness through enhancement of knowledge in pedagogy and the provision of pedagogical materials to improving in-service training quality.

16. Table 1.5 presents teacher needs at the primary level in Central African Republic. In addition to the 1,500 school principals and 135 pedagogical inspectors who will receive training, the project aims to train 5,800 teachers constituting 67 percent of the total number of current public teachers. This subcomponent is national in scope, however the selection of teachers, directors, and inspectors by prefecture will be determined based on the assessment of teacher needs to enable prefectures with relatively more needs to train first.

Table 1.5. Teacher Needs at the Primary Level

Region	Prefecture	Number of public schools	Share of schools with no public teachers	Total public teachers	Share of community teachers	Share of community teachers with less than BEPC	Additional number of teachers needed	Share of additional teachers needed
Region 1 Plateaux	LOBAYE	174	45%	684	62%	42%	848	124%
	OMBELLA-MPOKO	188	19%	757	40%	41%	1,115	147%
Region 2 Equateur	MAMBERE-KADEI	238	62%	707	75%	47%	1,628	230%
	NANA-MAMBERE SANGHA-MBAERE	122 72	48% 42%	409 288	53% 59%	47% 27%	711 317	174% 110%
Region 3 Yade	OUHAM	344	57%	1191	77%	59%	1,585	133%
	OUHAM-PENDE	296	69%	909	82%	42%	1,683	185%
Region 4 Kagas	KEMO	91	25%	443	53%	40%	431	97%
	NANA-GREBIZI	75	28%	351	62%	35%	433	123%
	OUAKA	166	54%	501	74%	58%	859	172%
Region 5 Fertit	BAMINGUI-BANG	91	44%	267	57%	45%	243	91%
	HAUTE-KOTTO	64	72%	149	79%	53%	314	211%
	VAKAGA	38	79%	89	91%	42%	159	179%
Region 6 Haut-Oubangui	BASSE-KOTTO	167	69%	452	82%	51%	573	127%
	HAUT-MBOMOU	24	67%	84	87%	22%	50	60%
	MBOMOU	116	51%	398	68%	60%	377	95%
Region 7	BANGUI	81	2%	963	14%	19%	1,677	174%
CAR	Total/Average	2347	51%	8642	62%	43%	13,003	150%

Source: Authors’ estimates from 2016 ENMC and 2016–2017 EMIS



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

17. Subcomponent 2.2 will support alternative education by providing (a) accelerated learning program (ALP) for children ages 12–15 who are out-of-school and overage and (b) remedial education programs for in-school children. Thousands of children in Central African Republic lost several years of education and are overage, and high repetition rates increase overcrowding and diminish the efficiency of student flows. About 215,000 children of primary school age and 174,000 youths of lower secondary age are out-of-school. The majority of these out-of-school children have never been to school. The incidence of being out-of-school tends to be higher among children from economically disadvantaged households and rural areas and girls. Moreover, the successive periods of conflict and violence have adversely deteriorated the education attainment of these groups, which is equivalent to a loss of 2–4 years of schools. Considering these issues, it will be very important to design a ‘special’ education system that could minimize the lifelong effects of loss education, both direct effects (on the individual’s own life) and indirect effects (on offspring’s life and channeling the intergenerational poverty trap). Furthermore, children who are in school have limited learning opportunities as many supply-side factors do not create a conducive environment for teaching and learning. Extremely high classes, high STR, and limited school-level support contribute to high and persistent repetition rates. For example, the average repetition rate at the primary level is high and stands at 16 percent. This not only affects the current resource allocation to the education system, but it also deteriorates the learning opportunities of a child and his/her chances of achieving skills required for the labor market and other post-education developmental benefits.

18. The ALP aims to provide a three-year tailored learning program for children ages 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, condensed curricula, instructional materials, and teacher’s manuals tailored to the ALP, recruitment and training of teachers to deliver the program, and 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. These prefectures are: Manbere-kadei, Ouham-pende, Ouaka, and Bangui. The ALP is expected to benefit 5,000 children (ages 12–15).

19. Table 1.6 presents the selection criteria and key core indicators used to identify beneficiaries by geographic area. Prefectures which registered the highest incidence of out-of-school were identified.



Table 1.6. Summary Statistics of Selection for Accelerated Learning Program (ALP)

Region	Prefecture	Actual number of out-of-school children of secondary school age (age 12-18)	Out-of-school rate secondary	Actual number of out-of-school children of primary school age (age 6-11)	Out-of-school rate primary
Region 1 Plateaux	LOBAYE	7,886	17%	9,363	20%
	OMBELLA-MPOKO	13,447	19%	19,378	30%
Region 2 Equateur	MAMBERE-KADEI	21,482	31%	27,555	39%
	NANA-MAMBERE	7,722	17%	12,456	27%
	SANGHA-MBAERE	5,812	30%	6,921	35%
Region 3 Yade	OUHAM	10,702	15%	19,722	27%
	OUHAM-PENDE	28,002	33%	30,101	34%
Region 4 Kagas	KEMO	4,368	20%	6,140	28%
	NANA-GREBIZI	3,095	13%	5,372	24%
	OUIKA	19,892	37%	19,610	38%
Region 5 Fertit	BAMINGUI-BANG	688	8%	2,240	25%
	HAUTE-KOTTO	2,514	16%	4,012	29%
	VAKAGA	4,003	36%	2,875	26%
Region 6 Haut-Oubangui	BASSE-KOTTO	9,231	19%	11,030	24%
	HAUT-MBOMOU	3,568	36%	2,233	24%
	MBOMOU	2,159	7%	5,428	19%
Region 7	BANGUI	30,168	20%	31,550	29%
CAR	Total/Average	174,738	22%	215,986	29%

Source: Authors' estimates from 2016 ENMC and 2016–2017 EMIS

20. The remedial education program targets children who are in school to reduce repetition and dropout rates thereby increasing retention and completion of primary education. It targets currently enrolled children at primary education level and provides regular monitoring of children who are at risk of dropping out or lagging. The remedial guideline will be produced based on an automatic promotion policy and will provide additional support to selected schools and students throughout the year. This approach seeks to improve the current government remedial system which only targets student who are within a certain range below the pass rate. The remedial program will offer targeted support for selected students either during regular school sessions or summer sessions to 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 subcomponent also includes supporting teachers who will provide such remedial services and providing technical support to the Government to improve the effectiveness of the 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 because these schools have the lowest level of internal efficiency/higher incidence of repetition or dropout rates.

Component 3: Capacity building to strengthen service delivery (US\$7.8 million or SDR 5.4 million equivalent)

21. The successive crises have severely weakened the service delivery system. As a result, the sector has been operating with limited coordination between the different levels of service delivery units and with very limited support from the national to the subnational levels. Additionally, MEPSTA has limited



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

Subcomponent 3.1: Capacity building of key units of services delivery (US\$3.2 million)

22. This subcomponent aims to strengthen sector capacity on planning and budgeting, recruitment, deployment, management, M&E, and build resilience of MEPSTA from the central level to the school level. Key activities include the following:

- (a) **Capacity building of the 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; (iii) strategic planning of school infrastructure needs including assessment strategies of the existing infrastructure, projection of short- to medium-term needs and development of maintenance strategies to effectively use the facilities; and (iv) decentralization for better school management and M&E through the provision of technical assistance and materials for M&E and training of relevant staff of the 8 academic inspections. The project also finances an internship program to support the relevant units of the Government in project implementation

- (b) **Support school grants for strengthening school based management, supporting ECD and teaching support.** The main objectives of school grants are threefold: (i) strengthen school-based management through empowerment of communities, to develop social cohesion and resilience to conflict and violence as well as social norms for inclusive education and to mitigate GBV at the community level; (ii) support deployment or retention of trained teachers at the school level where teacher deficit is high or where it is difficult to retain teachers; and (iii) support the piloting of community-based ECD centers. A lump-sum grant will be provided per school with a list of 'what to do' to achieve the above three objectives. In particular, the school grants will finance (i) the establishment of an SBMC including preparation of SBMC manuals, training, community campaign and other activities to be determined at the school level by the communities and added to the 'what to do' list; (ii) the payment of salary of additional teachers hired by the community, salary top-up to retain teachers in their posted community and salary top-up of teachers engaged in remedial teaching; and (iii) the establishment of ECD centers including salary payment of ECD facilitators, provision of educational materials and games, and assistance for identifying and maintaining the ECD centers.

- (c) **Strengthen sector knowledge.** The project finances key activities to strengthen sector knowledge including (i) supporting the process of the EMIS for timely and quality production of annual school statistics and development of school report cards to increase the communication awareness of communities to encourage stronger social accountability; (ii)



carrying out EGRA/EGMA assessments to evaluate the learning levels of children; and (iii) conducting a sample-based assessment of the indigenous population to inform the policy dialogue on inclusiveness. 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 component 2 and test whether the teaching practice has changed and linked to learning improvement.

Subcomponent 3.2: Strengthen project implementation (US\$1.3 million)

23. This subcomponent supports project management activities, including the recruitment of staff for project implementation arrangements, consultancy services, financial and technical audits, the acquisition of equipment, seminars and training, as well as operating costs to supervise the project activities including third-party monitoring. The project also aims to support preparation of key documents needed for project implementation including development of safeguards frameworks, operational manuals, and other documents needed to comply with safeguards and environmental requirements of the IPF policy.

Subcomponent 3.3: Contingencies (US\$3.3 million)

24. This subcomponent aims to give the flexibility in the use of the fund given the country situation. This will be used to channel project funds to activities under the three components described above. Part of the resources that has been allocated to other project activities under component 1 to 3 can also be reallocated within the components in case these activities cannot be executed as programmed because of adverse situations.

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

25. This component aims to provide an immediate response in the event of an eligible crisis or emergency or cross-sectoral interventions given the country context. The reassignment of the project fund to this component including the amount will be determined at the time of eligible crisis or appearance or cross-sectoral interventions.



ANNEX 2: IMPLEMENTATION ARRANGEMENTS

COUNTRY : Central African Republic Central African Republic Emergency Basic Education Support Project

Project Institutional and Implementation Arrangements

1. Institutional and implementation arrangements envisaged for the project are aligned with the strategic approach taken by the World Bank for its portfolio in Central African Republic to minimize implementing and fiduciary risks while progressively building the government capacity.
2. MEPSTA will establish a Project Steering Committee (PSC) by inter-ministerial order for strategic oversight of the project in line with the Central African Republic National Recovery and Peace Building Plan. The PSC will be chaired by MEPSTA and composed of the Ministry of Economy, Planning, and Cooperation; Ministry of Budget and Finance; MHE; and MSRTI. The PSC will meet twice a year to validate technical decisions and ensure successful implementation of project activities as well as validate the project's annual work plan and budget (APWB) for the upcoming year. The PSC meetings will be attended by all concerned directorates of MEPSTA as well as the Project Coordinating Unit (PCU) who will act as the secretariat for the PSC. The representatives from other civic society or other stakeholders will be invited to attend the PSC meetings. Decisions taken by the PSC are immediately executable by the PCU.
3. MEPSTA will have the responsibility for the 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 include Directorate of Equipment and School Construction, the Directorate of Basic and Secondary Education and Partnerships (DBSEP), the Directorate of Statistics, Planning and School Mapping, the Directorate of Human Resources, and the NPRI. Decentralized implementation will be also supported by the academic inspections. External service providers (consultants, nongovernmental organizations [NGOs], intermediate service providers, UN agencies, and DPs) will be sought to accompany the directorates in the implementation of activities for which the needed expertise is lacking within MEPSTA.
4. The PCU will be established under the direction of the Directorate of Basic and Secondary Education, and Partnerships. The PCU will oversee the overall coordination of the project implementation activities and day-to-day monitoring of project implementation ensuring coherence of actions between the components. The PCU will be strengthened with four contractual employees financed by the project, with experience in project management, M&E, environment and social safeguards, and communications. The PCU will work closely with all MEPSTA directorates that are executing project activities as well as with a Fiduciary Agent⁷; and act as the main interlocutor with the World Bank. In addition, it will assist the World Bank in organizing implementation support missions and will produce project progress reports to be used by the missions.

⁷ Fiduciary Agent mean an agent acceptable to the Association, to be contracted by the Recipient to carry out fiduciary functions under the Project.



5. A Fiduciary Agent will be contracted by MEPSTA and shall be responsible for overall financial management and the procurement activities on behalf of the MEPSTA.

Financial Management

6. An FM assessment of the implementing unit designated to manage this project, was carried out in March 2018. The objective of the assessment was to determine whether MEPSTA has acceptable FM arrangements in place to ensure that the project funds will be used only for intended purposes, with due attention to considerations of economy and efficiency. The assessment shows a lack of capacity and experience to take direct fiduciary responsibility for the management of the project. In line with the fiduciary arrangements in Central African Republic, a ‘Fiduciary Agent’ will have overall FM responsibilities during project implementation, and will be strengthened by hiring adequate experts, including a senior accountant and an internal auditor. The assessment complied with the World Bank policy on IPF operations effective August 18, 2017.

7. Arrangements are acceptable if they are capable of accurately recording all transactions and balances, supporting the preparation of regular and reliable financial statements, safeguarding the project’s assets, and are subject to auditing arrangements acceptable to the World Bank. These arrangements should be in place when project implementation starts and be maintained as such during project implementation. The assessment concluded that the FM of the implementing unit (a Fiduciary Agent) satisfies the World Bank’s minimum requirements and therefore is adequate to provide, with reasonable assurance, accurate and timely FM information on the status of the project required by the World Bank.

8. The overall FM risk rating is assessed as High and mitigation measures proposed (see FM Action Plan) will strengthen the internal control environment and maintain the continuous timeliness and reliability of information produced by the PCU and an adequate segregation of duties.

Table 2.1. FM Action Plan

Action	Responsible Party	Deadline and Conditionality
1. Elaborate the project operation manual including fiduciary procedures considering new project activities and components.	Fiduciary Agent	Before effectiveness date
2. Recruit a senior accountant with qualifications and experience satisfactory to the World Bank		
3. Customize accounting software		
4. Recruit internal auditor with qualifications and experience satisfactory to the World Bank		
5. Recruit an external auditor		Six months after effectiveness



Table 2.2. Risk Assessment and Mitigation

Risk	Risk Rating	Risk Mitigating Measures Incorporated into Project Design	Conditions for Effectiveness (Y/N)	Residual Risk
Inherent Risk				
Country level: As a post-conflict country, Central African Republic is a high-risk country from the fiduciary perspective. Various PFM weaknesses at all ministry levels in terms of governance and public funds management are noted.	H	The Government is committed to a reform program that includes the strengthening of the PFM through World Bank support (P161730 Public Expenditure and Investment Management Reform Project and P149884 Emergency Public Services Response Project). Use of IDA FM procedures is required for this project.	N	H
Project level: Project resources may not be used for the intended purposes and weak coordination among all stakeholders.	S	A 'Fiduciary Agent' team will be strengthened by additional staff. Training on fiduciary procedures will continue to be conducted for all FM staff throughout the life of the project. Clear terms of reference (TORs) for each responsibility will be agreed between the parties involved to ensure clear understanding and time frames for reporting.	N	S
Control Risk				
Budgeting: The AWPB will be prepared by the PCU and approved by the SC. Inadequate capacity at the implementing entity to prepare and submit accurate work program and budget as well as ineffective budgetary execution and control.	S	The project Financial Procedures Manual will define the arrangements for budgeting, budgetary control, and the requirements for budgeting revisions. Annual detailed disbursement forecasts and budget required. An interim financial report (IFR) will provide information on budgetary control and analysis of variances between actual and budgeted values.	N	M
Accounting: This project will use the accounting software acceptable to the World Bank.	S	The project will adopt the <i>Organisation pour l'harmonisation en Afrique du droit des affaires</i> (OHADA) accounting system. Accounting procedures will be documented in the Manual of Procedures. The FM functions will be carried out by qualified financial officer recruited; the existing software will be customized to consider the need for	N	S



Risk	Risk Rating	Risk Mitigating Measures Incorporated into Project Design	Conditions for Effectiveness (Y/N)	Residual Risk
		this new project. Staff will be trained on the use of the accounting software.		
Internal control: This will require additional work for the internal auditor; insufficient safeguards and controls may result in misuse of funds and affect the implementation of the project.	S	Elaboration of an FM Procedures Manual and training on the use of the manual by the financial expert. The internal auditor will be recruited under global arrangement in Central African Republic. The scope of work and control process is defined through the Central African Republic generic manual.	N	S
Funds flow: One Designated Account will be opened in a reliable bank; all project activities will be financed through this bank account. Risk of misused funds; and delays in replenishment of the designated account.	S	The following are the mitigating measures: (a) Payment requests will be approved by the financial officer before disbursement of funds. (b) The TORs of the external auditors will include physical verification of goods and services acquired. (c) Frequent in-depth reviews will be conducted to ensure that funds are being used for intended purposes.	N	S
Financial reporting: A Fiduciary Agent will provide a quarterly IFR (45 days after the end of each quarter; annual financial report (within six months after the year-end) to the World Bank to monitor the utilization of funds for the project. The risk will be to have inaccurate IFRs and delay in submission of the IFR to the World Bank.	S	(a) A computerized accounting system will be used. (b) IFR and financial statements formats were agreed during negotiations. The PCU through a Fiduciary Agent will oversee overall reporting. The consolidated IFRs will be submitted to the World Bank no later than 45 days after the end of the quarter.	N	M
Auditing: The risks are the following: (a) Delay in submission of audit report or qualified opinion and delays in the implementation of audit reports recommendations.	S	(a) The project will recruit acceptable external auditors (independent auditors) and the TORs will include physical verification and specific report on finding of physical controls of goods, and services acquired or delivered. (b) Annual audits will be carried out during the project implementation period in accordance with Identification System Analysis.	N	S



Risk	Risk Rating	Risk Mitigating Measures Incorporated into Project Design	Conditions for Effectiveness (Y/N)	Residual Risk
Governance and accountability: Possibility of circumventing the internal control system with colluding practices such as bribes, abuse of administrative positions, misprocurement, and so on, is a critical issue.	S	(a) The TOR of the external auditor will comprise a specific chapter on corruption auditing. (b) FM Procedures Manual incorporated in POM and approved before effectiveness. (c) Quarterly IFR including budget execution and monitoring. (d) Measures to improve transparency such as providing information on the project status to the public, and to encourage participation of civil society and other stakeholders is built into the project design.	N	S
OVERALL FM RISK	S			S

9. **Internal control system.** The internal control system will comprise the project SC to oversee the project activities, an FM Procedures Manual to define control activities. The composition, mandate, and frequency of meetings of the SC will be strengthened to ensure an adequate oversight of the project. To maintain a good standard of internal control system in the project, given the country’s high-risk rating, an internal auditor will be recruited to strengthen the internal control system. The modality of this system will be defined in the Project Operations Manual (POM).

10. **Planning and budgeting.** A Fiduciary Agent will prepare a detailed APWB, which should be approved by the project SC. The PCU will submit the approved APWB to the World Bank, for no-objection, before the end of previous calendar year.

11. **Accounting.** The OHADA, assigned accounting system in West and Central African Francophone countries, will be applicable. The PCU will customize the existing accounting software to meet project requirements. A ‘Fiduciary Agent’ should acquire the latest version of this accounting software.

12. **Interim financial reporting.** The interim unaudited IFRs are prepared every quarter and submitted to the World Bank regularly (for example, 45 days after the end of each quarter) on time. The frequency of IFR preparation as well as its format and content will remain unchanged.

13. **Annual financial reporting.** A Fiduciary Agent will produce project annual financial statements, which will comply with SYSCOHADA and World Bank requirements. Financial statements may comprise the following:

- Project presentation and project developments and progress during the year, to provide context to (or other explanations of) financial information reported
- Statement of Sources and Uses of Funds that recognizes all cash receipts, cash payments, and cash balances



- A Statement of Commitments
- Accounting policies adopted and explanatory notes
- A management assertion that project funds have been expended for the intended purposes as specified in the relevant financing agreements

14. **Auditing.** A Fiduciary Agent will submit audited project financial statements satisfactory to the World Bank every year within six months after closure of the borrower fiscal year. A single opinion on the audited project financial statements in compliance with the International Federation of Accountants will be required. In addition, a Management Letter will be required. The Management Letter will contain auditor observations and comments and recommendations for improvements in accounting records, systems, controls, and compliance with financial covenants in the Financial Agreement. A Fiduciary Agent will recruit a technically competent and independent auditor by six months after the project effective date.

Table 2.3. Audit Report Requirements

Report	Deadline	Responsible
Audited financial statements including audit report and management letter	6 months after the end of the year	A Fiduciary Agent

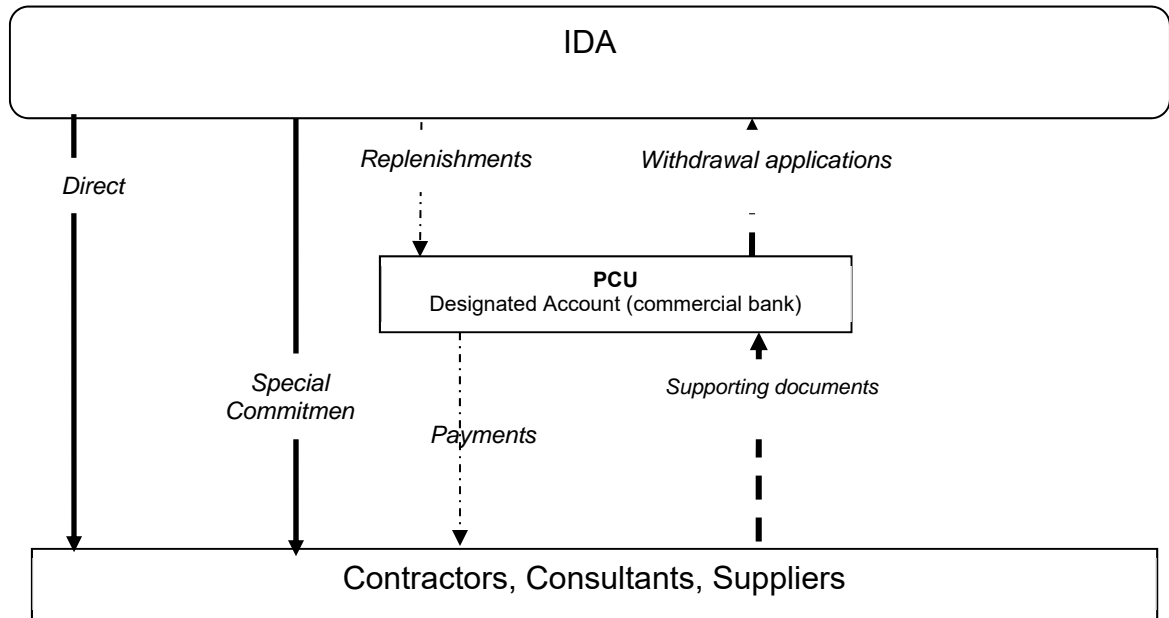
15. The project will comply with the World Bank disclosure policy of audit reports and place the information provided on the official website within one month of the report being accepted as final by the team.

Disbursements

16. **Disbursement.** Upon Grant effectiveness, transaction-based disbursements will be used. The project will finance 100 percent of eligible expenditures. A new Designated Account will be opened in a commercial bank under terms and conditions acceptable to IDA. An initial advance up to the ceiling of the Designated Account will be made, and subsequent disbursements will be made against submission of Statements of Expenditures reporting on the use of the initial/previous advance. The option to disburse against submission of quarterly unaudited IFRs (also known as the report-based disbursements) could be considered, as soon as the project meets the criteria. The other methods of disbursing the funds (reimbursement, direct payment, and special commitment) will also be available to the project. The minimum value of applications for these methods is 20 percent of the Designated Account ceiling. The project will sign and submit Withdrawal Applications electronically using the e-Signatures module accessible from the World Bank’s Client Connection website.



Figure 2.1. Funds Flow Chart



17. **Use of UN agencies.** The funds transferred to any UN agency will be managed by the agency following UN Financial Regulations and Rules. As a result, reliance will be placed on the UN agency's external auditor's reports as necessary. The request for elimination of audit requirements will be reviewed case-by-case basis. To mitigate any risks of inappropriate use of the project funds, some alternative mechanisms should be established, including the following:

- (a) At least one field-based visit being conducted during the first 12 months of the project implementation period. The supervision intensity will be adjusted over time considering the project's FM performance and FM risk level.
- (b) The Government having the entire responsibility of ensuring that works, goods, and services are delivered effectively to the intended beneficiaries during project implementation. However, where deemed appropriate (for example, UN agency systems and IFRs have showed some weaknesses or deficiencies), the World Bank team may request the Government to establish adequate arrangements to conduct some physical inspections of goods and services delivered by the UN agency.
- (c) The World Bank FM team will have adequate access to the financial information, documents, and records for activities implemented by the UN agency on behalf of the Government.

18. Based on the outcome of the FM risk assessment, the following Implementation Support Plan (ISP) is proposed. The objective of the ISP is to ensure the project maintains a satisfactory FM system throughout its life.



Table 2.4. FM Implementation Support Plan

FM Activity	Frequency
Desk reviews	
Interim financial reports review	Quarterly
Audit report review of the program	Annually
Review of other relevant information such as interim internal control systems reports	Continuous as they become available
On-site visits	
Review of overall operation of the FM system (Implementation Support Mission)	At least twice in the year
Monitoring of actions taken on issues highlighted in audit reports, auditors' Management Letters, internal audits, and other reports	As needed
Transaction reviews	As needed
Capacity-building support	
FM training sessions	During implementation and as and when needed

Table 2.5. Withdrawal of the Proceeds of the Financing

Category	Amount of the Credit Allocated (expressed in US\$, million)	Percentage of Expenditures to be Financed (inclusive of Taxes)
(1) Goods, works, non-consulting services, and consulting services for the project	19.7	100% for works; 100% for non-consulting services and 100% for consulting services
(2) School Grants under Part 3.1 of the project	2.0	
(2) Unallocated under Part 3.3 of the project	3.3	
TOTAL AMOUNT	25.0	

Procurement

19. **Applicable procurement rules and procedures.** Procurement for the proposed project will be carried out in accordance with the World Bank Procurement Regulations for IPF Borrowers (Borrowers Regulations), dated on July 2016 and revised on November 2017, the World Bank's Anti-Corruption Guidelines: Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants (revised as of July 1, 2016), and the provisions stipulated in the Financing Agreement.

20. All goods and non-consulting services will be procured in accordance with the requirements set forth or referred to in the Section VI. Approved Selection Methods: Goods, Works and Non-Consulting Services of the 'Procurement Regulations,' and the consulting services will be procured in accordance with the requirements set forth or referred to in the Section VII. Approved Selection Methods: Consulting Services of the 'Procurement Regulations,' the Project Procurement Strategy for Development (PPSD), and Procurement Plan approved by the World Bank. The Procurement Plan, including its updates, has been included for each contract (a) a brief description of the activities/contracts, (b) the selection methods to be applied, (c) the cost estimates, (d) time schedules, (e) the World Bank's review



requirements, and (f) any other relevant procurement information. The Procurement Plan covering the first 18 months of the project implementation was prepared and cleared by The World Bank's on May 1, 2018. Any updates of the Procurement Plan shall be submitted for the World Bank's approval.

21. The recipient shall use the World Bank's online procurement planning and tracking tools to prepare, clear, and update its Procurement Plans and conduct all procurement transactions.

22. **Procurement capacity assessment.** A procurement assessment of MEPSTA was carried out in March and April 2018 to evaluate the adequacy of procurement arrangements under the proposed project. The information assessed requires a 'Fiduciary Agent' having a well-established national agency with many years of experience in the delivery of procurement services or managing various large operations funded by multilaterals donors through both delegated project management agreements and/or Fiduciary Agent contracts.

23. **Procurement implementation arrangements.** A 'Fiduciary Agent' will be responsible for the procurement activities on behalf of MEPSTA. For the day-to-day procurement services, it is expected that a 'Fiduciary Agent' posts at least one dedicated procurement expert with sufficient qualifications and working experience to provide solutions where obstacles and difficulties are encountered in all aspects of procurement. During the implementation, 'Fiduciary Agent' teams will work jointly with the Technical Unit, which shall be reinforced with relevant specialists from a 'Fiduciary Agent' pool and/or short-term experts appointed to support the ministry in the drafting of TORs and technical specifications of specialized goods such as text books; teaching materials, IT equipment specifications, and software among other tasks. While the procurement regulation and tools are new, the World Bank will also provide a 'Fiduciary Agent' and MEPSTA with intensive training for ensuring procurement and/or activity packages that have been efficiently delivered in the attainment of the PPSD.

24. **Procurement risks analysis.** Procurement main risks are inherent to the following: (a) high-risk and inefficient control environment; (b) Central African Republic's ability to manage public resources undermined by a volatile and sensitive environment, instability, and outdated practices; (c) delays in implementation due to the overall context conditions in Central African Republic; and (d) delays in implementation from the contractor's side and time/cost overruns. Based on the overall assessment of the implementing agency and the information available on the procurement environment in Central African Republic, the overall procurement risk is judged to be High.

25. **Procurement risk mitigation measures.** The following mitigation measures have been proposed: (a) at the fiduciary level, a 'Fiduciary Agent' will be responsible to ensure proper quality of procurement and contract management jointly with MEPSTA, (b) the technical team of the Ministry of Education is well structured but its capacity will need to be reinforced with qualified experts for proper contract execution supervision and administration and a 'Fiduciary Agent' shall be required and provisions made for technical assistance as necessary to support the Ministry, and (c) a 'Fiduciary Agent' shall develop an appropriate action plan concerning the MEPSTA's institutional strengthening and capacity building.

26. **National procurement arrangements.** In accordance with paragraph 5.3 of the Procurement Regulations, when approaching the national market (as specified in the Procurement Plan tables in Systematic Tracking and Exchanges in Procurement [STEP]), the country's own procurement procedures may be used. When the beneficiary uses its own national open competitive procurement arrangements



as set forth in the Public Procurement Code, such arrangements shall be subject to paragraph 5.4 of the Procurement Regulations and the following conditions : (a) the procurement is open to eligible firms from any country; (b) the request for bids/request for proposals document shall require that bidders/proposers submitting bids/proposals present a signed acceptance at the time of bidding, to be incorporated in any resulting contracts, confirming application of, and compliance with, the World Bank's Anti-Corruption Guidelines, including without limitation the World Bank's right to sanction and its inspection and audit rights; and (c) maintenance of records of the procurement process. When other national procurement arrangements other than national open competitive procurement arrangements are applied by the beneficiary, such arrangements shall be subject to paragraph 5.5 of the Procurement Regulations.

27. **Procurement methods.** The various procurement methods to be used for activities financed by the proposed Grant will be set in the Procurement Plan.

28. **Procurement of works.** Procurement of works will include the rehabilitation and/or construction of schools and rehabilitation of water sources, wells, and boreholes.

29. **Procurement of goods and non-consulting services.** Procurement of goods will include computer equipment and vehicles.

30. **Procurement of consulting services (firms and individuals).** Procurement of consulting services will be carried out in accordance with the World Bank Procurement Regulation for Investment Project Financing Borrowers. Consulting services also include the services of training and the recruitment of NGOs, universities, UN agencies, consultants (firms), and individual PCU staff.

31. **Frequency of procurement supervision.** In addition to the prior review to be carried out by the World Bank, supervision missions will be undertaken at least once per year. One in five procurement packages not subject to World Bank prior review will be examined ex post on an annual basis.

32. **Procurement Plan.** The draft Procurement Plan for the first 18 months will be prepared and finalized on May 1, 2018. The Procurement Plan will be updated by a Fiduciary on an annual or as-needed basis to reflect actual project implementation need. Updating of the Procurement Plan will be submitted to the World Bank's no-objection and the PPSD will be updated accordingly

33. **Procurement Planning and Tracking Tool.** In accordance with paragraph 5.9 of the 'World Bank Procurement Regulations for IPF Borrowers' (dated on July 2016 revised on November 2017) ('Procurement Regulations') the World Bank's STEP system will be used to prepare, clear, and update Procurement Plans and conduct all procurement transactions for the Project.

34. **POM.** The POM will define the project's internal organization and its implementation procedures, and will include, among other things: (a) the procedures for calling for bids, selecting consultants, and awarding contracts; (b) the procedures for community-based procurement and sample contracts; (c) the internal organization for supervision and control, including operational guidelines defining the role of the executing agency and reporting requirements; and (d) disbursement procedures.

35. **PPSD summary.** A short form of the PPSD has been prepared during the appraisal mission to ensure the procurement activities are packaged and prepared in such a way as to minimize the risk.



36. **Procurement Prior review thresholds.** Procurement methods and World Bank review requirements for the procurement are summarized in tables 2.6 and 2.7.

Table 2.6. Procurement Prior Review Thresholds (US\$, millions)

Type of Procurement	High Risk	Substantial Risk	Moderate Risk	Low Risk
Works (including turnkey, supply, and installation of plant and equipment, and PPP)	5.0	10.0	15.0	20.0
Goods, information technology, and non-consulting services	1.5	2.0	4.0	6.0
Consultants: Firms	0.5	1.0	2.0	4.0
Consultants: Individual	0.2	0.3	0.4	0.5

Table 2.7. Thresholds for Procurement Approaches and Methods (US\$, thousands)

Works			Goods, IT, and Non-Consulting Services			Shortlist of National Consultants	
Open International	Open National	RFQ	Open International	Open National	RFQ	Consulting services	Engineering and construction supervision
≥5,000	<5,000	≤200	≥500	<500	≤100	<100	≤100

Environmental and Social (including safeguards)

37. The Central African Republic Emergency Basic Education Support Project is designated Category B according to the World 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. In consideration to the extension and the rehabilitation of classrooms, and the provision of other school level infrastructure such as toilets, water, and sports and classrooms goods likely to be supported under Component 1, the project has triggered the following environmental safeguard policies of the project: OP 4.01 Environmental Assessment and OP 4.11 Physical Cultural Resources.

38. **OP 4.01 Environmental Assessment.** Because the exact nature and location of the infrastructure (classrooms/schools) to be selected is still to be determined, an 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 ESIA for subprojects. The ESMF will also provide guidance about how to address health and safety issues along the project implementation, and will assess MEPSTA’s capacity for addressing environmental and social issues and guide on how to strengthen its capacity. The ESMF will be consulted upon and disclosed in the country and in the World Bank’s external website based on the SAP (annex 4)

39. **OP 4.11 (Physical Cultural Resources).** 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 ESMF and ESIA, and ‘chance finds’ procedures should be part of every civil works contract, even where risks are deemed low.



40. The socioeconomic 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 the long term translate to stronger human capital to contribute to the social and economic development of Central African Republic. Social benefits are expansive as the project aims to improve access to and quality of basic education, as well as strengthen capacity that has been severed by ongoing conflict. It integrates early childhood education (from preschool age and ECD) to foster quality of education at primary level and onward, and addresses teacher, director, inspector, and pedagogical advisers' effectiveness as the main determinant of education quality. Additionally, IP will have enhanced opportunities to participate in quality education. Poverty, access rates, adequacy of infrastructure, student levels, and equity concerns informed the selection of the schools that will be targeted. The social safeguards impacts identified are not expected to have long-term or cumulative effects.

41. The following social safeguards policies are triggered by the project:

- **OP 4.10 on Indigenous Peoples** is triggered as the preliminary assessment confirms there is the presence of indigenous communities who meet the requirements of OP 4.10 in some of the prefectures (namely Ombella Mpoko and Mambere Kadei) targeted by the project. The project will comply with the requirements of OP 4.10 by ensuring that implementation arrangements at the field level embed its basic principles of a free, prior, and informed consultation leading to broad community support for the proposed project by the IPs. An IPPF will be prepared and disclosed by December 31, 2018. The IPPF will provide a framework for the preparation of an IPP should IPs be present in the areas of implementation.
- **OP 4.12 on Involuntary Resettlement** is triggered as the project may require land acquisition for the construction of a teacher training center on the outskirts of the city of Bangui or other geographical location will be determined considering the location of the current teacher training center and other sustainability factors. While land is still in abundance in Central African Republic, sections of available land that are accessible have shrunk due to conflict and insecurity. An RPF will be prepared and disclosed by December 31, 2018. The RPF will provide a framework for the preparation of site-specific RAPs to be prepared in the context of the teaching center, in accordance with OP 4.12. It is important to note however, that the planned infrastructure activities related to classrooms constructions and extensions will be limited to enclosed and school owned property (by the schools), and therefore these activities would not require land acquisition; this will be a requirement for the school extension activities.

42. The project will recruit an environmental and social safeguards specialist to oversee preparation and adequate implementation of the safeguards instruments throughout the project's life, by December 31, 2018. The safeguards specialist will benefit from capacity building by the World Bank experts (on GBV issues, GRM, and safeguards), as well as lessons learned from other World Bank-financed projects in Central African Republic (such as Londo, EFA-FTI, EQRA, and other sectoral projects).



43. A project-level GRM will be prepared as part of the safeguards instruments. The GRM procedure will be disseminated in affected communities to create awareness and enable project-affected people to file complaints.

44. Finally, no activities with environmental and social impacts will be implemented until the safeguards instruments have been finalized and disclosed as per the dates set forth in the SAP (annex 4).

Monitoring and Evaluation

45. The M&E mainly uses the EMIS which will be supplemented with project specific data collection. The ongoing annual household survey, ENMC, will also be used for some dimensions of the project results M&E. The EMIS is currently supported by other DPs and the M&E framework will be built within the framework of EMIS data collection and process. Additional project specific data collection tools will be developed for M&E for some PDO and intermediate indicators. The Results Framework section provides detailed presentation of key PDO and intermediate indicators with appropriate data source, methodologies, and responsible units.

Role of Partners (if applicable)

46. **The role of DPs will be critical in the implementation of the Emergency Basic Education Support Project and continuous dialogue will be maintained with the partners.** The dialogue will cover ongoing interventions for greater synergies and complementarities in the sector to achieve the project objectives. Where appropriate, the project will aim to scale up successful interventions. Table 2.8 presents a summary of the ongoing or planned donor-financed projects in the education sector that have the greatest pertinence for the project and with which it will be critical to work closely.

Table 2.8. Summary of Ongoing and Planned DPs-Financed Projects in the Education Sector in Central African Republic

Partner	Subsector	Area of support	Period	Amount (million US\$)
EU (implemented by UNICEF)	ECD	Learning materials	2015-2019	30.68
	Primary	School rehabilitation and construction Pre-service training for community teachers Manuals and learning materials Institutional support		
EU (State Building Contract)	All level	Budget support	2017-2019	8.6
GPE (implemented by UNICEF)	Primary	School rehabilitation and construction Salaries for contract teachers Subsidies to community teachers Manuals and learning materials Institutional support	2015-2018	19.2
GPE (in the pipeline)	Primary		2019-2022	31.6
ECW (global pool fund coordinated by Cluster Education and implemented by NRC, Plan, UNICEF and Intersos)	Primary	catch up programs accelerated learning	2016-2018	6.0
AFD	Secondary (TVET)	Vocational and technical training for out of school youth Institutional support to ACFPE	2017 - 2020	2.6



ANNEX 3: IMPLEMENTATION SUPPORT PLAN

COUNTRY : Central African Republic Central African Republic Emergency Basic Education Support Project

Strategy and Approach for Implementation Support

1. The present ISP is prepared for the implementation of an education project to reconstruct a system that has been devastated by conflicts and is operating in a context of low capacity. Because of the variability of the fragile situation, the ISP can be reviewed periodically to ensure that it continues to meet the implementation support needs of the project. The implementation will be carried out in two phases: (a) during the first six months of the project, key projection preparation activities will be carried out as they have been deferred based on the condensed procedures and (b) semiannual regular supervision missions will be carried out and offline support provided to ensure the timely completion of the different activities throughout the project implementation period.
2. During the first six months of the project, the main objective will be to provide technical support for compliance with deferred safeguards issues including supporting the establishment of the Project Implementation Unit, recruitment of project implementation staff, and refinement of project activities. Support will also be provided to MEPSTA in the selection of service providers to implement the fundamental activities that will enable the project to get an effective start. This includes the development of TORs, the procurement process in collaboration with the Fiduciary Agent and the rollout of the actions. In addition, support will be provided to fulfill the safeguards action plan as presented in annex 4.
3. The semiannual supervision missions will be carried out to (a) conduct strategic policy dialogue on major sector matters, including examining progress toward the execution of the education sector strategic plan, (b) review progress of activities and follow up on implementation bottlenecks to keep project implementation on track and performance at expected levels, and (c) review school-level data to examine performance indicators. As such, throughout project implementation, support will be made to carry out the procurement of goods and undertake key studies and consultancies in the pursuit of project execution and for capacity building of MEPSTA. Attention will be paid to assist MEPSTA in securing M&E mechanisms to ensure adequate updating of the project results framework. Implementation support missions will be organized on a regular basis (at least twice a year) and on demand. The project midterm review will be organized, not later than three years from the project effectiveness date, to draw lessons for the remaining course of implementation.

Implementation Support Plan and Resource Requirements

4. A core task team, comprising staff located at headquarters and in the country office, will add specific technical skills based on the project needs. The specific technical area will include subjects related to low-cost options in school construction, modern approaches in teacher training and support, assessment of students' learning achievement, and piloting of key intervention activities, particularly during the early years of the project life.
5. The following ISP has been designed to meet the requirements of the project, in terms of implementation support, fiduciary, and social and environmental safeguards. The ISP will be reviewed at



least once a year to ensure that it continues to meet the implementation support needs of the project. The table below lists the areas of focus, skills needed, and staff time requirements for personnel throughout the project cycle. These personnel do not include other staff and consultants that may be brought in, as needed, to advise and support the Government on specific program design and implementation arrangements and actions.

Time	Focus	Skills Needed	Resource Estimate (Staff Weeks)
Six months	<ul style="list-style-type: none"> Policy dialogue on sector reform, management and coordination Support preparation safeguards requirement documents Support establishment of the Project Implementation Unit 	Task/project/team management, education administration and planning, policy dialogue and analysis	World Bank Task Team Leader (16)
	<ul style="list-style-type: none"> Technical and advisory support for civil works-related issues. Monitoring of quality of school infrastructure program 	Technical knowledge of civil works or engineer or architect	Civil works adviser (4)
	Throughout the project implementation period	<ul style="list-style-type: none"> Technical support on training teachers, school principals, and inspectors, and development of a new model of training Contracting a specialized entity to upgrade the teacher training curricula Review implementation progress on teacher training-related activities, performance indicators 	Technical knowledge of teacher training and teacher policy
<ul style="list-style-type: none"> Review of FM Provide technical and advisory support 		Knowledge and experience in FM	FM specialist (4)
<ul style="list-style-type: none"> Review of procurement arrangements and capacity, procurement documents Technical and advisory support for fiduciary capacity building 		Knowledge and experience in procurement	Procurement specialist (8)
<ul style="list-style-type: none"> Implementation of the safeguards action plan Review of social inclusion and environment management arrangements 		Technical knowledge of social and environmental issues	Social and environmental specialists (4)
<ul style="list-style-type: none"> Communication on school governance in the implementation of school grants Implementation capacity-building activities Technical and advisory support for school decentralization 		Community development experts or specialists	(4SW)
<ul style="list-style-type: none"> Data collection and analysis for better sector knowledge and assess the project effectiveness Piloting of key interventions 		M&E experts, economist, or statistician	(8SW)

**Skills Mix Required**

Skills Needed	Number of Staff Weeks	Number of Trips	Comments
Task Team Leaders	12 per year	2–3 per year	Staff based in headquarters (HQ)
Education specialist and operations officer	10 per year	2 per year	Staff based in HQ or country office
Fiscal management specialist	4 per year	2 per year	Staff based in HQ or country office
Procurement specialist	4 per year	—	Staff based in country office
Environmental safeguards	4 per year	2 per year	Staff based in HQ or country office
Social safeguards	4 per year	2 per year	Staff based in HQ or country office
Economist/statistician	6 per year	2 per year	Consultant
Civil works adviser	3 per year	2 per year	Consultant
Community development specialist	3 per year	2 per year	Consultant
Teachers training specialist	4 per year	2–3 per year	Consultant

Partners

Name	Institution/Country	Role
Cluster Education	UNICEF (Bangui, Central African Republic)	Consultative



ANNEX 4: SAFEGUARDS ACTION PLAN

**Central African Republic (Central African Republic)
Emergency Basic Education Support Project**

1. No activity will be advertised nor implemented in the field before the completion of the required safeguards instruments (ESMF/ESIA, IPPF/IPP, and RPF/RAP) which shall be satisfactory to the World Bank (actual delivery date), and the integration of measures/clauses in the documents governing activity implementation in accordance with such safeguards documents

Table 4.1. Safeguards Action Plan

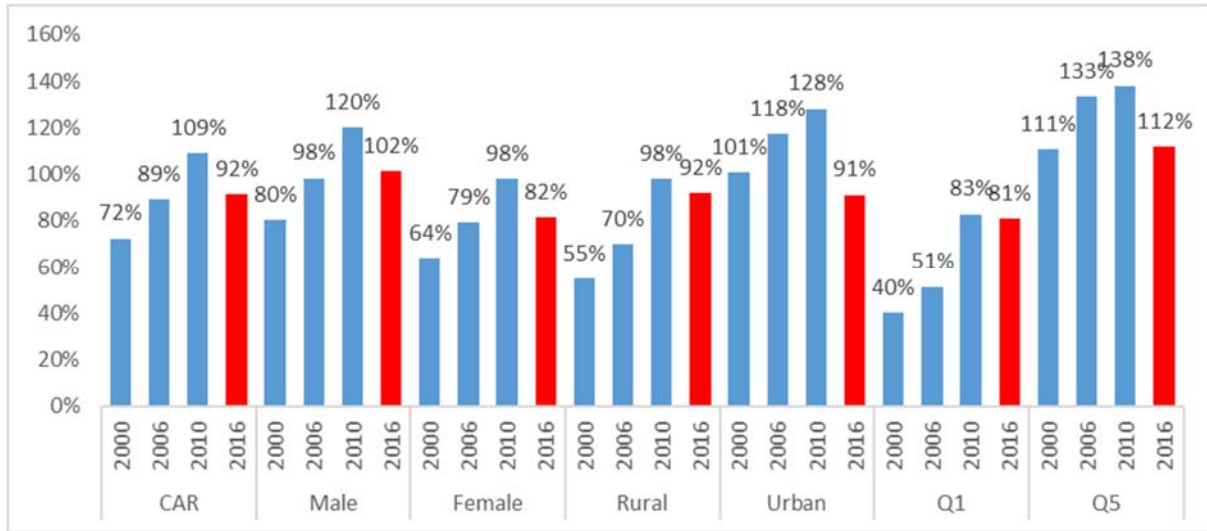
Action	Responsible	Actual / Expected Delivery Date
ESMF		
TORs drafted	MEPSTA	July 2018
Consultant recruited	MEPSTA	September 2018
Draft ESMF	MEPSTA	November 2018
Final ESMF to be cleared and disclosed by the World Bank	World Bank	December 2018
IPPF/IPP		
TORs drafted	MEPSTA	July 2018
Consultant recruited	MEPSTA	September 2018
Draft IPPF/IPP	MEPSTA	December 2018
Final IPPF to be cleared and disclosed by the World Bank	World Bank	December 2018
RPF/RAP		
TORs drafted	MEPSTA	July 2018
Consultant recruited	MEPSTA	September 2018
Draft RPF/RAP	MEPSTA	December 2018
Final RPF to be cleared and disclosed by the World Bank	World Bank	December 2018
Implementation of ESMF, IPPF/IPP, RPF/RAP		
TORs for a safeguards specialist to be recruited (environmental and social specialist)	MEPSTA	Upon Financial Agreement signing
Recruitment of safeguards specialist	MEPSTA	Three months after effectiveness
Allocation of a reasonable amount of resources (to be incorporated in the annual budget to be approved by the World Bank) to the safeguards specialist(s) to cover operating costs allowing them to satisfactorily implement their tasks.	MEPSTA	Upon effectiveness
Capacity-building activities		
Safeguards training for project safeguards staff and relevant stakeholders such as technical staff of Ministry of Education, representatives, and so on, by World Bank specialists. In addition to safeguards training, topics will include labor influx and GBV/Sexual Exploitation and Abuse risks and mitigation measures.	World Bank	Three months after effectiveness And then once a year



ANNEX 5: Key Education Sector Statistics

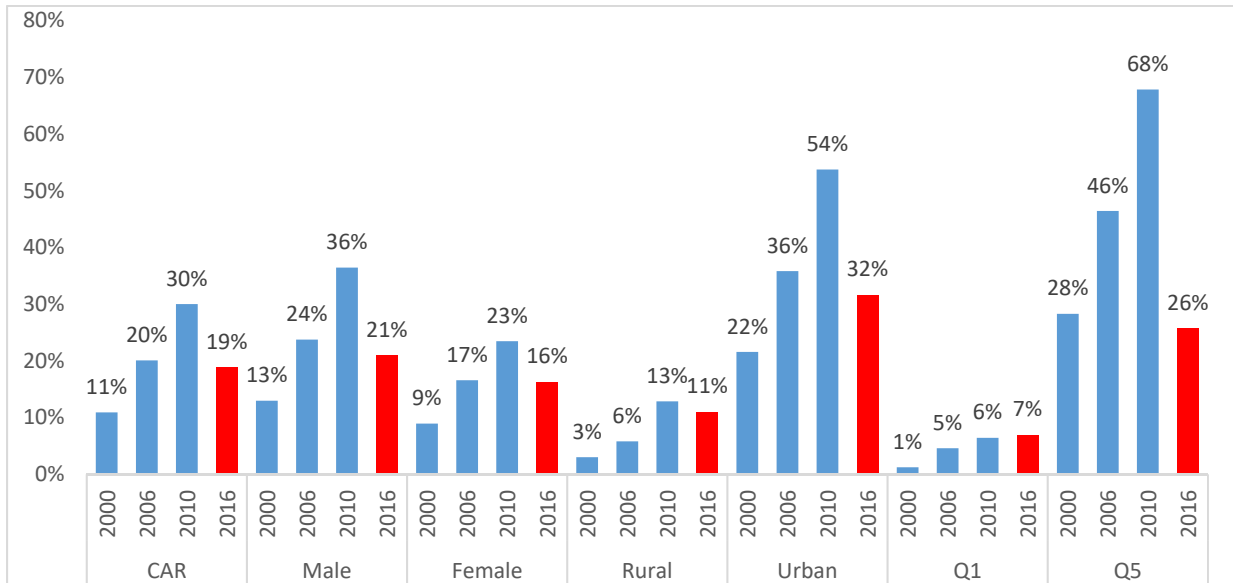
Central African Republic (Central African Republic)
Emergency Basic Education Support Project

Figure 5.1. Trends of Primary GER by Socioeconomic Status



Source: Estimations based on Multiple Indicator Cluster Survey (MICS) and ENMC.

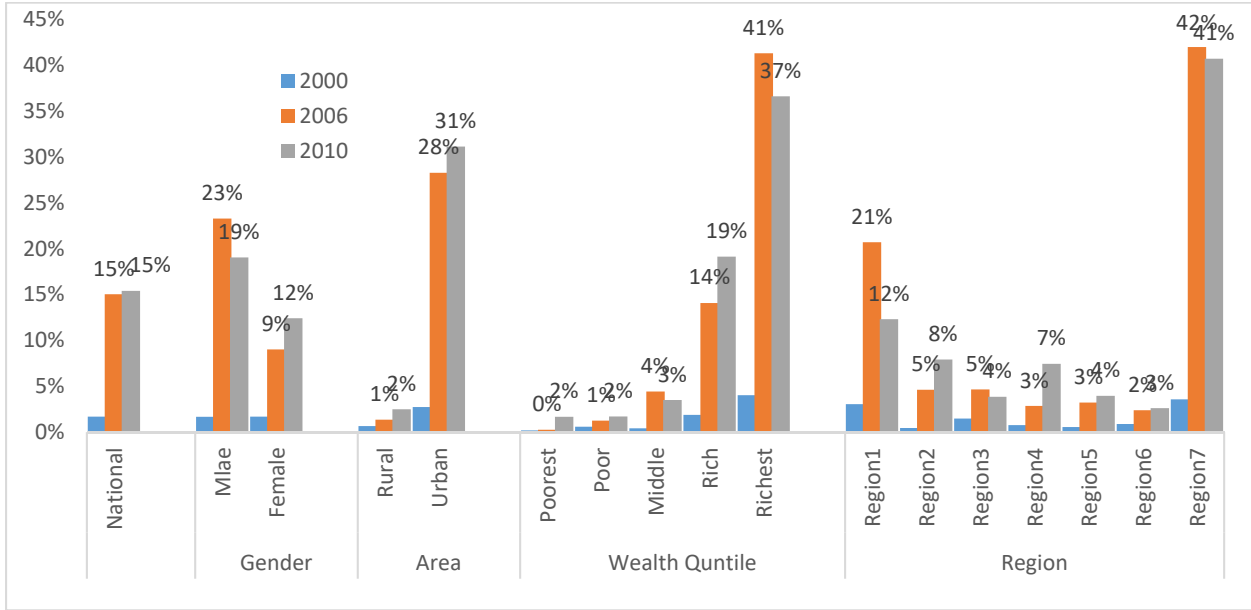
Figure 5.2. Trends of Lower Secondary GER by Socioeconomic Status



Source: Estimations based on MICS and ENMC.

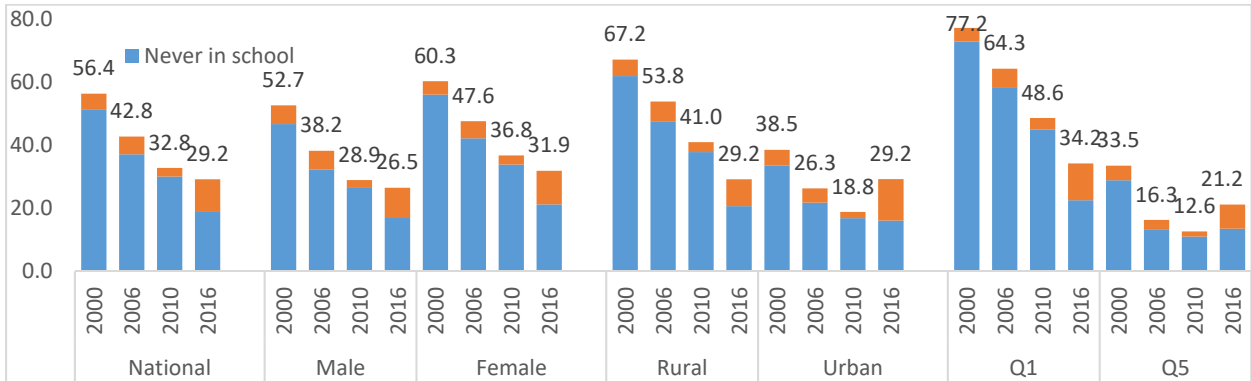


Figure 5.3. Trends of Upper Secondary GER by Socioeconomic Status



Source: Estimations based on MICS and ENMC.

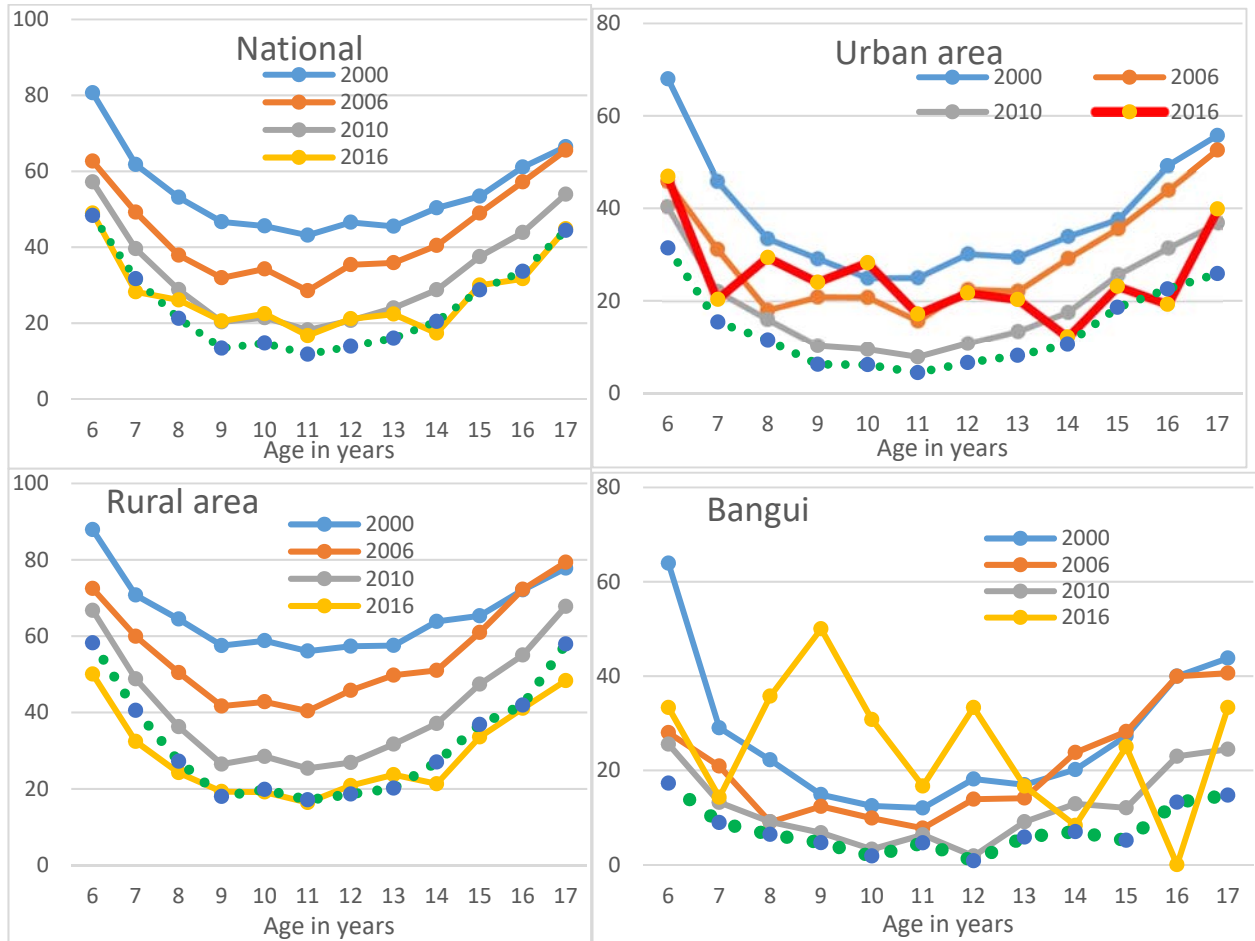
Figure 5.4. Trends of Out-of-school Rate by Socioeconomic Status



Source: Estimations based on MICS and ENMC.



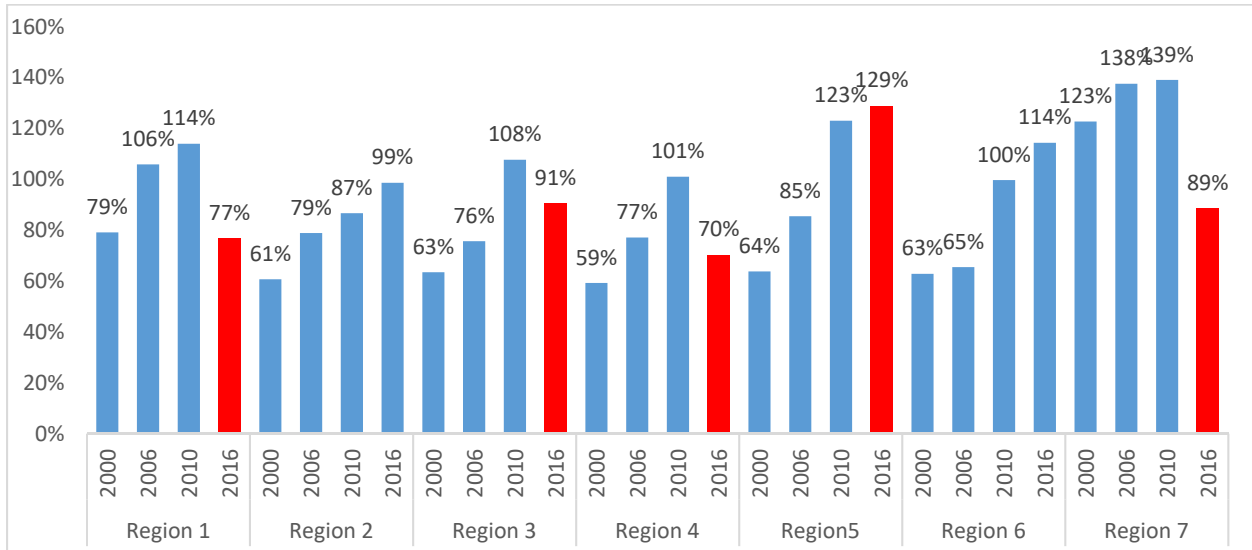
Figure 5.5. Trends Out-of-School Rate by Age at National, Rural, and Urban Areas



Source: Estimations based on MICS and ENMC.

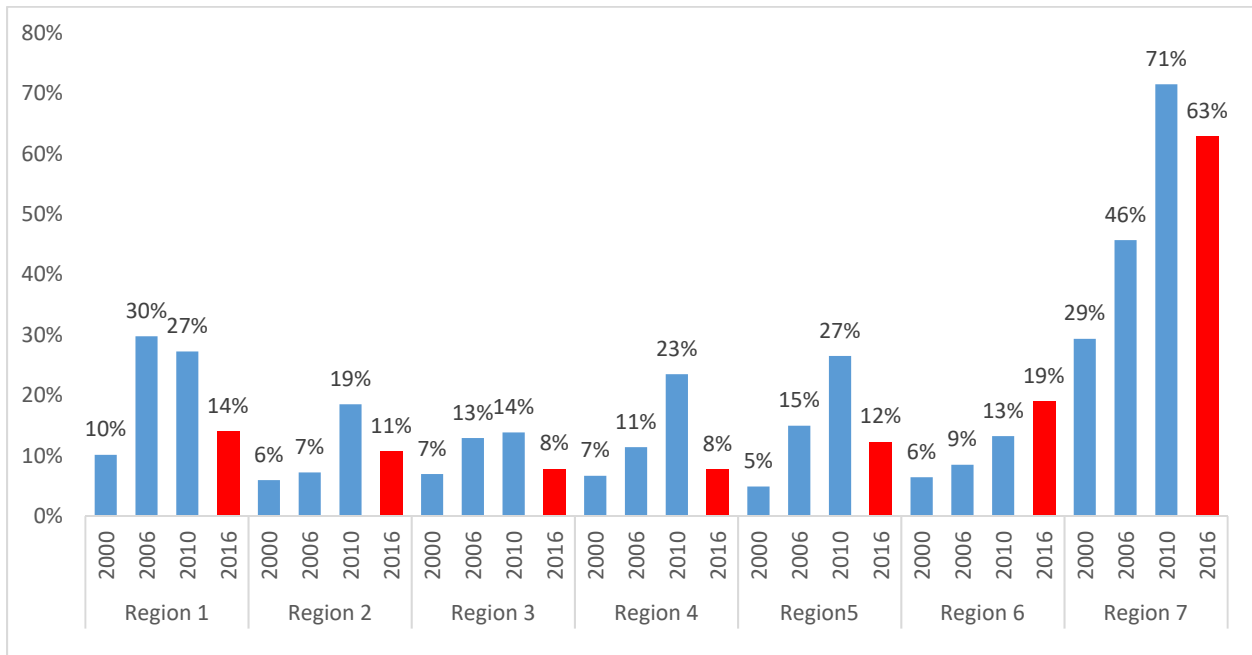


Figure 5.6. Trends of Primary GER by Region



Source: Estimations based on MICS and ENMC.

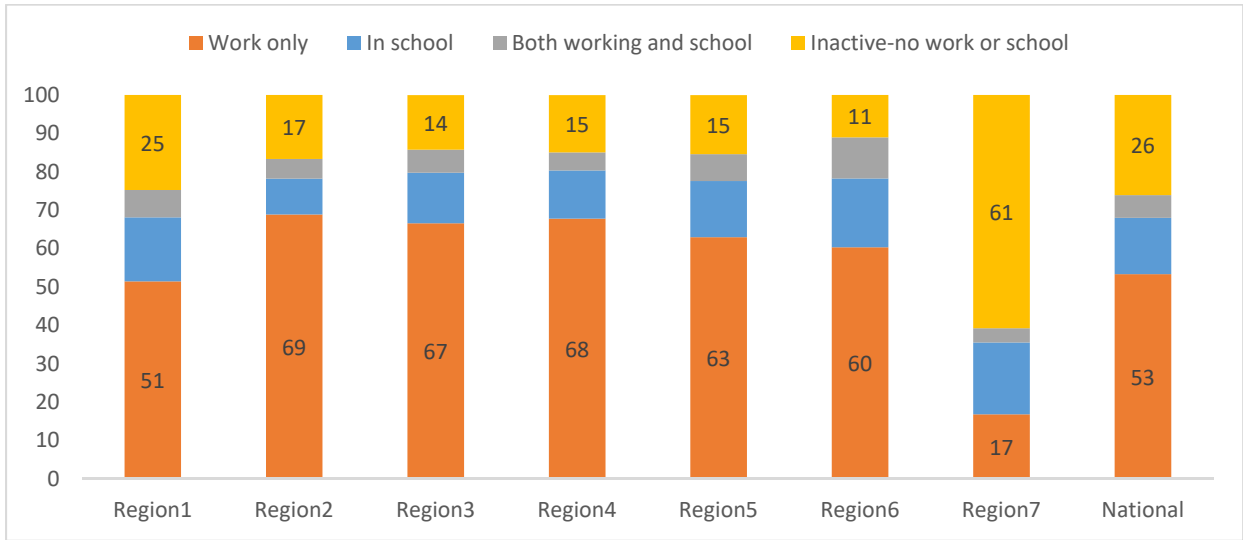
Figure 5.7. Trends of Lower Secondary GER by Region



Source: Estimations based on MICS and ENMC.

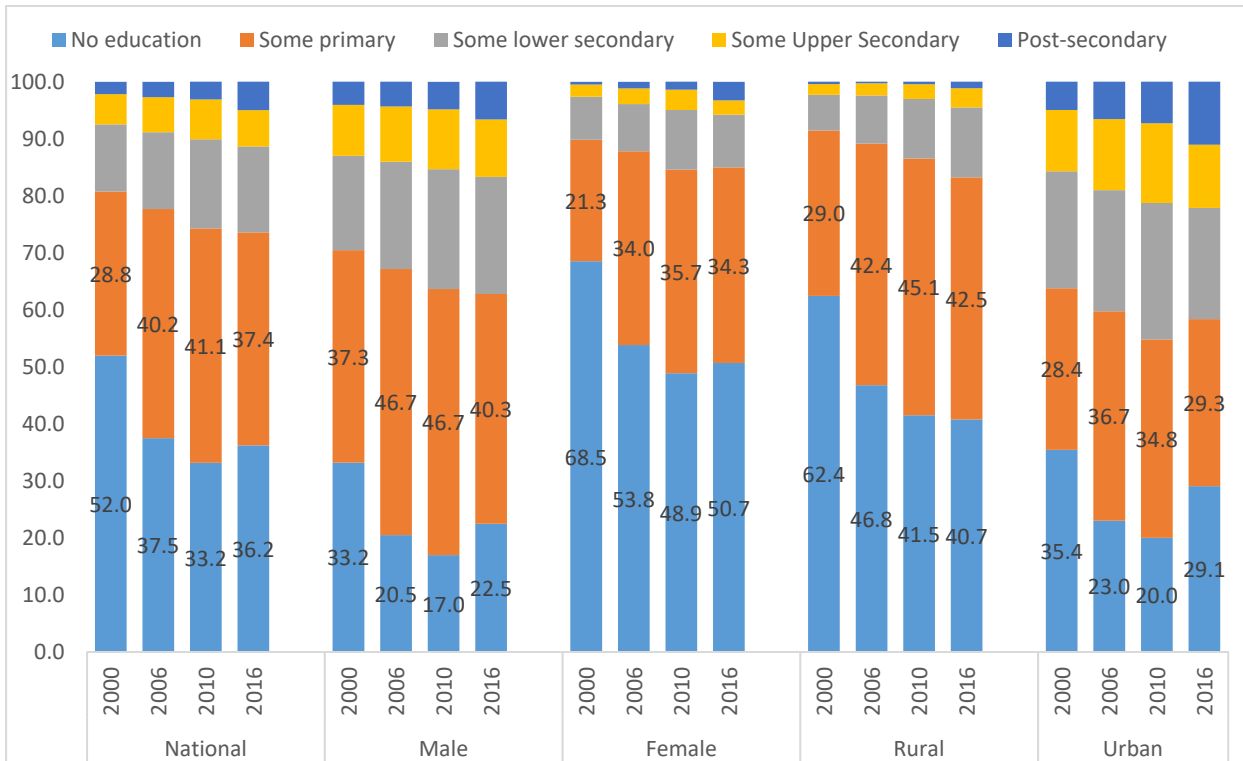


Figure 5.8. Youth Activity Status (Ages 15–24)(%)



Source: Estimations based on 2016 ENMC.

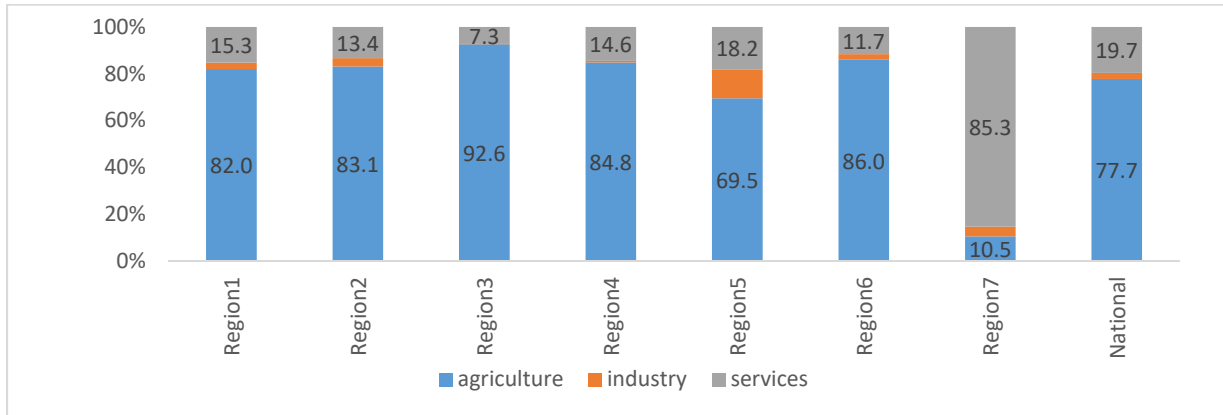
Figure 5.9. Educational Attainment of Working Age Population (ages 15–64)(%)



Source: Estimations based on 2016 ENMC.

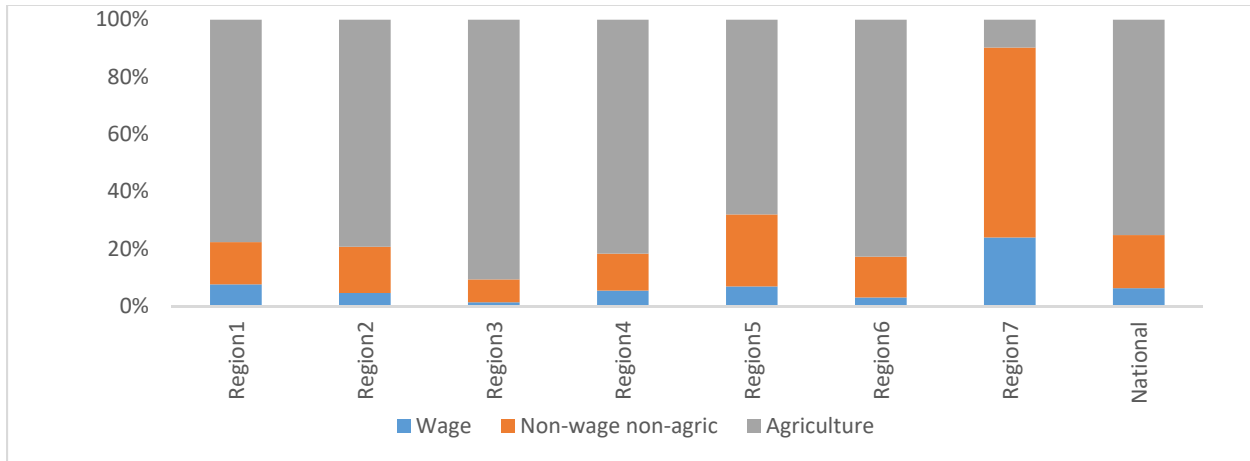


Figure 5.10. Sector of Activity of Working Age Population (Ages 15–64) (%)



Source: Estimations based on 2016 ENMC.

Figure 5.11. Employment Status of Working Age Population (Ages 15–64)(%)



Source: Estimations based on 2016 ENMC.