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Report No: PADHI00375

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED GRANT

IN THE AMOUNT OF SDR 49.40 MILLION
(US\$65.00 MILLION EQUIVALENT)

AND A GRANT

IN THE AMOUNT OF US\$55.05 MILLION
FROM THE GLOBAL PARTNERSHIP FOR EDUCATION

TO THE

CENTRAL AFRICAN REPUBLIC

FOR A

CAR ACCELERATING RESULTS IN EDUCATION PROJECT

May 28, 2024

Education Global Practice
Western and Central Africa Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective April 30,2024)

Currency Unit = Franc of the African Financial
Community (CFAF)

CFAF 611.443= US\$1

SDR 0.75876564 = US\$1

FISCAL YEAR

January 1 - December 31

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ABBREVIATIONS AND ACRONYMS

AFD	<i>Agence Française de Développement</i> (French Development Agency)
AfDB	African Development Bank
AFWES	Africa Western and Central Education Strategy
ALP	Accelerated Learning Program
AM	Accountability Mechanism (World Bank)
AME	<i>Association Meres Educatrices</i> (Association of Mother Educators)
AWPB	Annual Work Plan and Budget
CAR	Central African Republic
CEMAC	<i>Communauté Economique et Monétaire de l'Afrique Centrale</i> (Central African Economic and Monetary Community)
CFAF	Franc of the African Financial Community
CMT	Contract Management Team
COOPI	<i>Cooperazione Internazionale</i> (International Cooperation)
CPD	Continuous Professional Development
CPF	Country Partnership Framework
CRI	Corporate Results Indicator
DRM	Domestic Revenue Mobilization
E&S	Environmental and Social
EBESP	Emergency Basic Education Support Project
ECVMH	<i>Enquête Harmonisée sur le Conditions de Vie des Ménages</i> (Harmonized Survey on Households Living Standards)
ECW	Education Cannot Wait
EMIS	Education Management Information System
ESF	Environmental and Social Framework
ESP	Education Sector Plan
ESPSP	Education Sector Plan Support Project
ESS	Environmental and Social Standards
EU	European Union
EYOS	Equivalent Years of Schooling
FCV	Fragility, Conflict, and Violence
FM	Financial Management
GBV	Gender-based Violence
GDP	Gross Domestic Product
GEA	Girls' Education Accelerator
GEI	Girls' Education Initiative
GER	Gross Enrollment Rate
GHG	Greenhouse Gas
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HCI	Human Capital Index
HDI	Human Development Index

HRMIS	Human Resources Management Information System
IDA	International Development Association
IDP	Internally Displaced Person
IFR	Interim Financial Report
IMF	International Monetary Fund
IPF	Investment Project Financing
IRR	Internal Rate of Return
KfW	<i>Kreditanstalt für Wiederaufbau</i> (Credit Institute for Reconstruction)
LEG	Local Education Group
M&E	Monitoring and Evaluation
MEPIC	<i>Ministère de l'Économie, du Plan et de la Coopération</i> (Ministry of Economy, Planning, and International Cooperation)
MFB	<i>Ministère des Finances et du Budget</i> (Ministry of Finance and Budget)
MFPR	<i>Ministère de la Fonction Publique et de la Réforme Administrative</i> (Ministry of Civil Service and Administrative Reform)
MICS	Multiple Indicator Cluster Survey
MNE	<i>Ministère de l'Éducation Nationale</i> (Ministry of National Education)
NDC	Nationally Determined Contribution
ND-GAIN	Notre Dame Global Adaptation Initiative
NGO	Nongovernmental Organization
NLA	National Learning Assessment
NPV	Net Present Value
NRC	Norwegian Refugee Council
OHADA	<i>Organisation pour l'Harmonisation en Afrique du Droit des Affaires</i> (Organization for the Harmonisation of Business Law in Africa)
PASEC	<i>Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN</i> (CONFEMEN Educational System Analysis Program)
PCU	Project Coordination Unit
PDO	Project Development Objective
PER	Public Expenditure Review
PFM	Public Financial Management
POM	Project Operations Manual
PPSD	Project Procurement Strategy for Development
PSC	Project Steering Committee
PTA	Parent-Teacher Association
RF	Results Framework
RPC	Regional Pedagogical Center
SDG	Sustainable Development Goal
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment
SMC	School Management Committee
STEP	Systematic Tracking of Exchanges in Procurement
STG	System Transformation Grant
STR	Student-teacher Ratio
TA	Technical Assistance

TC	Technical Committee
TFP	Technical and Financial Partner
TLM	Teaching and Learning Material
TORs	Terms of Reference
TSA	Treasury Single Account
TTCe	Primary Teacher Training Center
TTCo	Primary Teacher Training College
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VAT	Value-added Tax
WASH	Water, Sanitation, and Hygiene



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DATASHEET

BASIC INFORMATION

Project Beneficiary(ies) Central African Republic	Operation Name CAR Accelerating Results in Education		
Operation ID P502128	Financing Instrument Investment Project Financing (IPF)	Environmental and Social Risk Classification Substantial	

Financing & Implementation Modalities

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input checked="" type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input checked="" type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Performance-Based Conditions (PBCs)	<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"/> Alternative Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Expanded Implementation Support (HEIS)

Expected Approval Date 18-Jun-2024	Expected Closing Date 31-Oct-2030
Bank/IFC Collaboration No	

Proposed Development Objective(s)

The project development objective is to improve access to quality basic education and strengthen capacity for sector management.

Components

Component Name	Cost (US\$)
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Component 1: Increase access to improved learning environments	70,500,000.00
Component 2: Improve teaching quality	34,000,000.00
Component 3: Strengthen data system and sector management	15,555,000.00
Component 4: Contingency Emergency Response Component (CERC)	0.00

Organizations

Borrower: Central African Republic, Central African Republic
 Implementing Agency: Ministry of National Education

PROJECT FINANCING DATA (US\$, Millions)**Maximizing Finance for Development**

Is this an MFD-Enabling Project (MFD-EP)? No

Is this project Private Capital Enabling (PCE)? No

SUMMARY

Total Operation Cost	120.06
Total Financing	120.06
of which IBRD/IDA	65.00
Financing Gap	0.00

DETAILS**World Bank Group Financing**

International Development Association (IDA)	65.00
IDA Grant	65.00

Non-World Bank Group Financing

Trust Funds	55.05
Global Partnership for Education Fund	55.05

IDA Resources (US\$, Millions)



	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
National Performance-Based Allocations (PBA)	0.00	65.00	0.00	0.00	65.00
Total	0.00	65.00	0.00	0.00	65.00

Expected Disbursements (US\$, Millions)

WB Fiscal Year	2024	2025	2026	2027	2028	2029	2030	2031
Annual	0.25	20.00	30.00	30.00	30.00	6.60	3.21	0.00
Cumulative	0.25	20.25	50.25	80.25	110.25	116.85	120.06	120.06

PRACTICE AREA(S)

Practice Area (Lead)

Education

Contributing Practice Areas

CLIMATE

Climate Change and Disaster Screening

Yes, it has been screened and the results are discussed in the Operation Document

SYSTEMATIC OPERATIONS RISK- RATING TOOL (SORT)

Risk Category

Rating

1. Political and Governance	● Substantial
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Substantial
4. Technical Design of Project or Program	● Moderate
5. Institutional Capacity for Implementation and Sustainability	● High



6. Fiduciary	● Substantial
7. Environment and Social	● Substantial
8. Stakeholders	● High
9. Other	● High
10. Overall	● High

POLICY 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

ENVIRONMENTAL AND SOCIAL

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
ESS 1: Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10: Stakeholder Engagement and Information Disclosure	Relevant
ESS 2: Labor and Working Conditions	Relevant
ESS 3: Resource Efficiency and Pollution Prevention and Management	Relevant
ESS 4: Community Health and Safety	Relevant
ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
ESS 8: Cultural Heritage	Not Currently Relevant
ESS 9: Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).



LEGAL

Legal Covenants

Sections and Description

Schedule 2, Section I, A, 2. a) The Recipient shall, no later than three (3) months after the Effective Date, update and thereafter maintain, the steering committee for the Project (the “Project Steering Committee” or “PSC”) with terms of reference, composition, and resources acceptable to the Association.

Schedule 2, Section I, A, 3. a) The Recipient shall establish no later than three (3) months after the Effective Date, or such later date as agreed by the Association, and thereafter maintain, throughout Project implementation, Project Technical Committee with composition, terms of reference and roles and responsibilities acceptable to the Association and set forth in the POM.

Schedule 2, Section I, A, 4. b) The Recipient shall no later than two (2) months after the Effective Date recruit or designate the following key staff for the Project Coordination Unit (i) a project coordinator; (ii) a procurement specialist; (iii) a financial management specialist; (iv) a monitoring and evaluation specialist, (v) an environmental specialist, (vi) a social management specialist, (vii) a GBV specialist; (viii) an internal auditor, and (ix) an external auditor each with terms of reference, qualification and experience acceptable to the Association, and shall maintain these positions filled throughout the period of implementation of the Project.

Schedule 2, Section I, A, 4. c) The Recipient shall no later than three (3) months after the Effective Date set up an accounting and reporting system.

Per ESCP, the PCU will prepare, consult upon, and disclose the draft Labor Management Plan (LMP) by Project appraisal and finalize, adopt, and disclose no later than three months after the project effective date, then implement throughout Project implementation.

Per ESCP, the PCU will establish the worker grievance mechanism no later than three months after the project effective date and thereafter maintain and operate it throughout Project implementation.

Per ESCP, the PCU will prepare, consult upon, and disclose the draft Sexual Exploitation and Abuse / Sexual Harassment (SEA/SH) assessment and plan by project appraisal and finalize, adopt and disclose it no later than three months after the project effective date.

Per ESCP, the PCU will prepare, consult upon, and disclose the draft Security Risks Assessment (SRA) and Security Management Plan (SMP) by project appraisal and finalize and adopt no later than three months after the project effective date.

Per ESCP, the PCU will prepare, consult upon, and disclose the draft Generic Environmental and Social Management Plan (ESMP) by project appraisal and finalize, adopt and disclose it no later than three months after the Project Effective Date, then implement throughout Project implementation.

Per ESCP, the PCU will prepare the draft Stakeholders Engagement Plan (SEP) by project appraisal and finalize no later than three months after project effectiveness.

Conditions

Type	Citation	Description	Financing Source
Effectiveness	Article IV, section 4.01 (b)	the GPE Grant Agreement has been executed and delivered and all conditions precedent to its	IBRD/IDA, Trust Funds



		effectiveness or to the right of the Recipient to make withdrawals under it (other than the effectiveness of this Agreement) have been fulfilled	
Effectiveness	Article IV, section 4.01 (a)	The Recipient shall update and thereafter adopt a Project Operations Manual (POM), with conditions and contents acceptable to the Association	IBRD/IDA, Trust Funds



I. STRATEGIC CONTEXT

A. Country Context

1. **The Central African Republic (CAR) is a landlocked country of approximately 6.1 million people, 50.4 percent of whom are ages 15 and under.** It is one of the poorest and most fragile countries in the world. The country is rich in natural resources, but its economic potential remains largely untapped, and it has yet to translate it into a driver for inclusive growth and development. Instead, the following challenges persist: (a) poverty remains extremely high, especially outside the capital city of Bangui;¹ (b) human capital,² gender equality³ and human development indices⁴ are among the lowest in the world; and (c) cyclical violence over the past 40 years continues to hamper development. The institutions are weak; citizens have limited access to basic services; and public infrastructure is inadequate with only 8 percent of the general population having access to electricity and only 2 percent outside of Bangui.⁵

2. **Progress toward macroeconomic stabilization and peacebuilding continues to move slowly.** Since 2021, insecurity and conflict-related violence stemming from the post-election crisis have decreased, but the situation remains precarious. The conflicts have damaged schooling infrastructure, and security concerns have caused children to drop out of school. The situation has led to over 515,000 internally displaced persons (IDPs) and about 35,000 refugees in the country, according to the United Nations High Commissioner for Refugees (UNHCR), as of September 8, 2023.⁶ This has contributed to strains on social sectors in host communities and added yet another dimension to the educational challenges facing the impacted population. On the macroeconomic front, there have been some signs of improvements since 2023. Economic growth settled at 0.9 percent in 2023, a slight increase from 0.5 percent in 2022, mainly due to limited fuel imports and mixed agricultural performance. Higher transportation prices disrupted trade and local production, negatively affecting economic activity in the service sector. Despite improved security conditions, timber production has declined, mainly due to the structural decline in global demand and prices. While transportation costs rose, inflation fell from 5.6 percent in 2022 to 3.2 percent in 2023, reaching its lowest level since 2021. Even with spending moderation efforts, the overall fiscal balance remains structurally in deficit. The fuel shortage in the last quarter of 2023 reduced fuel tax collection and dampened recent tax collection efforts. Domestic revenue mobilization (DRM) efforts, including the introduction of a new tax on electronic communications, along with moderation in current spending and expansion in external grant financing, reduced the overall fiscal deficit from 5.3 percent in 2022 to 3.5 percent in 2023.⁷ The medium-term outlook shows a gradual improvement in economic performance but remains vulnerable to headwinds. Real gross domestic product (GDP) growth is projected to recover gradually, reaching 1.3

¹ Around 69.0 percent of the population lives below the national poverty line (US\$775, PPP 2015 constant). Poverty rates are much higher in rural areas (74.2 percent) than in urban areas (61.1 percent). There are also large variations in poverty rates across the seven regions, with the highest rates in Haut Oubangi (84.7 percent) and the lowest in Fertit (67.7 percent). See *Central African Republic Poverty Assessment* (World Bank 2023).

² In 2022, Human Capital Index (HCI) for the Central African Republic was 0.29, which means that a child born in the Central African Republic just before the pandemic will be 29 percent as productive when she grows up as she could be if she enjoyed complete education and full health.

³ The Central African Republic ranks 166 out of 170 countries on the 2021 Gender Inequality Index, and its 2021 fertility rate among adolescent girls ages 15–19 was an alarming 16 percent. Based on the latest available data, only 9.3 percent of girls completed lower secondary school, compared to 15.2 percent of boys, affecting women's ability to actively participate in the labor force. Also, gender-based violence (GBV) in the Central African Republic has reached alarming levels. In the first half of 2022, according to the United Nations, 11,732 GBV cases were recorded, surpassing the total cases in 2021.³ (See United Nations Human Development Reports (UNDP), "Gender Inequality Index (GII)." <https://hdr.undp.org/data-center/thematic-composite-indices/gender-inequality-index#/indicies/GII>).

⁴ The Central African Republic ranked 188 out of 191 countries in the HDI. (See the UNDP HDI 2022).

⁵ The majority of the country, especially in the east, has limited accessibility due to lack of paved infrastructure (World Bank Data 2020).

⁶ See UNHCR database. <https://data.unhcr.org/fr/country/caf>.

⁷ Public debt increased to 55.7 percent of GDP in 2023 in the form of net domestic bond issuance. Domestic debt is estimated to reach 21 percent of GDP in 2023. The yield on three-year bonds is 11 percent, one of the highest in the *Communauté Economique et Monétaire de l'Afrique Centrale* (Central African Economic and Monetary Community - CEMAC).



percent in 2024 before averaging 1.8 percent in 2025–26. This is partly due to the base effect and depends on the second disbursement of budget support by the African Development Bank (AfDB) as well as the implementation of policy adjustments to pave the way for improved fuel supply. Under the right conditions,⁸ the overall fiscal balance is expected to gradually improve from 2024 to 2026. The country is expected to remain at high risk of external debt and overall debt distress, although government debt is projected to remain sustainable.

3. **The CAR has one of the lowest human capital indexes in the world**, scoring 0.29 on the 2022 Human Capital Index (HCI). This means that a child born in the CAR will only be 29 percent as productive when she grows up as she could be if she enjoyed complete education and full health. The low HCI reflects, in addition to poor health outcomes, the acute challenges in education, particularly the low rates of school completion and low learning outcomes. An 18-year-old in the CAR is expected to complete, on average, only 4.6 years of education. If adjusted for the quality of learning, it is equivalent to only 2.7 years of schooling.⁹ This places the CAR lower than the average for the Sub-Saharan African region and among the lowest for low-income countries.

4. **The CAR is also highly vulnerable to the effects of climate change, with direct implications on the environment, food security, education attainment, and the broader economy.** Due to the combination of political, geographic, and social factors, as well as its low readiness to improve resilience through adaptation and mitigation actions, the 2021 Notre Dame Global Adaptation Initiative (ND-GAIN) Country Index recognized the CAR as highly vulnerable to climate change and other global challenges, ranking it 184 out of the 185 countries.¹⁰ Climate-related shocks disproportionately affect the most vulnerable populations, resulting in increased food insecurity, political instability, conflict, and also poorer education and health outcomes. The CAR is at risk for numerous natural hazards, mostly floods, wildfires, and droughts. Vulnerability to these hazards is exacerbated by poverty and political insecurity which hinder the country's ability to recover from natural disasters. Excess rainfall is expected to be strongest felt in the central and southern areas of the country.¹¹ Heavy rainfall is also expected to result in flooding, causing riverbank erosion and overflows, landslides, and waterlogging of agricultural fields, leading to likely crop failures.¹² The agricultural sector, which accounts for 34 percent of GDP and 69 percent of the active population, especially in rural areas,¹³ depends heavily on variability of rainfall and climate change.

5. **The impacts of climate change exacerbate existing challenges, including those posed by the macroeconomic and security situation, to educational attainment, especially for girls.** The prolonged period of violence and conflict in the CAR has impacted the normal functioning of schools, leading to closures, destruction of educational infrastructure, and displacement of both students and teachers, disrupting educational attainment and perpetuating cycles of poverty and instability. Schooling conditions are worsened by climate-related shocks, such as droughts and flooding, which impede children's access to education by damaging infrastructure and forcing families to prioritize survival over schooling. The fragile state of the CAR's educational facilities, many of which lack resilience to weather-related disasters, exacerbates

⁸ This assumes that DRM efforts continue, particularly in improving the collection of taxes, especially value-added tax (VAT), and other revenues through a Treasury Single Account (TSA), while additional spending pressures are carefully monitored.

⁹ See the HCI brief: <https://thedocs.worldbank.org/en/doc/64e578cbeaa522631f08f0cafba8960e-0140062023/related/HCI-AM23-CAR.pdf>.

¹⁰ The ND-GAIN Country Index is composed of vulnerability and readiness scores, wherein a low vulnerability score is better and a high readiness score is better: the Central African Republic has a high vulnerability score (173 out of 185 countries) and a low readiness score (192 out of 192 countries). See ND-GAIN for full rankings and methodology. <https://gain.nd.edu/our-work/country-index/rankings/>.

¹¹ Recent disasters from floods in the southwest areas surrounding the urban areas of Bangui left over 14,500 people homeless in 2009 and is estimated to have cost US\$6 million, with losses estimated at US\$2.6 million.

¹² See Climate Risk Country Profile: the Central Africa Republic (World Bank 2021).

https://climateknowledgeportal.worldbank.org/sites/default/files/2021-06/15875-WB_Central%20Africa%20Republic%20Country%20Profile-WEB.pdf.

¹³ See the Central African Republic Poverty Assessment (World Bank 2023).



the situation, leading to frequent school closures and a significant disruption in schooling. This scenario underscores a vicious cycle where climate vulnerability hampers educational attainment, further limiting the country's capacity to adapt to climate change, and it highlights the critical need for integrated solutions that address both education and environmental resilience. Furthermore, climate-related migration and displacement disrupt access to education. While families with the means to migrate can move to places with better availability of resources such as food and water, often their children are forced out of school as a result, with girls at heightened risk of leaving school and not returning.¹⁴

B. Sectoral and Institutional Context

6. **The CAR has yet to achieve universal basic education,**¹⁵ and learning outcomes for those who do attend school tend to be very low, which means that most children exit the primary school system without achieving minimum proficiency in foundational literacy and numeracy.¹⁶ The system is characterized by a large share of out-of-school children, including approximately 338,000 out of the estimated 881,000 primary-school-age children (ages 6–11) and about 152,000 of the estimated 528,000 lower-secondary-school-age children (ages 12–15). The system is also characterized by overcrowded classrooms, low primary completion rates, and poor transition from primary to secondary education. There are also high levels of internal inefficiencies such as high repetition and dropout rates and delayed entry to primary school. Children from rural areas, especially girls, tend to be disproportionately affected. There is also a significant share of internally displaced school children in the system. For those enrolled, the language of instruction is French, adding yet another barrier to learning since the local language Sango¹⁷ remains the primary spoken language of both children and teachers.

7. **Enrollment has steadily increased over the past decade despite the fragile country context, and the public sector remains the main service provider,**¹⁸ particularly at the primary level. There were over 45,000 children enrolled in 409 preprimary schools in 2021–2022, over three times more children than in 2015. Over the same period, enrollment at the primary level increased by nearly 70 percent, reaching over 1.2 million students (56 percent of whom are girls). There are more than 3,500 primary schools and over 83 percent are owned by the government. Lastly, enrollment in secondary education increased by 56 percent between 2015 and 2022, reaching over 170,000 secondary students (38 percent of whom are girls) in 225 secondary schools (including 120 public schools).

¹⁴ See “African Children Bearing the Brunt of Climate Change Impacts” (UN 2023).<https://news.un.org/en/story/2023/09/1140312#>.

¹⁵ The education sector is organized into four main levels. The first level is three years of preprimary education. This level targets learners ages 3–5 and is not compulsory. The second level is six years of primary education for learners ages 6–11. Primary education is compulsory, and learners are assessed through an end-of-cycle examination (*certificat d'études du fondamental*). The third level is four years of lower secondary education (general lower secondary) for learners ages 12–15. Access to lower secondary is conditioned on successful completion of an entrance examination, and completion is marked by the end-of-cycle examination (*brevet des collèges*). The fourth level is three years of upper secondary (general upper secondary) for learners ages 16–18, and completion is marked by the end-of-cycle examination (*baccalauréat*). There are postprimary pathways available for those who choose to enroll in technical and vocational education and training (TVET) streams. In addition, the system offers second-chance education programs for children who have never been to school or who dropped out of school early. Learners who successfully complete the second-chance education program are eligible to enter/reenter the formal schooling system. The University of Bangui is the only public higher education institution in the Central African Republic and includes a teacher training college (Ecole Normale Supérieure). There are also 25 private higher education institutions offering 2–3-year degrees.

¹⁶ Foundational literacy and numeracy skills refer to having achieved minimum reading and numeracy proficiency levels in reading and numeracy. They provide the fundamental building blocks for all other learning, knowledge, and higher-order skills that children and youth attain through education, and in general, learning throughout life.

¹⁷ Unlike many other countries in West Africa, Sango is spoken by most across the Central African Republic, avoiding the issue of multiple mother tongues and national languages.

¹⁸ There are also about 586 private schools and 221 community schools.



8. **Access to preprimary education remains very low, resulting in a missed opportunity for children to develop the necessary cognitive and socioemotional readiness to engage and thrive in early primary grades.** The lack of access at the preprimary level also contributes to the delayed entry at the primary education level. The gross enrollment rate (GER) at preprimary was only 7 percent¹⁹ in 2021. A closer look indicates that there are also strong disparities in access within the country, with a GER of 37 percent in Bangui compared to the rest of the country which averages 4 percent. Participation tends to be much higher for higher income households.

9. **Enrollment at the primary level has improved over time but is still characterized by significant inefficiencies—**delayed entry, large class sizes, high repetition and dropout rates, and low completion and transition to lower secondary rates. In 2022, the GER was 102 percent at the primary level²⁰ and 38 percent in lower secondary. The household survey, Harmonized Survey on Households Living Standards (*Enquête sur les Conditions de Vie des Ménages Harmonisée*, ECVMH) 2021, also indicated that about 28 percent of children in primary and 60 percent in lower secondary are overage by at least two years or more. In grade 1, 33 percent of students were 2 or more years older than the official age of entry (age 6), indicating some degree of delayed entry and repetition. Repetition rates averaged 13 percent at the primary level in 2021–2022.²¹ Both of these issues contribute to the low Primary Completion Rate (PCR) which was only 63 percent in 2021²² (63 percent for girls, 64 percent for boys). The transition rates to lower secondary are low at 42 percent (38 percent for girls and 44 percent for boys).²³ The household surveys also indicate strong disparities in access across regions—Bangui has the highest access rates in primary (130 percent) and lower secondary (82 percent) compared to Yade which has the lowest rates for primary and lower secondary (85 percent and 21 percent respectively)—and across areas, especially at the lower secondary level with 61 percent in urban areas versus 17 percent in rural areas.

10. **Girls lag behind boys in terms of both school enrollment and completion.** Gender parity has not been achieved in basic education, with a Gender Parity Index of 0.9 at the primary level and 0.6 at the lower secondary level. Educational attainment for girls tends to be lower than for boys, and girls living outside Bangui are the most disadvantaged. In 2021, only 30.0 percent of girls ages 16–18 had completed primary education as compared to 39.5 percent of boys of the same age. Similarly, among youth ages 20–22, only 6.0 percent of girls and 9.0 percent of boys had completed lower secondary education. Dropout rates were also highest among adolescent girls—in 2021, 19.0 percent of girls ages 12–18 had dropped out of school compared to 16.0 percent among boys of the same age.²⁴

11. **There are high levels of out-of-school children, especially among girls and in rural areas.** Overall, 38.4 percent of children ages 6–11- and 28.7 percent of youth ages 12–15 were out of school according to the ECVMH 2021. Girls and children from rural areas are disproportionately affected. The out-of-school rate for primary-school-age children (ages 6–11) in rural and urban areas was 47.3 versus 25.1 percent and 39.3 versus 16.4 percent for lower-secondary-school-age children (ages 12–15). The rate among rural primary-school-age girls was 49.4 percent compared to 45.3 percent for rural boys, and 45.5 percent compared to 32.7 percent at the lower secondary age. Evidence²⁵ suggests that a lack of family support, the cost of education, distance from school, and parents considering their child too young to attend

¹⁹ These calculations were made using household survey data from *Enquête sur les Conditions de Vie des Ménages Harmonisée* (ECVMH) (see ECVMH 2021).

²⁰ See ECVMH 2021.

²¹ See statistical yearbook *Annuaire Statistique 2021/2022*. Tome II Prescolaire, Fondamental, Alphabétisation et Education de Base Non Formelle.

²² Calculations were made using household survey data. See ECVMH 2021.

²³ See statistical abstract 2021–2022.

²⁴ See ECVMH 2021.

²⁵ Reasons for not enrolling or dropping out are provided in the ECVMH 2021. The reasons are also supported by the training focused on skills and employability of young people (FACEJ) study.



are the main reasons for not having ever enrolled children in school. The cost of education, examination failures, teenage pregnancies, and security concerns are also widely cited as reasons for dropping out of school. Girls' enrollment and completion of basic education is also impeded by: (a) a lack of appropriate water, sanitation, and hygiene (WASH) facilities in schools; and (b) a lack of female teachers and female role models in schools. These two factors contribute to an unsafe and non-inclusive school environment for girls.

12. **Learning outcomes are low.** The CAR is facing a serious learning crisis. The CONFEMEN Educational System Analysis Program (*Programme d'analyse des systèmes éducatifs de la CONFEMEN*, PASEC) 2019,²⁶ a large-scale regional assessment in the Francophone countries of Africa, ranked the CAR 13 out of 14 countries in language and last in mathematics. Only about 11.6 percent of learners in grade 2 and 10.1 percent in grade 6 had achieved the desired reading levels. Similarly, only 22.7 percent of learners in grade 2 and 1.8 percent in grade 6 had achieved the desired levels in mathematics. The analysis also indicates that girls tend to slightly underperform compared to boys. Similarly, according to the Multiple Indicator Cluster Survey (MICS6 2019), only 4.7 percent of children ages 7–14 demonstrated the minimum reading competency skills. Among children from the poorest households, only 0.5 percent had achieved that benchmark compared to 13.3 percent for the children from households in the richest quintile. Only 3 percent of children attending grade 3 at the primary level had the required reading skills, while less than 1.0 percent had the expected numeracy skills. For those who continue to attend school, results tend to improve. Overall, learning poverty,²⁷ which measures the share of children unable to read and understand a simple text by age 10, is estimated at 92.6 percent.

There are core factors which underlie the CAR's low education performance.

13. **The CAR has an insufficient number of schools, a shortage of classrooms, and a lack of adequate sanitary facilities at the primary and secondary levels, which hinders access to education, especially in peri-urban and rural areas.** Children living in rural areas often travel long distances, between 5 km to 12 km, to reach the nearest primary school. Secondary schools are even less accessible since there has not been any expansion of secondary schools since the 1960s to keep pace with the growth in primary enrollment. Existing classrooms tend to be overcrowded and in poor condition. It is estimated that only 35 percent of primary school classrooms are in good physical condition and only 11 percent of schools have separate latrines for girls. Approximately 56 percent of schools (mainly in urban areas) operate in double shifts, averaging only about five hours of class time and even less time on task. The primary class sizes average 68 children but for many regions, and especially in early grades, class sizes are often over 100 children and can reach over 250 children in some cases. For example, in the area of Bambari, the average class size for grades 1, 2 and 3 are 203, 216 and 254, respectively. Extremely large class sizes, especially in early grades, make acquisition of foundational literacy and numeracy very difficult, if not impossible.

14. **There is a lack of adequate and appropriate teaching and learning materials (TLM) in schools.** On average there are 4 students per textbook at the primary level for both languages/reading and mathematics. The disparities are even wider across some regions and in some grades. For example, Haute-Kotto averages 26 students per language textbook and 31 students per mathematics textbook in grade 6. Moreover, textbooks and teacher guides are usually in French although the local language, Sango, is the most widely used by students and teachers alike. This constitutes a constraining factor in acquisition of early literacy skills. Reforms to the language of instruction and part of the

²⁶ The survey was conducted during the 2021–2022 school year, which experienced a delay due to the COVID-19 pandemic.

²⁷ Learning poverty is measured by combining: (a) learning deprivation which measures the share of students below a minimum proficiency in reading, and (b) schooling deprivation which measures the share of primary-school-age children who are out of school.



curriculum (grades 1 and 2) are underway under ongoing projects to introduce reading and numeracy in Sango and strengthen acquisition of oral French as a second language (L2).

15. **There is an acute shortage of qualified teachers in the system and very low participation of female teachers.** In 2021, there were about 1,100 teachers at the preprimary level (93 percent of whom are women), about 14,600 at the primary education level (17 percent of whom are women), and just over 3,200 teachers at the secondary education level (15 percent of whom are women). As part of the Education Sector Plan (ESP, 2020-2029), the Government of the CAR has identified a gap of about 16,000 additional primary school teachers that are needed to reduce the average student-teacher ratio (STR) to about 50:1 by 2029. The government is committed to addressing the acute shortage. In 2024, the government onboarded approximately 1,500 primary and secondary teachers. Despite these efforts, the shortfall is estimated at around 14,500 teachers, not accounting for the teachers exiting the system, for example, those going into retirement, who will also need to be replaced. Part of this gap can be filled from the pool of about 8,000 teachers who either are in the process of completing their training or have been previously trained but who are not yet integrated into the public service. The lack of teachers contributes to overcrowded classrooms which impedes effective instruction. The lack of female teachers can also be a contributing factor to low enrollment and retention of girls. The STR in public schools is about 94:1, although this can reach over 200:1 in some areas. The current preservice teacher training system does not have the capacity to produce the required number of teachers. Only about 33 percent of primary teachers have completed preservice training. The current World Bank projects supported the expansion of the preservice training colleges, the teacher training college in Bambari and the teacher training college in Bossangoa. In addition, although the Regional Pedagogical Centers (RPCs) in the country were initially set up to support in-service teacher training, they have since been used to provide preservice training due to the lack of training institutions. There are 10 RPCs, and each can accommodate a maximum of 50 student-teachers per year. The government intends to strengthen the system's capacity by expanding existing RPCs and constructing new RPCs to support both preservice and in-service teacher training, while increasing the number of trained female teachers.

16. **There is a lack of provision of in-service teacher training.** The system currently relies on the 10 RPCs distributed among 10 academic inspections to carry out in-service teacher training in addition to the preservice teacher training duties. In-service teacher training remains sparse and ad hoc, largely funded by development partners through projects. As such, in-service training tends to be limited in time and scope. Moving forward, in addition to RPCs, school-based continuous professional development (CPD) modalities, which provide regular school-based or cluster-based support, need to be explored to ensure that all teachers are adequately supported in making transformations to their classroom instruction that will facilitate learners in achieving foundational learning goals.

17. **The share of public spending on education is low, and the sector relies on nonstate actors to ensure education service delivery.** According to the 2020 Public Expenditure Review (PER), the CAR spent 12 percent of total public spending on education and the equivalent of 2 percent of GDP. This is significantly lower than the recommended benchmarks of 15 percent to 20 percent of total public spending and between 4 percent to 6 percent of GDP. According to the PER, 67 percent of public expenditures is spent on wages and salaries. However, household contributions to education remain a significant source of financing in the education system. In 2022, 73 percent of teachers at the primary school level were community teachers, paid directly through household contributions. Household contributions, collected through school fees, are also important to support school operating costs. The sector also relies on development partners for heavy investment such as school construction. As such, community and school level associations are very important structures in the education system, including the School Management Committees (SMCs), the Association of Mother Educators (*Association Meres Educatrices*, AME)²⁸ and Parent-Teacher

²⁸ The ongoing World Bank projects supported the establishment of AMEs (an association of mother educators), which have two objectives: (a) to



Associations (PTA). The latter are key stakeholders to mobilize communities at the local level and support education sector delivery. In addition, the CAR has historically been reliant on external financing from development partners to balance its public accounts, but since 2021, budget support has significantly been reduced due to concerns regarding a series of policy choices. The government is working closely with the International Monetary Fund (IMF) to establish macro-fiscal adequacy with a view to returning to budget support. Two existing investment project financing (IPF) operations, the Human Capital and Women and Girls' Empowerment (Maingo) Project (P171158) and the Health Service Delivery and System Strengthening Project (SENI-Plus) (P177003), were restructured to provide emergency financing to sustain social services.

C. Relevance to Higher Level Objectives

18. **The project is fully aligned with the World Bank's mission to end extreme poverty and boost prosperity on a livable planet, the Country Partnership Framework (CPF) 2021–2025 (Report No. 150618-CF), and the Africa Western and Central Education Strategy (AFWES) 2022 (Report No. 172861).** More specifically, the project is aligned with the focus area 1 of the CPF which highlights the role of human capital and connectivity in boosting inclusion by improving basic services, mostly in regions affected by violence, to rebuild confidence in the government, while fostering greater social cohesion. It is also closely aligned with the pillars of the AFWES, specifically: (a) improving teaching and learning; and (b) expanding opportunities for learning. The project design leverages the lessons learned and recommendations of the AFWES.

19. **The project is equally aligned with the 2020–2029 ESP.** The ESP is part of the strategic priorities of the National Plan for Peacebuilding and Consolidation (2017–2021).²⁹ Education is one of the major determinants of pillar 2 of this plan, which aims to renew the social contract between the state and the population by promoting (a) regional equity; and (b) the provision of basic services in disadvantaged areas. The ESP is also directly linked to the Sustainable Development Goals (SDG 4) for 2030 and to the Continental Education Strategy for Africa (2016–2025).

20. **The proposed design is also well-aligned with the priority reform presented in the Partnership Compact.**³⁰ The priority reform identified in the compact aims to provide equitable and inclusive basic education supported by qualified teachers. There are three main pillars identified: (a) improve teacher policy and teacher training; (b) increase access and support retention of children in school through formal and alternative education pathways, with a view to increase equity and inclusivity, and to support the introduction of Sango in the curriculum; and (c) strengthen governance of the sector, including support for better education data collection and reporting.

21. **The project adheres to the Paris Agreement and is well-aligned with the country's national climate strategies.** The CAR's Nationally Determined Contribution (NDC), a key component of the Paris Agreement framework, outlines its strategies for reducing greenhouse gas (GHG) emissions and adapting to climate impacts. These commitments emphasize sustainable land use practices, forest management, and the enhancement of agricultural resilience to climate change, aiming to address both environmental sustainability and food security. The CAR is committed to integrating climate change into its development plans and strategies and aspires to reduce its emissions by 5 percent and 25 percent in 2030 and 2050, respectively.³¹ The CAR is also committed to the Central African Forest Initiative, which seeks

develop a low-cost community preschool education, and (b) to increase the enrollment and retention of girls in schools.

²⁹ The 2024–2028 National Development Plan is under preparation and investing in education is expected to remain an important pillar of the strategy on human capital development.

³⁰ See "Partnership Pact. Central African Republic" (GPE 2023). <https://www.globalpartnership.org/fr/content/pacte-de-partenariat-republique-centrafricaine-2023>.

³¹ See "An Overview of Agreed Commitments and Announcements from the Africa Climate Summit, Nairobi, September 4–6, 2023" (African Development Bank 2023).

https://www.afdb.org/sites/default/files/documents/africa_climate_summit_commitments_and_announcement_compilation_final_sept_7_2023.



to reduce emissions from deforestation and forest degradation while promoting economic development. This project supports the CAR in its aim to build a more resilient infrastructure and community by integrating climate change considerations into the education infrastructure design with the aim of to building a more resilient infrastructure and community. The project is also well-aligned with the adaptation and mitigation measures identified in the National Adaptation Plan, in particular the integration of climate change in basic education learning materials, training of teachers on questions of climate change, and integration of these areas in preservice education.



II. PROJECT DESCRIPTION

A. Project Development Objective (PDO)

22. The World Bank has supported critical interventions in the education sector in the CAR over the past eight years. The proposed project will build on, and where relevant, scale up both the successes and lessons learned during implementation, specifically the Emergency Basic Education Support Project (EBESP) (P164295, closing on June 30, 2024) and the Education Sector Plan Support Project (ESPSP) (P173103, closing in 2025). Figure 1 summarizes how the new proposed project is building on the ongoing engagement in the sector to lay the building blocks for a solid, functional education system in the CAR. Annex 2 provides more details on the complementarity between the three ongoing projects and the proposed project.

Figure 1: Link between the CARE project and other ongoing engagements in the education sector.





23. The proposed IPF would be financed by a World Bank International Development Association (IDA) grant of US\$65.00 million and co-financed by a Global Partnership for Education (GPE) grant in the amount of US\$55.05 million.³² The GPE grant is sourced from three main funding windows available to the CAR: (a) US\$35.05 million from the System Transformation Grant (STG); (b) US\$10.00 million from the multiplier fund; and (c) US\$10.00 million³³ for the Girls’ Education Accelerator (GEA). Under the GPE’s STG window, 20 percent of the funding (US\$7.19 million) is used to incentivize the country's progress on key agreed policy reforms. Three triggers that unlock this part of the financing have already been agreed with the government: (a) the recruitment of statisticians at the level of the central administration and academic inspections to guarantee reliable data collection; (b) the creation of a database on teachers (US\$3.50 million in total); and (c) the recruitment and integration of 1,500 teachers each year into public service from 2024 to 2028 (US\$3.69 million). The project is larger than any other project supported by the World Bank in the education sector in the CAR and aims to lay the building blocks for a strong and resilient education sector. The project would be implemented over a six-year period to enable the sector to fully implement the reforms and activities proposed.

PDO Statement

24. The PDO is to improve access to quality basic education³⁴ and strengthen capacity for sector management.

PDO Level Indicators

Key results	PDO indicators
Access	(a) Students enrolled in newly constructed classrooms (number) (disaggregated by gender)
Quality	(b) Student-to-textbook ratio in grades 1–6 in select subjects (number)
	(c) In-service teachers showing improved content and pedagogical skills ³⁵ (percentage)
System	(d) Share of qualified teachers integrated ³⁶ into the civil service (percentage) (disaggregated by gender)
	(e) Dissemination of results of learning assessment in reading and mathematics (text)

B. Project Components

Component 1: Increase access to improved learning environments (US\$70.5 million equivalent, including GPE US\$34.7 million)

Subcomponent 1.1: Targeted schooling infrastructure³⁷ (US\$29.0 million, including GPE US\$10.0 million)

25. **This subcomponent will finance:** (a) the construction of community preprimary classrooms, based on the model adopted under the ESPSP, with priority given to rural areas (outside of Bangui) where enrollment in preprimary is

³² The GPE Board will approve the grant on June 27, 2024. The project would be restructured in case the GPE financing does not materialize, and activities would be scaled down accordingly.

³³ The GEA allocation for the Central African Republic will be officially announced during the GPE board meeting on June 4-6, 2024. If the amount is less than the expected US\$10.00 million, the project will be restructured, and the GEA activities will be scaled down accordingly.

³⁴ Basic education refers to preprimary, primary, and lower secondary levels.

³⁵ This indicator would be measured through assessments administered at baseline and endline. Classroom observations may be added to the overall assessment. Details will be further developed in the project operational manual with strategically placed technical assistance (TA) that uses global best practices.

³⁶ Integration of teachers is defined as teachers being engaged as civil servant and being on the government payroll.

³⁷ The project is expected to contribute to a "green school" through awareness and education of all students in the preservation of the environment and sustainable development, by making the school greener through the systematic planting of 40 trees by companies during the construction of schools. Nature can be brought back to the heart of education with trees providing shade to school playgrounds and other areas of the school. In addition, in each new school built, at least one classroom will be equipped with a solar grid to allow students to study in the evening.



extremely low; (b) the construction of new primary classrooms in all of the 20 administrative regions, including separate latrines for boys and girls, and adequate WASH facilities for girls; (c) the rehabilitation of old or dilapidated classrooms and latrines in primary schools; and (d) the construction of secondary schools (*collège de proximité*) in at least five localities where enrollment in lower secondary is lowest among girls.³⁸

26. **The component will integrate climate adaptation and mitigation strategies**, contributing to more resilient educational facilities. Some activities that the component will consider are as follows:

- (a) *Operational manual*. Draft a manual for three different types of school construction (community preprimary classrooms, new primary classrooms, and secondary schools). Consultation meetings will be held with all stakeholders including, government officials, a committee of private sector and academia (including civil engineers), development agencies, and representatives of the PTA. The manual will be updated and revised as per the consultations, and it will be ultimately approved by the ministry. All school constructions will be built according to this operational manual.
- (b) *Sustainable building designs*. Incorporate climate-resilient and environmentally sustainable building designs in the construction and rehabilitation of classrooms and latrines. This includes using locally sourced, sustainable materials that are durable and have a low carbon footprint. Implementing energy-efficient designs, such as solar-powered lighting and natural ventilation, can reduce energy consumption and ensure classrooms remain functional during power outages.
- (c) *Rainwater harvesting systems*. Equip all new and rehabilitated buildings with rainwater harvesting systems. This will not only provide a sustainable water source for latrines and gardening activities but also prevent waterlogging around the school premises, reducing the risk of waterborne diseases.
- (d) *Disaster-resilient infrastructure*. Ensure that all constructions and rehabilitations are carried out with disaster-resilient techniques to withstand extreme weather events like floods, droughts, and storms. This includes elevated building foundations, reinforced roofing, and proper drainage systems.
- (e) *Green spaces and tree planting*. Incorporate green spaces and tree planting within school compounds. Trees and vegetation can provide shade, reduce the heat island effect, and enhance the resilience of school infrastructure to climate impacts. Additionally, involving students in tree planting can foster environmental stewardship.
- (f) *Gender-sensitive climate adaptation*. Design gender-segregated latrines by considering climate resilience and safety. They should address both adaptation and mitigation while promoting gender inclusivity. For instance, they can be made accessible during floods, and they can be enhanced by using solar lighting to ensure they are well-lit, especially at night.
- (g) *Waste management systems*. Implement sustainable waste management systems in schools, including composting organic waste and recycling programs. This can be used as an educational tool for students to learn about waste reduction and resource conservation.

Subcomponent 1.2: Teaching and learning materials for preprimary and primary levels and support to remedial education programs (US\$10.5 million, including GPE US\$3.6 million)

27. **This subcomponent will support the development, production, and distribution of a preprimary learning package, along with teacher guides and structured lesson plans.** The packages will be rolled out in community preprimary classrooms, which are located mainly in rural areas, with the objective of increasing attendance and improving learner readiness for primary school. It will also build on the ESPSP project which is supporting the development of a new curriculum for the first two grades of primary education, with Sango as the main language of

³⁸ The new constructions will be staffed through a combination of new recruitment and redeployment of nonteaching staff with teaching accreditations into teaching positions. The latter will be informed by the ongoing analysis carried out by the Ministère de l'Éducation Nationale (MNE) on its personnel.



instruction, by (a) extending the scope by supporting the development of the curricula for the remaining four grades of primary education (grades 3–6) in which the new curriculum development will ensure that there are clear and coherent curricular goals for foundational learning in the primary grades; and (b) supporting the production and distribution of textbooks and supplementary materials, in Sango and French, as well as teacher guides with structured lesson plans. Training of teachers, head teachers and inspectors on new TLMs will be supported under Component 2.

28. In addition to the provision of new TLM, this subcomponent will also support the scale-up of the remediation program developed under the EBESP in primary schools. The program has been successfully piloted in 4 out of 20 regions (7 regions are targeted by project close). It focuses on identifying students lagging and at risk of dropping out, including students from indigenous peoples' (IP) communities, through school-level assessments administered by the head teacher, and providing these students with tailored academic support by teachers. It also includes an outreach strategy led by the school, with the support of the AMEs and SMCs, to engage parents and guardians in monitoring the child's progression. The subcomponent will finance: (a) the distribution of TLMs; (b) training of teachers and headteachers; and (c) support remediation and outreach activities in additional regions.

29. Integrating climate change into the component will consider the following activities:

- (a) *Climate education content.* The resources will integrate climate change education into the curriculum at all levels, ensuring that teaching materials include content on local and global environmental issues, adaptation strategies, and mitigation practices. This could cover topics such as sustainable agriculture, water conservation, and renewable energy sources, which would be tailored to age-appropriate levels.
- (b) *Energy-efficient technology for education.* In areas where digital resources are utilized, the project will ensure that the devices and infrastructure employed are energy-efficient and, where possible, powered by renewable energy sources. This could include the use of solar-powered tablets or laptops and solar charging stations in schools.
- (c) *Sustainable distribution networks.* For the distribution of physical TLMs, the project will establish sustainable logistics strategies. This will involve optimizing distribution routes to minimize carbon emissions or partnering with local suppliers to reduce transportation distances.
- (d) *Training on environmental sustainability.* Part of the training for teachers, head teachers, and inspectors will include modules on environmental sustainability, climate change adaptation and mitigation, and how to incorporate these topics into everyday teaching. This will empower educators to integrate climate consciousness into their classrooms effectively.
- (e) *Community engagement in environmental education.* The project component will encourage the schools to engage with parents, guardians, and community members on the importance of climate resilience and environmental stewardship. This can be facilitated through community workshops, school projects involving tree planting, or local environmental clean-up days, which would link educational content with real-world actions.
- (f) *Remedial education programs with environmental focus.* The component will aim to tailor aspects of the remedial education programs to focus on environmental literacy and climate-smart practices. This approach not only supports students who are lagging but also raises awareness and fosters proactive attitudes toward climate change among students at risk of dropping out.

Subcomponent 1.3: Supporting learning opportunities for out-of-school children (US\$14.5 million, including GPE US\$10.1 million)

30. The ALP was developed under the EBESP project and has successfully provided learning opportunities for out-of-school children (ages 9–15), including vulnerable children who have aged out of the system, such as girls and children from indigenous people's community. The ALP enables these children to complete the equivalent of six years of primary



education, sit for the end-of-primary examination, and potentially enroll in formal lower secondary education or in a post primary TVET program. The EBESP project has: (a) supported the development of curricula for the three levels of the program and a policy document formally setting up the ALP; (b) piloted the ALP in 4 out of 20 regions, benefitting nearly 8,000 out-of-school children, including over 3,700 girls (ages 9–15), and targeting 16,000 children by project close. Under the proposed project, this subcomponent would scale up the program to the remaining 13 regions.³⁹ It will support further finetuning the ALP curriculum based on the feedback from the pilot phase. It will also include the printing and distribution of textbooks and instructional materials for program participants, and teacher guides tailored to the ALP. Training of teachers, head teachers and inspectors on the ALP curriculum and TLM is financed under Component 2.

31. Integrating climate adaptation and mitigation activities into Subcomponent 1.3 presents a unique opportunity to incorporate environmental education into nontraditional learning environments. This initiative can significantly contribute to raising awareness and building resilience among vulnerable communities. Some of the activities include:

- (a) *Climate-resilient curriculum.* To refine the ALP curriculum to include specific modules on climate change adaptation and mitigation, sustainable agriculture, water conservation, and renewable energy.
- (b) *Eco-friendly materials.* To ensure that textbooks and instructional materials for the ALP are produced using sustainable materials, such as recycled paper and eco-friendly inks.
- (c) *Outdoor learning and experiential activities.* To incorporate outdoor learning activities that allow students to directly engage with their environment. This could include field trips to local ecosystems, community gardens, or renewable energy facilities, providing hands-on learning experiences that reinforce the curriculum's climate adaptation and mitigation content.
- (d) *Community engagement projects.* To encourage students to participate in community engagement projects focused on environmental stewardship, such as tree planting initiatives, clean-up campaigns, or community-based adaptation projects. This not only reinforces learning but also fosters a sense of responsibility and agency among students to contribute to their community's resilience.
- (e) *Innovative instructional technologies.* To leverage low-carbon and energy-efficient technologies to deliver the ALP curriculum, such as solar-powered learning devices or digital platforms that can be accessed without relying on grid electricity. This can help reduce the carbon footprint of the educational process while ensuring accessibility in remote areas.
- (f) *Integration of traditional knowledge.* To incorporate local and indigenous knowledge systems into the curriculum, focusing on traditional practices that contribute to environmental conservation and climate resilience. This approach respects and revitalizes indigenous cultures while providing students with a rich, diverse understanding of environmental stewardship.

Subcomponent 1.4: School grant and girls' education initiative (US\$16.5 million, including GPE US\$11.0 million)

32. This subcomponent will build and expand on the ongoing school grant program which supports schools to achieve agreed objectives outlined in the school improvement plans, such as supporting school-based teacher training, and activities pertaining to remedial education. In addition to the school grant program, the GEI program aims to specifically support the enrollment and retention of girls in primary school, as well as support the transition to and completion of lower secondary education. The program will target girls living in vulnerable areas, including schoolgirls from IP communities.⁴⁰ The GEI program will (a) provide school kits, support school fees for newly enrolled girls and

³⁹ Given the large number of IDPs, the ALP will concentrate as a priority in the areas of displacement and return, so as to enable internally displaced children (ages 9–15) who are out of school to return to school and have a chance to complete the primary education cycle in order to continue in secondary school or benefit from training opportunities.

⁴⁰ At the lower secondary level, the GEI program will prioritize girls who completed the ALP, girls at risk of dropping out due to teenage pregnancies



examination fees for grade 6 and grade 10 girls, provide hygiene kits; and (b) outreach activities to promote school retention within the community and with parents of girls at risk or who have dropped out of school. Part of the grant will promote girls' resilience to climate change and will go toward school initiatives to bring innovation to solve day-to-day climate-related problems in the community. The grants will be managed by the AMEs at the school level to ensure greater ownership by and participation from the community.

Component 2: Improve teaching quality (US\$34.0 million equivalent, including GPE US\$12.0 million)

Subcomponent 2.1: Support teachers' in-service training in basic education (US\$3.2 million, including GPE US\$1.9 million)

33. **This subcomponent will finance:** (a) the implementation of a teacher training program for community preprimary teachers on new TLM and associated pedagogical approaches; (b) the implementation of a teacher training program for primary teachers focused on TLM and core areas in the new curriculum developed under the EBESP, including the modules on conflict-sensitivity training, cross-cutting training on gender-sensitive pedagogy, and training to reduce gender bias in the classroom; and (c) the training of ALP teachers on the new TLM and associated pedagogical approaches. Training will be initially delivered through RPCs and followed up with regular and continued training and support through a school-based or cluster-based modality. Head teachers and inspectors will also be trained to better support teachers and ensure new content and pedagogical approaches are accurately incorporated in classroom instruction. The use of educational technology (e-readers, tablets, radio programs) will be leveraged to facilitate training, as needed.

Subcomponent 2.2: Strengthen preservice teacher training (US\$9.7 million, including GPE US\$4.2 million)

34. **This subcomponent will support the increase of qualified new teachers** through (a) the construction and equipment of five new RPCs which could each accommodate at least 100 teacher students per year; (b) renovation and expansion of at least one existing teacher training establishment; (c) printing and distribution of TLMs based on the preservice curriculum developed under the ESPSP and capacity building of instructors; and (d) implementing a dual certification program⁴¹ for lower secondary school teachers. The curriculum will be adjusted to reflect new content introduced in the new primary curriculum developed under Component 1; and (d) training of instructors deployed to new RPCs. The construction of RPCs will be rolled out in phases, with the first two scheduled to be constructed by year 2 of the project. The construction of the third remaining centers will be contingent on the integration of a budget line in the Ministry of National Education (*Ministère de l'Éducation Nationale*, MNE) budget to capture the minimum operational costs of the centers constructed. The same budget line will be used to finance the operational costs of the three remaining centers.

Subcomponent 2.3: Increase qualified primary teachers in the system (US\$21.1 million, including GPE US\$5.9 million)

35. **This subcomponent aims to support the government to establish a career pathway for community teachers**, including those from the IP community, and support their integration into civil service. It will also support performance-based recruitment of new teachers, including those from the IP community and particularly emphasize the recruitment of female teachers. This subcomponent will support: (a) the establishment of a clear performance-based alternative certification program which would allow the integration of competent and qualified community-teachers into civil

and girls from the IP communities.

⁴¹ The dual certification program qualifies a teacher to teach two subjects at the lower secondary level. It helps reduce the number of teachers required at the school level, thereby increasing efficiency in public spending, whilst ensuring proficiency in content and pedagogical knowledge.



service; (b) the performance-based recruitment of new teachers, with defined targets for hiring women (see proposed details below); and (c) the development of a teacher policy, which covers core areas inter alia, pre-service and in-service teacher training, recruitment, deployment, redeployment, career management.

36. **Under the proposed project design**, 2,000 of the more than 8,000 community teachers would be integrated into public service after successfully completing the training and certification process. The project would also support the recruitment of 4,350 contract teachers to be distributed between the three sub-cycles (preschool, primary and secondary education) as contract teachers, with a commitment from the government to gradually integrate them into public service (including issuing of pay slips) from the fourth year of the project. The project will build on the lessons learned from the salary support provided under the MAINGO and SENI-Plus projects, including well-defined physical verification mechanisms of newly contracted teachers. This will support the ongoing payroll integrity measures being enforced by the Ministry of Civil Service and Administrative Reform (*Ministère de la Fonction Publique et de la Réforme Administrative*, MFPPRA) and facilitate the integration of teachers into the MFPPRA database and on public payroll. To further ensure an efficient deployment strategy, the MNE will adopt a three-pronged approach: (a) prioritizing recruitment and deployment in schools outside of Bangui, where the needs are the most acute; (b) prioritizing local recruitment (prefecture level) of teachers recruited from the communities where they are deployed to encourage retention; and (c) issuing teacher contracts of at least five years at the assigned teaching post. Contract teacher salaries will be paid through the Project Coordination Unit (PCU) until teachers are transferred to the MFPPRA and paid through the public payroll. The project will explore mobile money payment where possible. The MNE is also committed to increasing the share of women in the teaching force by prioritizing women both in the selection of community teachers eligible for participating in the training and certification program, and in the recruitment of contract teachers from the existing pool of qualified teacher training college graduates.

Component 3: Strengthen data system and sector management (US\$15.5 million equivalent, including GPE US\$8.3 million)

Subcomponent 3.1: Learning assessments (US\$3.3 million, including GPE US\$2.9 million)

37. **The ESPSP is currently supporting the MNE to set up a National Learning Assessment (NLA) team.** Building on these ongoing activities, this subcomponent will support: (a) the development and implementation of an NLA in early and late primary grades which will be administered once during project life. The assessments will focus on foundational literacy and numeracy skills, and it will help produce systemwide evidence to support decision-making and set policy reforms; and (b) the participation of the CAR in the regional learning assessments by PASEC in 2024 and 2029. This allows for regional benchmarking and linking to the Global Proficiency Framework (GPF) for regional and international comparability. Altogether, the project will enable the collection of three learning assessment data points.

Subcomponent 3.2: Strengthen education planning and management (US\$2.9 million, including GPE US\$1.7 million)

38. **The objective of this subcomponent is to strengthen the MNE's capacity** to produce timely and reliable data and analysis, and to support the use of data in decision-making and planning at the central and local levels of the education. Specifically, the subcomponent will finance: (a) the timely preparation of reliable education statistics for decision-making; and (b) capacity building of decentralized ministry units to develop simple planning tools, such as school report cards, to track basic education statistics and support school level planning and resource management.

Subcomponent 3.3: Project management and capacity building (US\$9.3 million, including GPE US\$3.7 million)



39. **The objective of this subcomponent is to strengthen the capacity of the PCU** to undertake the tasks required for project implementation. The project will finance project operating costs, including salaries of staff (a project manager, a project financial specialist, a procurement specialist, an accountant, a social specialist, an environmental specialist, a gender-based violence/sexual exploitation and abuse/sexual harassment (GBV/SEA/SH) specialist, a security specialist, a monitoring and evaluation (M&E) specialist, engineers, support staff) and PCU activities. This subcomponent will finance impact evaluations of key activities, and it will also finance studies to support effective policy dialogue and decision-making for education policy reforms, including the education textbook policy.

Component 4: Contingent Emergency Response Component (CERC) (IDA US\$0.0)

40. **A no-cost CERC will be included to allow for an immediate response in the event of an eligible crisis or emergency.** This will allow for rapid reallocation of project financing in the event of a natural or man-made disaster or crisis that has caused, or is likely to imminently cause, a major adverse economic and/or social impact. 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. GPE funds will not be used for CERC.

C. Project Beneficiaries

41. **Overall, approximately 3.6 million students, teachers and staff including those from indigenous communities will benefit from the proposed interventions.** Approximately 90,000 students will benefit from new classroom and school construction. An additional 90,000 students will benefit from rehabilitation and 200,000 students will benefit from construction of latrines. Over 2.5 million preprimary and primary students will benefit from textbooks and learning materials. Over 8,000 preprimary and primary teachers will receive teacher guides and teaching materials. The project is also expected to support over 15,000 teachers to participate in in-service teacher training and 4,000 in preservice teacher training programs. Around 5,000 teachers are expected to participate in the certification program on a pathway to civil service, while 3,000 head teachers and 250 meso-level staff (inspectors) are expected to be trained on the new tools with a view to better support teachers. Around 50 central level staff will receive capacity building on learning assessments. The breakdown of the main project beneficiaries is shown in table 1:

Table 1: Project Beneficiaries

Component	Main activity	Preprimary Education			Primary Education			Teachers, Directors, Inspectors	Secondary Education			Coverage
		All	Girls	Boys	All	Girls	Boys		All	Girls	Boys	
1.1	Newly constructed classrooms	20,000	12,000	8,000	90,000	40,000	50,000		28,500	11,500	17,000	In targeted prefectures
	Installation WASH facilities	20,000	12,000	8,000	90,000	40,000	50,000		25,000	10,000	15,000	
1.2	Supply of textbooks and teachers' guides				2,600,000	1,170,000	1,405,000	25,000				Nationwide
	Remedial education	-	-	-	250,000	100,000	150,000		-	-	-	In targeted prefectures
1.3	ALP expansion	-	-	-	60,000	25,000	35,000		-	-	-	In targeted prefectures



1.4	School grant/GEI	-	-	-	1,750,000	800,000	950,000		10,000	10,000	-	Nationwide
2.1	In-service teacher training							19,600				Nationwide
2.2	Pre-service teacher training							4,000				Nationwide
2.3	Certification and onboarding program							6,350				Nationwide

D. Results Chain

42. The theory of change of the project assumes that achieving higher order objectives of human capital development requires that children have access to conducive learning environments, learning-focused inputs, and effective teaching and learning practices. It also requires stronger system management which uses data and makes evidence-based decisions.

Figure 2: Theory of Change



E. Rationale for World Bank Involvement and Role of Partners



43. **Public sector provision of education services as well as public financing of the education sector are indispensable in the CAR.** The country has been affected by multiple severe internal conflicts, leading it to be the least developed economy in terms of the Human Development Index (HDI), GDP per capita, and poverty incident 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 education system to ensure inclusive economic growth and development. Government intervention is required to provide equal opportunities for all children in the CAR. With appropriate actions by the government, children and youth who have been adversely affected by the security crisis and the COVID-19 pandemic can have the opportunity to receive a formal education and contribute to the stability 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 early childhood development (ECD) level, improve access to primary schools and higher levels, improve retention rates, enhance the learning and teaching environment at the primary and lower secondary levels, and reduce inequality across regions and sociodemographic groups. The World Bank has the technical, local and global expertise, contextual understanding, and the operational readiness to support the CAR in realizing this broad agenda. The World Bank is the largest development partner in the education sector in the CAR and works closely with other key development agencies through the local education group (LEG) on alignment in relation to policy and investment priorities, for example, through the preparation of the Partnership Compact. (Annex 4 provides a breakdown of investments supported by other main development partners.)

F. Lessons Learned and Reflected in the Project Design

44. **The proposed project design incorporates key lessons learned** from the ESP, the CAR PER, the community teachers' capacity assessment that is ongoing, and best practices used in previous World Bank-supported education operations. Key lessons on improving approaches to school construction and rehabilitation, the teaching and learning environment, remedial and accelerated learning programs for disadvantaged students, and community engagement in education management are discussed in the following paragraphs.

45. **International evidence suggests that physical characteristics of learning spaces tend to have significant impact on educational progress.** The impact of the learning environment has been estimated to explain about 16 percent of the variation in student learning.⁴² A literature review of the relationship between school resources and student test scores⁴³ found that better resources such as textbooks, basic furniture, blackboards, school libraries, and better infrastructure have a positive impact on test scores. The review concluded that a fully functional school—one with better-quality roofs, walls, or floors; desks, tables, and chairs; gender-segregated latrines; and a school library—appears to be conducive to student learning. Project interventions around the world confirm that an improvement of the physical characteristics of schools such as lighting, temperature, noise, and air quality are associated with better student performance. Improvements in physical learning environments can support teachers in their role to help their students' educational progress.⁴⁴

46. **The project builds on the achievements and lessons learned** during the implementation of the previous and current education projects in the CAR and countries with a similar context, suggesting the following lessons:

- **Integrated investments.** Schools often receive disparate improvements (painting, improved sanitation, climate change resilience, energy efficiency, etc.), often several years apart. The project will provide integrated

⁴² Barrett et al. (2019), *The Impact of School Infrastructure on Learning: A Synthesis of the Evidence. International Development in Focus* (Washington, DC: World Bank).

⁴³ Glewwe et al. (2011), "School Resources and Educational Outcomes in Developing Countries: A Review of the Literature from 1990 to 2010," in *Education Policy in Developing Countries*, edit. by Glewwe, 13–64 (Chicago: University of Chicago Press).

⁴⁴ Bruns and Luque (2015), *Great Teachers: How to Raise Student Learning in Latin America and the Caribbean* (Washington, DC: World Bank).



investments that address the needs for improved climate change resilience, inclusion, and sustainability. An approach is needed that can provide schools with immediate functionality and respond to the long-term benefits in improved durability. Through the EBESP and the ESPSP, and in consultation with beneficiaries, a minimum package of interventions can result in a strong improvement in access and quality of education. These interventions might include providing a preschool class; constructing classrooms for a primary school; constructing a local lower secondary school; providing teacher training, ALP and remediation courses; and designing a school improvement plan through community involvement. In the long term, this approach can enhance the effective utilization of school infrastructure.

- **Use of framework contracts with well-established and vetted contractors can fast-track implementation in construction.** Under IDA-financed projects, the MNE was able to finalize classroom plans for all levels of education and identify more than 10 construction companies that performed to the best standards and delivered on time. The implementation of framework contracts with this type of efficient company should make it possible to reduce the risks of noncompletion of civil work and deliver construction on time. Based on this same experience, the MNE committed to integrating a team of 5 to 6 civil engineers into its directorate in charge of school construction to strengthen its capacities in terms of civil work planning and monitoring.
- **Community-led rehabilitation is a viable and cost-effective way of achieving targets.** Timely completion of construction/rehabilitation programs in a fragile, conflict and violence (FCV) context such as the CAR requires specific measures, especially in a context of low institutional capacity. Evidence from IDA-financed projects has shown that the community-led approaches can significantly reduce transaction costs, build local capacity, and contribute to reducing implementation delays.
- **Lessons learned from the grant program under the EBESP, ESPSP and the Maïngo project** teach that (a) the implementation of grants for school improvement plans (SIP) to respond to the challenges encountered by schools produces excellent results; and (b) the involvement and empowerment of communities in defining and implementing SIPs, and the provision of scholarships for the school enrollment and retention of the most disadvantaged children, particularly for girls, are a guarantee of success of the projects. A detailed school grants operations manual for training and support should provide clear guidance on the application process, roles and responsibilities, procurement procedures, disbursement and management of funds, responsibilities and M&E, sustainability, etc.
- **Institutional strengthening.** The experience of ongoing education projects shows the need to invest in capacity building at different levels of central and decentralized administration to ensure the sustainability of project investments and the effectiveness of the positive outcomes of project approaches. Strengthening the capacities of the statistical studies and planning department makes it possible to regularly produce education statistical directories, and this effort must be continued at the decentralized level.
- **Political commitment.** The government has shown strong commitment to address the main challenges facing the education sector through the priority areas outlined in the ESP and in the Partnership Compact. The government, for example, began recruitment of additional teachers in 2022 and 2023. It is expected that an additional 1,500 teachers are going to be integrated to the civil service in 2024, and the government is committed to continue this effort for the next 5 to 6 years.
- **Effective teachers are critical to improving the overall quality of the teaching and learning environment.** Qualified teachers and their quality of teaching in the classroom are the most important factors in improving learning. Strengthening capacity for primary teachers, including community teachers, for the use of scripted lessons and explicit methods can be effective in a context where there is a dearth of teachers and where a large portion of teachers have not received any pedagogical training. Scripted lessons have been used in various countries with significant success, most notably by Bridge International Academies.⁴⁵ The use of scripted lessons

⁴⁵ Kwauk and Perlman (2016), *Bridge International Academies: Delivering Quality Education at Low Cost in Kenya, Nigeria and Uganda* (Washington,



helps teachers learn the content they are teaching and provides pedagogical strategies for content delivery. Though their teaching may not be adequate initially, over time teachers will have a stronger sense of the knowledge content as well as how to deliver it effectively to their students.

III. IMPLEMENTATION ARRANGEMENTS

A. Institutional and Implementation Arrangements

47. **Institutional and implementation arrangements.** This project will complement the operations under implementation and support the achievement of the country's ESP. The MNE will have project oversight; it will be the implementing agency. The World Bank-funded PCU under the MNE will be responsible for the day-to-day project management under the direct supervision of the Minister. The PCU will include technical, fiduciary, and environmental and social framework (ESF) (environment, social, GBV and security) staff under the coordination of a PCU manager. The implementation of activities will be closely coordinated with technical teams at the MNE and supported by strategic TA. The Project Operational Manual (POM) will outline the specific technical and operational roles and responsibilities of all the PCU members. During project preparation, the World Bank assessed the fiduciary and ESF capacity of the MNE. During project implementation, the World Bank will work with the MNE to develop a citizen engagement strategy and communication strategies.

B. Results Monitoring and Evaluation Arrangements

48. **The results framework (RF) will serve as the core tool for M&E in the project.** The PCU will be responsible for preparing a semi-annual report on the technical, physical, and financial progress of the project, including updating the latest values of the RF indicators. The M&E specialist of the project will be responsible for aggregating data from the various sources, ensuring validity and accuracy of the data when possible. The M&E specialist will also provide all data files used to calculate the indicators. The main directorates and services with implementation responsibilities will report on activities executed under the project. Responsibilities for data collection for each indicator are defined in the M&E table below.

49. **Joint implementation support missions.** The project will conduct biannual joint implementation support missions (the government, the World Bank, GPE) to assess implementation progress and troubleshoot challenges in a timely manner. Further, a midterm review will be conducted at the start of year 4 involving all major stakeholders including the GPE.

C. Sustainability

50. **The project is closely aligned with the government goals and priority reform identified during the preparation of the Partnership Compact.** It is also well-aligned and consistent with the 2020–2029 ESP which seeks to transform the education system to support quality inclusive education and teacher training programs to build human capital that serves the needs for economic and social development. Both the project and the Partnership Compact recognize the importance of shifting focus to critical issues of quality of education.

51. **Sustainability is ensured through broad consensus on project interventions and objectives.** The project activities have been designed with the technical teams of the MNE and in consultation with development partners and nongovernmental organizations (NGOs) working in the education sector, as well as potential beneficiaries including



students, teachers, school head teachers, parents, and communities. Consultations were primarily carried out through workshops during project preparation. Sustainability is also achieved, importantly, by ensuring project interventions are anchored within the existing system; supporting existing structures, processes, and mechanisms; and building capacity where needed to ensure readiness, full ownership at the central and sub-national levels, and different stakeholders in the sector like communities and parents, and viability of activities. The project is also building on existing interventions from ongoing project and leverages the experience gained.

IV. PROJECT APPRAISAL SUMMARY

A. Technical, Economic and Financial Analysis

52. **The proposed project focuses on improving access and quality at the basic education level.** The interventions are based on global evidence of what works to improve learning outcomes (in line with the 2018 World Development Report) and are adapted based on the CAR context, challenges, and by lessons learned from past and ongoing operations. Specifically, it responds to the critical need for construction and rehabilitation of schooling infrastructure at the preprimary, primary and lower secondary levels, especially in rural areas outside of Bangui. The proposed project will also support interventions which aim to strengthen the teacher-learner interaction in the classroom, including school-based and continuous teacher training, teaching, and learning materials in the local language Sango, remedial education, and alternative education programs. The timely preparation of education statistics reports and the national and regional learning assessments will also provide critical data to measure and track student learning outcomes. The technical design of the project is closely aligned with the priority reforms identified in the Partnership Compact which was finalized in August 2023, as well as in the 2020–2029 ESP.

53. **Alignment with the Paris Agreement.** The project is consistent with the CAR's climate strategies and aligned with the goals of the Paris Agreement on both mitigation and adaptation.

- *Assessment and reduction of mitigation risks.* Most project activities are universally aligned with mitigation goals, such as improvements in student learning, training and capacity building, M&E, and dissemination activities to minimize activities that result in GHG emissions of carbon lock-in. School rehabilitation and construction will incorporate sustainable building designs that minimize emissions, such as use of materials that are more durable and have a lower carbon footprint, energy efficiency measures, use of solar power, rainwater harvesting, green spaces and tree planting, and waste management. Assessments will be conducted to evaluate potential GHG emissions and implement measures to reduce them. Therefore, any mitigation risks have been reduced to low.
- *Assessment and reduction of adaptation risks.* The project has been screened for climate and disaster risks. Some school locations are assessed as susceptible to climate hazards such as heavy rainfalls and flooding. The project will manage climate and disaster risks through targeted adaptation measures. Specifically, the project will ensure that rehabilitated or newly built school classes and all items procured are climate-safe and eco-friendly. The project will support provision of training and awareness campaigns to increase the capacity of teachers, students, school management, and communities to prepare for and respond to climate change-induced emergencies. Therefore, residual risks have been reduced to an acceptable level.

Economic analysis

54. **Investing in education is an essential part of the inclusive economic growth and poverty reduction strategy in the CAR.** By prioritizing basic education, the project focuses on equipping children with the foundational literacy and



numeracy skills necessary to complete basic education with adequate learning levels and successfully pursue post-basic education, increasing the likelihood of securing more productive employment. Cognitive skills of the population, rather than mere school attainment, are related to long-term economic growth.⁴⁶ Investing in education is also an important tool for peacebuilding in a FCV context; and it is key in fostering girls' well-being and promoting women empowerment.⁴⁷

55. An economic and financial analysis was conducted to assess the economic rationale for the proposed investment project (annex 5). The analysis suggests that there is a strong rationale supporting the investment in education in the CAR. The returns to education analysis indicates that an additional year of schooling in the CAR yields, on average, a 7.0 percent increase in annual earnings. This is even higher (8.3 percent) for women. In addition, the cost-benefit analysis for the base scenario, under conservative assumptions, shows strong support for the project investment. The cost-benefit analysis was carried out on quantifiable interventions impacting both access and quality of education outcomes under Components 1 and 2. The proposed intervention have a strong economic justification with a Net Present Value (NPV) of US\$24.8 million, a benefits-to-cost ratio of 3.1, and an estimated Internal Rate of Return (IRR) of 22.7 percent. These returns are a lower bound because only private outcomes for the students are considered as part of the benefits of the project, and the base scenario is based on conservative assumptions. The NPV and IRR increase substantially under less restrictive assumptions, showing that the project has the potential to generate tremendous benefits, assuming a favorable environment.

B. Fiduciary

(i) Financial Management

56. A financial management (FM) assessment was undertaken to evaluate the adequacy of the project FM arrangements. The objective of this assessment was to determine whether the project implementing agency has acceptable FM arrangements for the project's implementation. The project will be implemented by the PCU of the ESPSP (P173103) under the overall coordination of the MNE. The MNE has a track record of experiences in coordinating World Bank-financed projects through the PCU of ESPSP. The FM assessment was carried out in accordance with the FM manual for the World Bank's IPF operations that became effective on March 1, 2010 and were reissued on September 7, 2021. The FM arrangements for CARE will build on the existing institutional and fiduciary arrangements of the ongoing ESPSP managed by the PCU-ESPSP. ESPSP's FM performance was rated Moderately Satisfactory, and the FM risk was rated Substantial, following the last implementation support mission of November 2023. The current FM staffing is adequate and consists of an FM specialist with good experience in managing donors funded projects supported by an accountant both competitively recruited. This staffing will be reinforced with an additional FM specialist fully dedicated to CARE's accounting and disbursement tasks. The FM specialist will be recruited within three months after effectiveness based on terms of reference (ToRs) acceptable to the World Bank. ESPSP's current accounting software will easily integrate CARE's accounts. Its parameters should be configured within three months after effectiveness to consider CARE's specificities.

57. The existing ESPSP's FM manual of procedures as part of the POM is acceptable to the IDA and will be updated to consider the CARE's context. The unaudited interim financial reports (IFR) are prepared every quarter and timely submitted to the World Bank with acceptable quality. CARE's interim financial report will be submitted to the World Bank on a quarterly basis and within 45 days following the quarter. In addition, ESPSP's internal audit arrangements will

⁴⁶ Hanushek, Eric A. and Ludger Woessmann (2008), "The Role of Cognitive Skills in Economic Development", *Journal of Economic Literature*, Vol. 46, No.3, pp. 607-668

⁴⁷ Mehra, Rekha (1997), "Women, Empowerment, and Economic Development," *The ANNALS of the American Academy of Political and Social Science*, vol. 554(1), pages 136-149; Ojobo, J.A. (2008); "Education: A catalyst for Women Empowerment in Nigeria", *Journal of Education and science*, 4(1) 93-108; Habib, K., Shafiq, M., Afsan, G., & Qamar, F. (2019), "Impact of education and employment on women empowerment", *European Online Journal of Natural and Social Sciences*, 8(3), 62-74.



be extended within three months after effectiveness to CARE and the PCU-ESPSP should ensure that the project internal auditing is included in its internal auditor's workplan and that the audit is conducted using a risk-based approach. Furthermore, transaction-based disbursements will apply, and the amount of the initial advance will be specified in the disbursement letter. Finally, ESPSP's current external audit arrangements are acceptable, and the 2022 audit report was timely submitted with an unmodified opinion. While waiting for arrangements completion with the CAR's Supreme Audit Institution (*Cour des Comptes*) to start being involved in the process of the external auditors' selection and their reports reviewing, an independent external auditor will be appointed within six months after effectiveness based on TOR agreed with the World Bank to carry out CARE's external audit, and the audit report will be submitted within six months following the end of the fiscal year.

58. **The overall FM risk prior to the mitigation measures was considered High.** The proposed FM risk mitigation measures are considered adequate to reduce the residual risk to Substantial. An FM action plan is summarized in the risk assessment table below. Subject to the successful completion of the actions recommended in the action plan to address the risks identified, the proposed FM arrangements are considered acceptable to the World Bank.

(ii) Procurement

59. **All procurement activities under the project will be carried out using procedures** as stated in the (a) the World Bank Procurement Regulations for IPF Borrowers as of September 2023 and (b) the "Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants," dated October 15, 2006, and revised in January 2011, and as of July 1, 2016, the IPF Anti-Corruption Guidelines. The Systematic Tracking of Exchanges in Procurement (STEP) system will be used for all procurement transactions, including post review contracts.

60. **The PCU gained experience during the implementation of the EBESP and ESPSP II projects.** The performance of the procurement has been improved with the recruitment of the new procurement specialist and the support provided by the World Bank through capacity-building programs (monthly procurement clinics). However, weaknesses are still noted in procurement planning and contract monitoring, leading to disputes and delays in the implementation of contracts. The implementation of contracts is affected by the weak technical and financial capacities of the local private sector. In addition, the MNE, a key actor of the procurement, is not fully implicated in the Contract Management Team (CMT) established within the PCU. Given the huge workload of procurement activities under the two ongoing projects (EBESP and ESPSP II) and to avoid delays in the implementation of procurement plans, a new Procurement Specialist will be recruited and will work conjointly with the other procurement specialist. The two procurement specialists will be supported by an assistant who will be fully dedicated to STEP.

61. **The project has prepared a Project Procurement Strategy for Development (PPSD) and a procurement plan.** The proposed PPSD will aim to advance the use of procurement as a mean for sustainable development, taking into consideration social, environmental, and economic impacts. World Bank's sustainable procurement guidance documents will be followed, and international best practices will be integrated as much as possible. Infrastructure contractors can be required to meet: (a) multiple uses and benefits of construction works; (b) environmental co-benefits; (c) social co-benefits and job creation; and (d) climate adaptation and mitigation measures.

62. **A project manual will be developed for the project.** The manual will include a specific section on complaints and contract management, with consideration of the weaknesses in the implementation, which were noted in the ESPSP II project.

63. **The risk associated to the procurement is assessed as High.** The main risk is related to the weaknesses noted in the contract management system of the PCU leading to disputes and delays in the implementation of contracts. A CMT has been established within the PCU but does not include some key actors of the project such as the Ministry. In



addition to this, monthly procurement clinics are organized by the World Bank’s procurement team in the CAR where specific cases are discussed including contract administration. The internal control system of the PCU will be enhanced and applied at all levels of the procurement processes. The procurement risk is High but reduced to a residual risk rating of Substantial in view of the articulated risk mitigation measures.

C. Legal Operational Policies

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Area OP 7.60	No

D. Environmental and Social

64. **The overall environmental and social (E&S) risk of the project is Substantial.** Overall, the project is expected to have positive impacts given that planned activities aim to: (a) improve access to quality basic education, especially for girls; (b) strengthen teaching practices; and (c) strengthen capacity of education system for better service delivery. However, the project will have some E&S risks.

65. **The main environmental risks center on working conditions,** including occupational health and safety and community health and safety, resource efficiency and pollution, mainly due to disposal and management of construction waste; nuisances related to air and noise emissions; storm water runoff; land disturbance; and water pollution from hydrocarbon spills. Key social risks include risks of SEA/SH; limited ESF capacity and experience of the PCU and project implementation actors; exclusion of marginalized and vulnerable social groups including Mbororo Peuhls and indigenous peoples; security risks for project workers and beneficiaries, given the high presence of nonstate armed groups across the territory; and involuntary resettlement leading to physical or economic displacement.

66. **SEA/SH risk is Moderate,** using the World Bank SEA/SH risk screening tool. The preliminary assessment was based on the country context and project-specific indicators, specifically: (a) the recent formalization of institutional codes of conduct and internal regulations for teachers and administrative staff that include prohibitions against SEA/SH within the entire education system, (b) the presence of a SEA/SH expertise within the PCU, and (c) existing SEA/SH sensitive Grievance Redress Mechanism (GRM) under ongoing education projects that applies to actors of the new projects. However, previous consultations conducted by the ongoing education projects have revealed GBV issues, such as SEA/SH concerns and absence of measures to do SEA/SH background checks on teachers. The new project is subject to the humanitarian situation of the country due to security risks which further exacerbates the SEA/SH project risk on beneficiaries and project workers. The government has recently instituted codes of conduct and internal regulations for the education sector; however, government capacity to implement and monitor SEA/SH measures is still limited. Thus, the project will maintain measures that were put in place for the ESPSP to address substantial SEA/SH risks.

67. **Indigenous peoples (IP)/Sub-Saharan Africa’s historically underserved traditional local communities.** The project has national coverage and will be implemented in areas where indigenous peoples (the Aka people) are present, namely in the Ombella-Mpoko and Mambere-Kadei prefectures. However, it is expected that no activities requiring civil works would be implemented within IP territories to protect cultural heritage sites. CARE is addressing potential exclusion risks of indigenous peoples by incorporating IP considerations into other areas of the project design, for any of the project component should prefectures with IP presence be selected for related activities, specific client IP considerations will also be included in the POM.



68. **E&S risk management instruments.** To address potential E&S risks and impacts, the project has prepared and disclosed an Environmental and Social Commitment Plan on the world bank site on May 25, 2024. As per the provisions of the ESCP, the draft Stakeholder Engagement Plan was prepared and disclosed on the world bank site on May 4, 2024, and the final version will be disclosed in-country no later than three months after project effectiveness. The following draft instruments were also prepared and disclosed in-country on April 30, 2024: (a) a generic Environmental and Social Management Plan, Resettlement Plan(s); (b) Labor Management Procedures; (c) an SEA/SH risk assessment and associated action plan; and (d) security risk assessment / security management plan. As per ESCP provisions, final versions will be disclosed no later than three months after project effectiveness.

69. **Climate change.** The project has been screened for climate and disaster risks. The CAR is susceptible to various climate and disaster risks, which worsen the challenges faced in achieving development progress, especially for the most vulnerable populations. The country's position on the 2021 ND-Gain Index is 184 out of 185, highlighting its vulnerability to climate change and its readiness to improve resiliency. As stated in the CAR's NDC,⁴⁸ the entire nation is exposed to severe climate hazards, primarily droughts and heavy rainfall leading to floods. Among those most at risk are rural communities, women, children, and the elderly. The country is committed to combat climate change through adopting strong adaptation efforts ensuring climate-smart investment. The project includes a few activities to address vulnerabilities and minimize anticipated risks from climate hazards (see table 3). For instance, the project will train school management (school leaders, teachers, and other SMC and AME members) on climate change and how it affects communities, schools, and children's learning. Mitigation measures will also be included in the training, which will cover themes such as energy efficiency where applicable (since most of schools have no access to electricity), restoring nature to absorb more carbon, recycling, and cleaning up the environment. These training sessions will be part of the school capacity-building effort under component 1. Under component 2, reading materials will be distributed to primary-school-age children and include guidance regarding actions to mitigate and respond to the impact of climate change.⁴⁹

70. **Gender and disability inclusion.** The project will support key interventions and include indicators addressing some of the barriers that vulnerable children, especially girls and children with disabilities, face. School closures and limited learning environment are likely to accentuate the existing risks and create additional risks of exclusion on gender and disability inclusion. The risk of dropping out of school increases as young girls may face greater expectations of caregiving for children and relatives at home instead of studying. The project design includes mitigation measures to address risks of exclusion in primary education with a special focus on gender and disability inclusion. For instance, the school grant can be used for activities to empower girls and support the most vulnerable including children with disabilities and children of IDPs and host communities. In addition, the project components that focus on increasing female teachers, improving WASH facilities, and teacher training on gender bias, also seek to improve inclusion of girls in the CAR's school system. The project will support provision of training for school management to ensure they pay special attention to monitoring of enrollment and retention of the most vulnerable. Community outreach campaigns will be carried out to encourage communities to continue their engagement with education and support of girls' education. For well-being and protection, the project will provide psychosocial support to children and teachers. A project GRM to

⁴⁸ Climate Change Laws of the World, "Central African Republic First NDC" (2022). https://climate-laws.org/documents/central-african-republic-first-ndc-updated-submission_ba88?id=central-african-republic-first-ndc-updated-submission_799e.

⁴⁹ A separate note detailing the full extent of incorporation of climate change adaptation and mitigation measures has been prepared and is available upon request.



respond to GBV/SEA/SH incidents will be set up and necessary actions to support survivors in a timely manner will be taken.⁵⁰

71. **Citizen engagement.** This is integrated into the project design through various mechanisms. Consultations were conducted to seek feedback on the project with a LEG.⁵¹ A finalized Stakeholder Engagement Plan will be used to ensure engagement is maintained and updated throughout project implementation. The project will support mobilization and capacity building of school stakeholders including school leaders, teachers, and SMC and AME members engaged in participatory processes. For example, the AMEs will be leading the implementation of the GEI at the school level, including ensuring the outreach activities to the households of girls at risk of dropping out. The feedback will be integrated into project activities or inform any necessary corrective measures. The project will also enhance the voices of vulnerable groups, such as girls, children with disabilities, and children from IDPs and host communities. The PCU will be responsible for supporting community mobilization and capacity building in targeted areas and will foster citizen engagement through the participatory decision-making process in schools that includes SMC and AME members, parents, and teachers. The project includes one intermediate result indicator related to beneficiary feedback in the results framework.

V. GRIEVANCE REDRESS SERVICES

72. **Grievance redress.** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the World Bank'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 World Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of World Bank noncompliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of World Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's GRS, visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the World Bank's Accountability Mechanism, visit <https://accountability.worldbank.org>.

⁵⁰ Other specific activities may be to support the national and technical committees to combat GBV, harmful traditional practices, and child marriage to establish a specific national action plan against harmful practices, carry out media campaigns or training in secondary schools, for example, or even promote the knowledge of the law criminalizing female genital mutilations.

⁵¹ The LEG is a collaborative forum of stakeholders within the education sector who develop, implement, monitor, and evaluate ESPs at the country level. LEGs are led by the national government and are composed of education development partners such as donors and development agencies, teachers' organizations, civil society organizations, and private education providers.



VI. KEY RISKS

73. **The overall residual risk of the project is rated High.** This is due to a combination of factors including a state of extreme fragility of the country plagued by decades of underdevelopment and poor governance. The explanations of the key risks are provided below.

74. **Political and governance risk is rated Substantial.** Since the disputed presidential elections of 2020, the political situation in the country has remained tense. While calm has returned to the capital, areas in the interior of the country remain a security risk, which has affected the implementation and monitoring of projects. To mitigate this risk, the finalization of a teacher's policy and revisions to the 1997 Education Orientation Law will include: (a) communications with policy makers and the public on the implications of resource mobilization, including from donors; (b) more civil society involvement with the education sector management; and (c) improvements in service delivery to beneficiaries.

75. **Macroeconomic risk is rated Substantial.** The macroeconomic context in the CAR has been very challenging, fueled by the COVID-19 crisis in 2020, ongoing conflict and insecurity, and the impact of Russia's war on Ukraine on commodity prices. In addition, the country's heavy dependence on primary commodity exports, such as diamonds and timber, leaves it vulnerable to fluctuations in global commodity prices, which can impact export revenues and fiscal stability. Although the macroeconomic outlook has improved, it remains fragile and negative impacts on domestic revenues could impact the public spending on education. To mitigate this risk, the project has planned a carefully phased approach to ensure the operational budgets for the first two RPCs are fully funded before expanding to the remaining three RPCs.

76. **Sector strategies and policies risk is rated Substantial.** The government validated the 2020–2029 ESP in May 2020, and it was endorsed by technical and financial partners (TFPs) in July 2020. An Education Sectoral Review was conducted in May 2022 to allow the government and TFPs to identify any bottlenecks and propose mitigation measures. However, the implementation of the project could be affected by the limited buy-in at the political level and the capacity of the MNE. Furthermore, the capacity of the government to finance its education system remains weak, despite the state's commitment to increase the budget for education to 20 percent of its budget in 2026 and 23 percent in 2029. To mitigate this risk, the project will support the finalization of a teachers' policy and the updating of the 1997 Education Orientation Law, as well as their adoption by authorities.

77. **Institutional capacity for implementation and sustainability risk is rated High.** Although the Ministry has gained some experience in managing IDA-funded projects, the staff turnover rate at management levels may be a critical issue affecting project implementation as the new staff has to be informed and trained to be able to take over project activities and these constant changes pose a challenge to effective implementation. A training plan including key staff at the MNE will be developed and implemented to mitigate this risk. Senior and junior experts will be embedded in the PCU to support the implementation of specific activities, in particular subcomponents 1.1, 1.3, 1.4, 2.1 and 2.3.

78. **Fiduciary risk is rated Substantial.** Overall, the FM and procurement environment remains weak. The conflict severely deteriorated the administration capacity for public investments, budget control, transparency, and fails to provide an environment that facilitates strong institutions and promotes governance. Specifically, for the project, the capacities of fiduciary specialists — the financial management specialist, accountant, and procurement specialist — would be strengthened to manage 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 to reduce the FM risk.



79. **Environmental and Social risk are rated Substantial.** Environmental risk is rated Moderate. The anticipated social risks and impacts are those related to: (a) moderate risks of SEA/SH specific to the project as assessed through the SEA/SH risk; (b) limited capacity and experience of the client for overall ESF compliance, including effective stakeholder engagement, the assessment of SEA/SH risks, and development of an associated SEA/SH action plan with appropriate proportional accountability response framework and monitoring and evaluation measures; (c) risks of exclusion of marginalized and vulnerable social groups including Mbororo Peuhls and indigenous peoples, as well as girls and children in vulnerable situation; (d) security risks for project workers and beneficiaries given the high presence of nonstate armed groups across the territory; (e) physical and/or economic displacement resulting from land acquisition for school construction; and (h) low to moderate scale labor influx in communities where rehabilitation and construction works are due. Implementation of GRM and specific training activities will help reduce the risk.

80. **Stakeholders risk is rated 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 the MNE, can limit healthy collaboration among staff and reduce the synergy of the reforms promoted by the project. The project will benefit from the report of the organizational audit of the ministry under the ongoing ESPSP to develop strategies to significantly reduce this risk.

81. **Other risk is rated High.** This category captures the risk associated with the recruitment of 6,350 contract teachers who will be progressively integrated onto public payroll by year 4. Under sustained favorable conditions, the macroeconomic outlook is expected to improve, along with stronger DRM capacity, creating the necessary fiscal space to accommodate critical social spending, including in education. To mitigate this risk, the project will progressively onboard contract teachers and regularly assess the status of integration of previous cohorts. This risk is also mitigated by the government commitment under the IMF Staff-Monitored Program to embark on structural reforms that will improve the medium-term macro fiscal outlook. In addition, the government continues discussions with donors to unlock much-needed budget support, critical to constrain the fiscal deficit and create fiscal buffers, and it is currently preparing a new five-year development plan for which it expects substantial support from the donor community to increase development aid. Finally, a clear plan for the progressive integration of these 6,350 teachers into the public service will be developed and endorsed by the Government and will clearly indicate a budgetary line in the state budget and its regular financing mechanism, as well as protection in the event of cash stress.



VII. RESULTS FRAMEWORK AND MONITORING

PDO Indicators by PDO Outcomes

Baseline	Period 1	Period 2	Period 3	Period 4	Period 5	Closing Period
Improve access to quality basic education						
Students enrolled in newly constructed classrooms (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	50000	100000	150000	200000	200000
➤ Students enrolled in newly constructed classrooms - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	20000	40000	70000	90000	90000
Student to textbook ratio in grades 1-6 in select subjects (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	4	3	3	2	2
In-service teachers showing improved content and pedagogical skills (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	25	30	40	50	75	75
Strengthen capacity for sector management						
Share of qualified teachers integrated into the civil service (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	20	30	40	55	55
➤ Share of qualified teachers integrated into the civil service - Female (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	5	8	10	15	15
Dissemination of results of learning assessment in reading and mathematics (Text)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
No	No	Yes	Yes	Yes	Yes	Yes

Intermediate Indicators by Components

Baseline	Period 1	Period 2	Period 3	Period 4	Period 5	Closing Period
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Component 1: Increase access to improved learning environments						
Preprimary classrooms constructed as per construction standard (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	50	75	100	150	150
Primary classrooms rehabilitated or constructed as per construction standard (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	100	300	500	600	700	700
Secondary classrooms rehabilitated or constructed as per construction standard (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	200	300	400	540	540
Textbook policy is adopted (Text)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
No	No	Yes	Yes	Yes	Yes	Yes
Revised curriculum (with Sango as LOI) for grades 3-6 in Sango is developed (Text)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
No	No	Yes	Yes	Yes	Yes	Yes
Student beneficiaries participating in ALP (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
7500	20000	30000	40000	50000	60000	60000
➤ Student beneficiaries participating in ALP - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
3000	7500	12500	17500	20000	25000	25000
Student beneficiaries participating in remedial education (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
99000	149000	199000	249000	299000	349000	349000
➤ Student beneficiaries participating in remedial education - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
52470	83840	117140	154380	194350	237320	237320
Primary Completion Rate (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
61	63	65	67	68	69	71
Students supported with better education (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	100000	250000	500000	1000000	1263542	1263542



➤ Students supported with better education - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	40000	100000	250000	350000	563673	556673
New or rehabilitated classrooms and toilets designed with climate change considerations in their layouts to reduce energy usage through ensuring natural light, ventilation, etc. (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	550	750	1000	1350	1350
Girls benefiting from the Girls Education Initiative (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	200000	200000	200000	200000	200000	200000
AMEs operational in public primary schools (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
378	378	878	2000	3000	3378	3378
Girls benefiting from scholarship to lower secondary school (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	5000	10000	10000	10000	10000
Component 2: Improve teaching quality						
Teachers trained (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	13000	14000	15000	16100	16100
➤ Teachers trained - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	2500	3000	3000	3000	3000
Community-teachers successfully completed certification program (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	1500	2000	2000	2000	2000
➤ Community-teachers successfully completed certification program - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	250	400	500	750	750
Teachers participating in school-based CPD (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	1500	2500	3500	4500	4500
➤ Teachers participating in school-based CPD - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030



0	0	50	100	150	300	300
Head teachers trained (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	1500	3500	3500	3500	3500
➤Head teachers trained - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	75	75	75	75	75
New teacher training facilities constructed (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	0	3	5	5	5	5
Contract teachers recruited (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	2000	3000	4350	5350	6350	6350
➤Contract teachers recruited - Female (Number)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	400	600	870	1070	1270	1270
Component 3: Strengthen data system and sector management						
Students in grade 6 who achieve the minimum proficiency in reading (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
26.2	30.1	35.0	40.1	40.1	47.9	47.9
➤Students in grade 6 who achieve the minimum proficiency in reading - Female (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	20.0	22.5	22.5	30.0	40	40
Students in grade 6 who achieve the minimum proficiency in mathematics (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
11.6	20	25,7	25.7	35	37,1	37.1
➤Students in grade 6 who achieve the minimum proficiency in mathematics - Female (Percentage)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
0	10	12.5	12.5	20	27.5	30
Statistical yearbook is developed and published (Text)						
Jan/2024	Jun/2025	Jun/2026	Jun/2027	Jun/2028	Jun/2029	Oct/2030
Yes	Yes	Yes	Yes	Yes	Yes	Yes
Component 4: Contingency Emergency Response Component (CERC)						



Monitoring & Evaluation Plan: PDO Indicators by PDO Outcomes

Improve access to quality basic education	
Students enrolled in newly constructed classrooms (Number)	
Description	Number of students who benefit from improved learning environment in newly constructed educational institutions
Frequency	Annual
Data source	Project data
Methodology for data collection	Reports from learning interventions
Responsibility for data collection	PCU
Students enrolled in newly constructed classrooms – Female (Number)	
Description	Number of female students who benefit from improved learning environment in newly constructed educational institutions
Frequency	Annual
Data source	Project data
Methodology for data collection	Reports from learning interventions
Responsibility for data collection	PCU
Student-to-textbook ratio in grades 1–6 in select subjects (Number)	
Description	Average number of students for every textbook in schools
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the data from the Education Management Information System (EMIS). Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
In-service teachers showing improved content and pedagogical skills (Percentage)	
Description	Percentage of in-service teachers showing improved content and pedagogical skills
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Strengthen capacity for sector management	
Share of qualified teachers integrated into the civil service (Percentage)	
Description	Percentage of community teachers who successfully complete the certification program and are integrated into the public service
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Share of qualified teachers integrated into the civil service – Female (Percentage)	
Description	Percentage of female community teachers who successfully complete the certification program and are integrated into the public service



Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Dissemination of results of learning assessment in reading and mathematics (Text)	
Description	NLAS and PASEC reports have to be shared with all education stakeholders from the central to the local level.
Frequency	Based on NLAS and PASEC sessions
Data source	Project data
Methodology for data collection	Reports from learning interventions
Responsibility for data collection	PCU

Monitoring & Evaluation Plan: Intermediate Results Indicators by Components

Component 1: Increase access to improved learning environments	
Preprimary classrooms constructed as per construction standard (Number)	
Description	Number of preprimary classrooms constructed as per construction standard
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Primary classrooms constructed or rehabilitated as per construction standard (Number)	
Description	Number primary education classrooms constructed as per construction standard
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Secondary classrooms constructed or rehabilitated as per construction standard (Number)	
Description	Number secondary education classrooms constructed as per construction standard
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Textbook policy is adopted (Text)	
Description	Adoption of a framework to direct the effective and efficient planning and management of the national selection, provision and distribution of textbooks
Frequency	Annual
Data source	The policy is adopted by the MNE
Methodology for data collection	Decree is shared with the PCU



Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning
Revised curriculum (with Sango as LOI) for grades 3-6 in Sango is developed (Text)	
Description	Development of the Sango curricula for grades 3 to 6 of primary education
Frequency	Annual
Data source	Project data
Methodology for Data Collection	This is collected as part of project data.
Responsibility for Data Collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Student beneficiaries participating in ALP (Number)	
Description	Children and adolescents ages 9–15 who are out-of-school and/or displaced enrolled in ALP
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Student beneficiaries participating in ALP- Female (Number)	
Description	Children and adolescents ages 9–15 who are out-of-school and/or displaced enrolled in ALP- Female
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Student beneficiaries participating in remedial education (Number)	
Description	Total number of grades 1, 3 and 5 students who benefit from remediation activities focused on reading and mathematics
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Student beneficiaries participating in remedial education – Female (Number)	
Description	Total number of grades 1, 3 and 5 students who benefit from remediation activities focused on reading and mathematics- Female
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Primary Completion Rate (Percentage)	
Description	Percentage of students completing the last grade of primary education.
Frequency	Annual
Data source	Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.



Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Students supported with better education (Number)	
Description	Total number of students benefiting from the project.
Frequency	Annual
Data source	Project data
Methodology for data collection	Reports from learning interventions
Responsibility for data collection	PCU
Students supported with better education- Female (Number)	
Description	Total number of students benefiting from the project- Female.
Frequency	Annual
Data source	Project data
Methodology for data collection	Reports from learning interventions
Responsibility for data collection	PCU
New or rehabilitated classrooms and toilets designed with climate change considerations in their layouts to reduce energy usage through ensuring natural light, ventilation, etc. (Number)	
Description	Number of classrooms constructed and toilets designed with climate change considerations in their layouts to reduce energy usage through ensuring natural light, ventilation, etc
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Girls benefiting from the Girl's Education Initiative (Number)	
Description	Total number of girl beneficiaries of interventions under the GEI
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
AMEs operational in public primary schools (Number)	
Description	Total number of AMEs operational in beneficiary public primary schools
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Girls benefiting from scholarships to lower secondary education (Number)	
Description	Total number of girl beneficiaries of scholarships in lower secondary education
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated



collection	data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Component 2: Improve teaching quality	
Teachers trained (Number) ^{CRI}	
Description	Number of teachers trained
Frequency	Annual
Data source	Statistical yearbook
Methodology for data collection	This is collected as part of the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Teachers trained- Female (Number) ^{CRI}	
Description	Number of teachers trained- Female
Frequency	Annual
Data source	Statistical yearbook
Methodology for data collection	This is collected as part of the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Community teachers successfully completed certification program (Number)	
Description	Number of community teachers successfully completed certification program
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Community teachers successfully completed certification program- Female (Number)	
Description	Number of community teachers successfully completed certification program- Female
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Teachers participating in school based CPD (Number)	
Description	Number of teachers successfully participating in the CPD
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Teachers participating in school based CPD – Female (Number)	
Description	Number of female teachers successfully participating in the CPD
Frequency	Annual
Data source	Project data + Statistical yearbook



Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Head teachers trained (Number)	
Description	Number of school managers receiving training
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Head teachers trained – Female (Number)	
Description	Number of female school managers receiving training
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
New teacher training facilities constructed (Number)	
Description	Number of new teachers training facilities built
Frequency	Annual
Data source	Project data + Statistical yearbook
Methodology for data collection	This is collected as part of project data but also the EMIS data. Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning (EMIS)
Contract teachers recruited (Number)	
Description	Number of contract teacher recruited
Frequency	Annual
Data source	Project data + decree of integration (arrêtés d’intégration) + monitoring table from the Directorate of Human Resources, MNE
Methodology for data collection	This is collected as part of project data . Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning + Directorate of Human Resource
Contract teachers recruited- Female (Number)	
Description	Number of contract teacher recruited- Female
Frequency	Annual
Data source	Project data + decree of integration (arrêtés d’intégration) + monitoring table from the Directorate of Human Resources
Methodology for data collection	This is collected as part of project data with . Efforts will be made to report disaggregated data per prefecture.
Responsibility for data collection	PCU + Directorate of Studies, Statistics and Planning + Directorate of Human Resource
Component 3: Strengthen data system and sector management	
Students in grade 6 who achieve the minimum proficiency in reading	



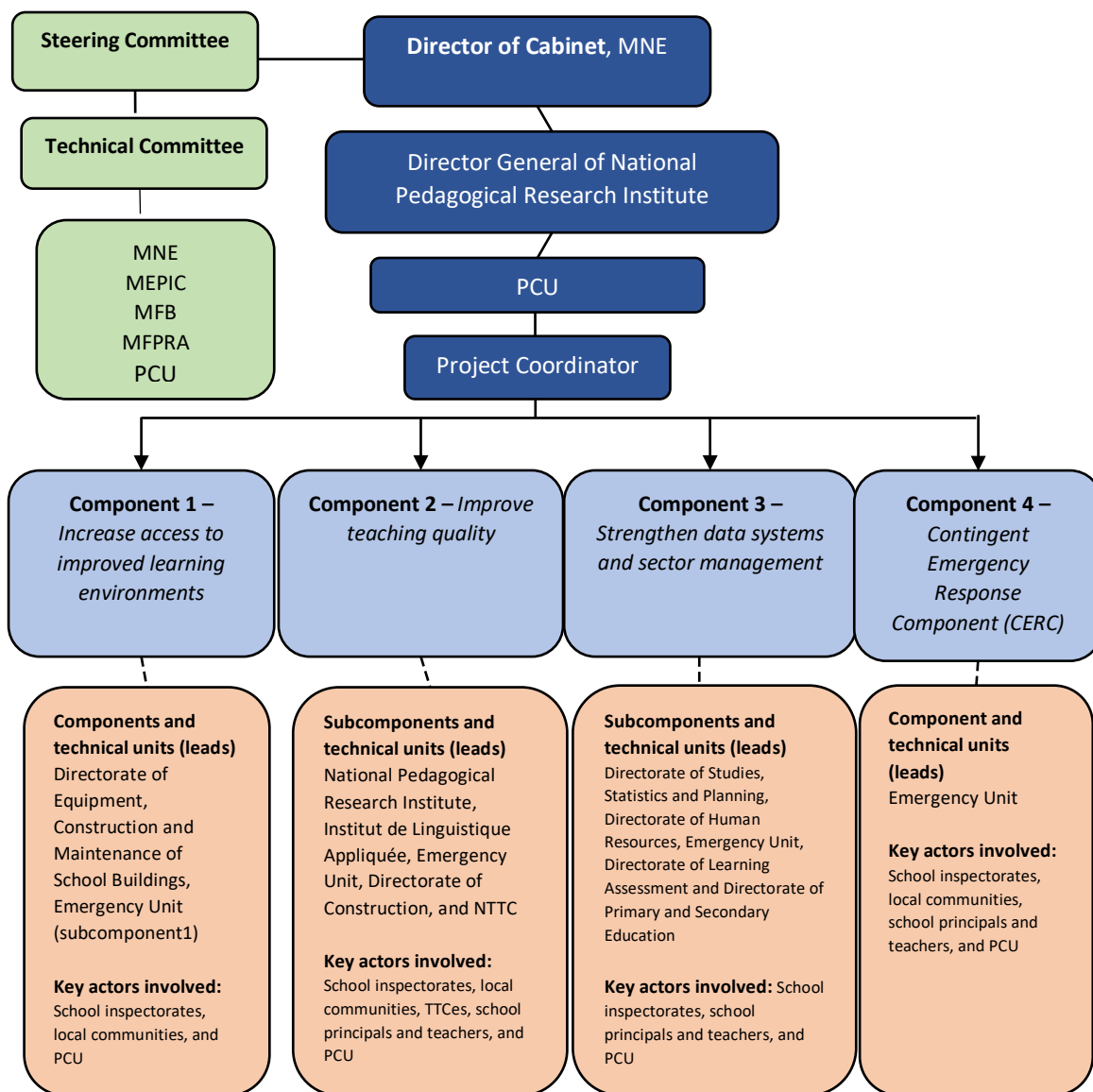
Description	Percentage of students in grade 6 who achieve the minimum proficiency in reading
Frequency	Based on NLAS and PASEC sessions
Data source	NLAS and PASEC reports + Statistical yearbook
Methodology for data collection	This is collected as part of NLAS and PASEC reports but also EMIS data.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Students in grade 6 who achieve the minimum proficiency in reading – Female	
Description	Percentage of female students in grade 6 who achieve the minimum proficiency in reading
Frequency	Based on NLAS and PASEC sessions
Data source	NLAS and PASEC reports + Statistical yearbook
Methodology for data collection	This is collected as part of NLAS and PASEC reports but also EMIS data.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Students in grade 6 who achieve the minimum proficiency in mathematics	
Description	Percentage of students in grade 6 who achieve the minimum proficiency in mathematics
Frequency	Based on NLAS and PASEC sessions
Data source	NLAS and PASEC reports + Statistical yearbook
Methodology for data collection	This is collected as part of NLAS and PASEC reports but also EMIS data.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Students in grade 6 who achieve the minimum proficiency in mathematics – Female	
Description	Percentage of female students in grade 6 who achieve the minimum proficiency in mathematics
Frequency	Based on NLAS and PASEC sessions
Data source	NLAS and PASEC reports + Statistical yearbook
Methodology for data Collection	This is collected as part of NLAS and PASEC reports but also EMIS data.
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)
Statistical yearbook is developed and published (Text)	
Description	Statistical yearbook is developed and published
Frequency	Annual
Data source	Statistical yearbook
Methodology for data collection	Publication of Statistical yearbook
Responsibility for data collection	Directorate of Studies, Statistics and Planning (EMIS)



ANNEX 1: Implementation Arrangements and Support Plan

1. **The PCU that managed the IDA-funded project gained experience** during the implementation of the EBESP and ESPSP. Additional specialists will be recruited and trained to strengthen the capacity of the PCU, which will manage both the ESPSP and the CARE.
2. **Figure 1.1 presents the institutional and implementation arrangements for the project.**

Figure 1.1: Institutional and implementation arrangements



3. **Project and sector strategic oversight.** The Project Steering Committee (PSC) established for the ESPSP will also be the PSC for the CARE, and it will be adjusted accordingly within three months of project effectiveness. The PSC will be chaired by the Director of Cabinet of the MNE, and it will have, as



members, representatives from the Ministry of Economy, Planning, and International Cooperation (*Ministère de l'Économie, du Plan et de la Coopération*, MEPIC), the Ministry of Finance and Budget (*Ministère des Finances et du Budget*, MFB), the MFPPRA, and the education PCU.

4. **Strategic direction.** The PSC will provide overall strategic direction for project implementation and ensure that the different ministries coordinate as needed. Specifically, the PSC will be responsible for (a) ensuring consistency of project activities with regard to sectoral policy; (b) validating the biannual progress report of the project as well as the Annual Work Plan and Budget (AWPB); (c) identifying and finding solutions to difficulties that may arise in the implementation of the project; and (d) taking proactive measures to ensure effective project implementation.

5. **Project Technical Committee (TC).** The TC will be responsible for: (a) validating the monthly monitoring tables of the project; (b) collaborating with the PCU team for the development and validation of project technical documents; (c) periodically evaluating the progress of project indicators and making technical proposals to improve the implementation of activities; (d) preparing and submitting the various documents to the PSC for examination and validation; and (e) disseminating the conclusions and recommendations of the PSC meetings. The TC is composed as follows: (a) chair: representative of the MNE; (b) vice-chair: representative of the MNE; (c) reporting: PCU. It also includes representatives of the MFPPRA, the Ministry of Labour, Employment, Social Protection and Vocational Training, the Ministry of Gender Promotion, Protection of Women, Families and Children, the Ministry of Youth Promotion, Sports and Civic Education and the MFB. Other organizations may also be invited to participate (PTAs, AMEs, SMCs).

6. **Project implementation.** The MNE is responsible for implementing the project and providing oversight of project implementation and M&E of project activities with the support of the PCU. The MNE provides guidance to its directorates and technical units that will be in charge of implementing project activities within their functional missions. External service providers, such as consultants and NGOs, will be sought to work with the directorates in the implementation of activities for which the needed expertise is lacking within the ministries. Table 1.1 presents the responsibilities of the MNE directorates by components and subcomponents.

7. **At the school inspectorate level,** the school inspectorate services (*inspections académiques*) will support the implementation of project activities through the regular administrative channels.

8. **At the school level,** the SMCs and AMEs, through the provision of school grants, will (a) manage the school grants provided according to agreed principles and approaches (Subcomponent 1.4); (b) supervise the attendance of teachers and children in the ALP classrooms as well as carry out activities to support children's integration into the formal school system; and (c) ensure student and teacher presence in remedial programs. The SMC and AME, led by their elected president and comprising parents, school staff, and local resource persons, will be in charge of supporting schools to deliver the agreed results and for monitoring and reporting on the functioning of schools while the school principal will be responsible for all of the project activities taking place in the schools.

9. **Project coordination and implementation.** The PCU currently supporting the MNE in implementing the ESPSP will be expanded and will have responsibility for overall coordination of the CARE project activities. The PCU will be responsible for achieving project objectives; coordinating technical, FM, safeguards, M&E, and reporting activities of the project; and liaising with all actors



involved in implementation of the project. The PCU will also organize discussions and ensure that project activities are technically validated by the MNE Directorates and services involved in the implementation of project activities. The PCU comprises the following specialists: a project coordinator, an M&E specialist, an environmental safeguards specialist, a social safeguards specialist, a GBV/SEA/SH specialist, a fiduciary specialist, a security specialist, and an internal auditor. Also under the proposed project, additional specialists or assistants (communication specialist, engineers, etc.) may be recruited to strengthen the PCU. Operational costs will be shared between the two projects until the end of the ESPSP (scheduled to close on June 30, 2025), after which they will be financed solely by the CARE.

10. **Project operations manual (POM).** The ESPSP POM will be revised before project effectiveness to include the CARE. The revised POM will set forth the operational and procedural steps for project implementation, including a detailed description of the roles and responsibilities of the implementing agencies/units. With regard to the provision of school grants, the POM will describe (a) the number of selected schools in the targeted prefectures; (b) methods that will be used to calculate the amount of the school grants; (c) the procedure for allocating and monitoring school grants; (d) the list of eligible materials to be financed under the grants, as well as the ineligible materials (negative list); and (e) contracting arrangements for school construction (table 1.1).

Table 1.1: Detailed responsibilities by components and subcomponents

Project Components	Subcomponents	MNE Directorates/Services Responsible for Technical Oversight	Key Actors Involved in the Implementation
Component 1: Increase access to improved learning environments	Subcomponent 1.1: Targeted schooling infrastructure	<ul style="list-style-type: none"> • Directorate of Equipment, Construction and Maintenance of School Buildings 	<ul style="list-style-type: none"> • School inspectorates • Local communities
	Subcomponent 1.2: TLM for preprimary and primary levels and support to remedial education programs	<ul style="list-style-type: none"> • National Pedagogical Research Institute 	<ul style="list-style-type: none"> • School inspectorates • School Principals and teachers • AMEs and SMCs
	Subcomponent 1.3: Supporting learning opportunities for out-of-school children	<ul style="list-style-type: none"> • Emergency Unit 	<ul style="list-style-type: none"> • School inspectorates • Local communities • School principals and teachers
	Subcomponent 1.4: School grant and GEI	<ul style="list-style-type: none"> • Bangui Academic Inspectorate 	<ul style="list-style-type: none"> • School inspectorates • AMEs • Local communities • School principals and teachers
Component 2: Improve teaching quality	Subcomponent 2.1: Support teachers' in-service training in basic education	<ul style="list-style-type: none"> • National Pedagogical Research Institute • Institut de Linguistique Appliquée 	<ul style="list-style-type: none"> • School inspectorates • TTCes/TTCos • General inspection • Local communities • School principals and teachers
	Subcomponent 2.2: Strengthen preservice teacher training	<ul style="list-style-type: none"> • National Pedagogical Research Institute • Directorate of Equipment, 	<ul style="list-style-type: none"> • TTCes/TTCos • Teacher trainers



Project Components	Subcomponents	MNE Directorates/Services Responsible for Technical Oversight	Key Actors Involved in the Implementation
		Construction and Maintenance of School Buildings <ul style="list-style-type: none"> • NTTC 	
	Subcomponent 2.3: Increase qualified primary teachers in the system	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • TTCes/TTCos • Teacher trainers • National Pedagogical Research Institute • MFPRA and MFB • School principals, teachers
Component 3: Strengthen data systems and sector management	Subcomponent 3.1: Learning assessments	<ul style="list-style-type: none"> • Directorate of Studies, Statistics and Planning (EMIS) • Directorate of Learning Assessment (NLAS) • Emergency Unit 	<ul style="list-style-type: none"> • School inspectorates • TTCes/TTCos and NTTC • School principals
	Subcomponent 3.2: Strengthen education planning and management	<ul style="list-style-type: none"> • Directorate of Studies, Statistics and Planning (EMIS) • Directorate of Learning Assessment (NLAS) • Directorate of Human Resources (Human Resources Management Information System, HRMIS) • Emergency Unit 	<ul style="list-style-type: none"> • School inspectorates • TTCes/TTCos and NTTC • School principals • Directorate of Human Resources (HRMIS)
	Subcomponent 3.3: Project management and capacity building	Primary and Secondary Education Directorate	PCU

Note: TTCes: Teacher Training Centers; TTCos: Teacher Training Colleges; NTTC: National Teachers Training College

Financial Management and Disbursement Arrangements

11. An FM assessment was undertaken to evaluate the adequacy of the project FM arrangements.

The objective of this assessment was to determine whether the project implementing agency has acceptable FM arrangements for the project’s implementation. The project will be implemented by the PCU of the ESPSP (P173103) under the overall coordination of the MNE. The MNE has track record of experiences in coordinating World Bank-financed projects through the PCU of ESPSP. The FM assessment was carried out in accordance with the FM manual for World Bank IFP Operations that became effective on March 1, 2010 and were reissued on September 7, 2021. The FM arrangements for CARE will build on the existing institutional and fiduciary arrangements of the ongoing ESPSP (P173103) managed by the PCU-ESPSP. ESPSP’s FM performance was rated Moderately Satisfactory, and the FM risk was rated Substantial following the last implementation support mission of November 2023. The current FM staffing is adequate and consists of a FM specialist with good experience in managing donors



funded projects supported by an accountant both competitively recruited. This staffing will be reinforced with an additional FM specialist fully dedicated to CARE's accounting and disbursement tasks. The FM specialist will be recruited within three months after effectiveness based on ToRs acceptable to the World Bank. ESPSP's current accounting software will easily integrate CARE's accounts. Its parameters should be configured within three months after effectiveness to consider CARE's specificities.

12. **The existing ESPSP's FM manual of procedures as part of the POM is acceptable to IDA and will be updated to consider the CARE's context.** The IFRs are prepared every quarter and timely submitted to the World Bank with acceptable quality. CARE's interim financial report will be submitted to the World Bank on a quarterly basis and within 45 days following the quarter. In addition, ESPSP's internal audit arrangements will be extended within three months after effectiveness to CARE and the PCU-ESPSP should ensure that the project's internal auditing is included in its internal auditor's workplan and that the audit is conducted using a risk-based approach. Furthermore, transaction-based disbursements will apply, and the amount of the initial advance will be specified in the disbursement letter. Finally, ESPSP's current external audit arrangements are acceptable, and the 2022 audit report was timely submitted with an unmodified opinion. While waiting for arrangements completion with the CAR's Supreme Audit Institution (*Cour des Comptes*) to start being involved in the process of the external auditors' selection and their reports reviewing, an independent external auditor will be appointed within six months after effectiveness based on ToR agreed with the World Bank to carry out CARE's external audit, and the audit report will be submitted within six months following the end of the fiscal year.

13. **The overall FM risk prior to the mitigation measures was considered High.** The proposed FM risk mitigation measures are considered adequate to reduce the residual risk to Substantial. An FM Action Plan is summarized in the risk assessment table below. Subject to the successful completion of the Actions recommended in the Action Plan to address the risks identified, the proposed FM arrangements are considered acceptable to the World Bank.

Country Public Finance Management

14. **The overall fiduciary environment of the country is weak, and the fiduciary risk including fraud and corruption is High.** According to the 2023 Transparency International Corruption Index, the country ranks 149 out of 180 countries. On public financial management (PFM), significant progress has been achieved toward the digitalization of government processes including with the launch of a new PFM information system and an online tax return system supported by the World Bank-financed Public Sector Digital Governance Project (P174620). The CAR also adopted a new the Public Finance Organic Law in 2018 aligned with the Economic Community of Central African States directive; for treasury management, a TSA was set up and the MFB started using the central bank's settlement and clearing system for most government payments in 2020.

15. **A new law on the governance and accountability of state-owned enterprises was promulgated in January 2020,** increasing the MFB's oversight powers. Despite notable achievements, the CAR's PFM systems still exhibit overall weaknesses. Budget execution lags at 77 percent of the allocated primary expenditure (2020) due to cumbersome procedures, limited capacity in line ministries, and excessive concentration of PFM functions, leading to bottlenecks and delays in transaction processing. The full operationalization of the TSA has yet to be realized. Quarterly budget execution reports provide limited information on ministry expenditures, and external audit functions are underdeveloped, with an ill-



equipped Court of Accounts and unaudited reports. Reflecting these weaknesses, the CAR received a score of 2.5 on both Quality of Budgetary and Financial Management and Transparency, Accountability, and Corruption in the Public Sector in the 2022 Country Policy and Institutional Assessment.

16. **Public procurement remains a concern**, marked by the frequent use of single-source selection and a lack of transparency in government bidding and contract awards. The project will support the development of capacity to enable achievement of its objectives. During the project implementation, and with the progress expected because of the implementation of the PFM reforms, the project could consider a gradual switch toward the reliance of part of some country PFM systems when they are assessed adequate for use and present limited risks to the project.

Inherent Risk Assessment, Mitigation Measures and Residual Risks

17. **Risks have been assessed (table 1.2) and a FM action plan has been developed for the project (table 1.3).**

Table 1.2: FM Risks

Risk	Risk rating	Risk mitigating measures incorporated into project design	Residual risk
INHERENT RISK	High		Substantial
Country level <ul style="list-style-type: none"> Post-conflict country is risky from a fiduciary perspective. Poor governance and slow pace of implementation of PFM reforms might hamper the overall PFM environment. 	High	Some PFM reforms being supported by some partners: <ul style="list-style-type: none"> Public Sector Digital Governance Project (P174620) financed by the World Bank Commitments at the top level of government to fight corruption and introduce digitalization as a mean to improve transparency 	High
Entity level <ul style="list-style-type: none"> There is weak fiduciary capacity. Nature of the operations involving a great number of stakeholders in the FCV environment may increase exposure to fiduciary risk. 	High	<ul style="list-style-type: none"> POM to provide details on procedures to strengthen controls over the identification, approval and monitoring of the project activities The POM to clarify roles and responsibilities of the various stakeholders Capacity of the key stakeholders including citizens to be strengthened 	Substantial
Project level <ul style="list-style-type: none"> The PCU will need to be established: PCU staff has limited knowledge and experience. Poor collaboration with and among the multiple sectors and stakeholders may increase fiduciary risk given the overall limited fiduciary capacity in the sector. 	Substantial	<ul style="list-style-type: none"> Qualified fiduciary staff to be recruited within the PCU Well-designed procedures to be combined with training to key statehooders 	Substantial



Risk	Risk rating	Risk mitigating measures incorporated into project design	Residual risk
CONTROL RISK	Substantial		Substantial
<p>Budgeting</p> <ul style="list-style-type: none"> • The AWBP may be delayed. • There are concerns about poor quality due to capacity constraints. • Delays are present in the submission of inputs from different sectors for consolidation. 	Substantial	<ul style="list-style-type: none"> • The POM to define the arrangements for budget formulation, execution, and control. • Quarterly IFR will provide analysis of the budget performance. • Capacity of the stakeholders will be strengthened as well. 	Substantial
<p>Accounting</p> <ul style="list-style-type: none"> • There is difficulty tracking project expenditures. • Weak capacity may undermine the timely production of accurate and reliable information. 	Substantial	<ul style="list-style-type: none"> • An accounting software’s parameters to be revised to consider CARE’s specificities • World Bank supervision to review the operational effectiveness of the accounting system 	Moderate
<p>Internal controls and internal audit</p> <ul style="list-style-type: none"> • Internal control may fail to identify significant control breakdown during the identification, approval, and execution of the project activities. • There may be weak capacity of the implementers to understand and contribute to the effectiveness of the internal control processes. 	High	<ul style="list-style-type: none"> • The work program of the current internal auditor to be updated to include CARE’s auditing • Periodic reviews of the risk management and controls over the management of the project activities • Use of Geo-Enabling Initiative for Monitoring and Supervision to restrictions to field visits 	Substantial
<p>Funds flow</p> <ul style="list-style-type: none"> • There may be delays in processing and paying the beneficiaries due to additional internal controls. • Security threats in the country may pose a serious risk to payment of beneficiaries, availability of funds in risky areas. 	High	<ul style="list-style-type: none"> • Capacity of key players to be strengthened • Funds flow arrangements to be described in the POM, and the project’s staff to be trained on the World Bank’s disbursement procedures 	Substantial
<p>Financial reporting</p> <ul style="list-style-type: none"> • Some delays may occur in submitting good quality IFRs. • There may be reports of poor quality. • There may some difficulties to get timely information from key actors. 	Substantial	<ul style="list-style-type: none"> • Accounting system and software to record the project’s transactions • Qualified and experienced FM staff to be recruited within the PCU. • Capacity of the key stakeholders to be strengthened if required. • Increased frequency of World Bank FM supervision 	Moderate



Risk	Risk rating	Risk mitigating measures incorporated into project design	Residual risk
<p>External auditing</p> <ul style="list-style-type: none"> • There may be weak capacity of the SAI to audit the project transactions. • An audit may not be carried out in compliance with acceptable audit standards. • Delays may occur in submitting the audit report and implementing audit reports recommendations. 	High	<ul style="list-style-type: none"> • Audit TORs and short list of independent firms to be subject to the World Bank’s review • IFR to be reviewed to enable the project to improve its quality so that financial statements are made available on time • Close monitoring of audit recommendations during FM supervision 	Substantial
<p>Fraud and corruption</p> <ul style="list-style-type: none"> • The nature of project activities may be prone to fraud, lack of transparency, and weak control in project activities implementation. • Colluding practices and abuse of administrative positions may affect project facilities. 	High	<ul style="list-style-type: none"> • Internal audit and control to be strengthened. • Periodic review of the effectiveness of the risk management and controls over the management of the project activities. • The POM to include anti-corruption measures with a specific safety mechanism that will enable citizens to denounce abuses or irregularities 	Substantial
Overall FM risk	High		Substantial

Table 1.3: FM Action Plan

Action	Responsible entity	Deadline and conditionality
Staffing: Appoint one FM Specialist	PCU-ESPSP	No later than three months after the effectiveness date
Update the FM manual under ESPSP	PCU-ESPSP	By effectiveness
Configure ESPSP’s accounting software parameters to consider CARE’s specificities	PCU-ESPSP	No later than three months after the effectiveness date
Extend ESPSP’s internal audit arrangements to CARE and update internal auditor’s workplan accordingly	PCU-ESPSP	No later than three months after the effectiveness date
Recruit an independent external auditor in line with ToRs approved by the Bank	PCU-ESPSP	No later than six months after the effectiveness date



Other Information about FM and Disbursements Arrangements

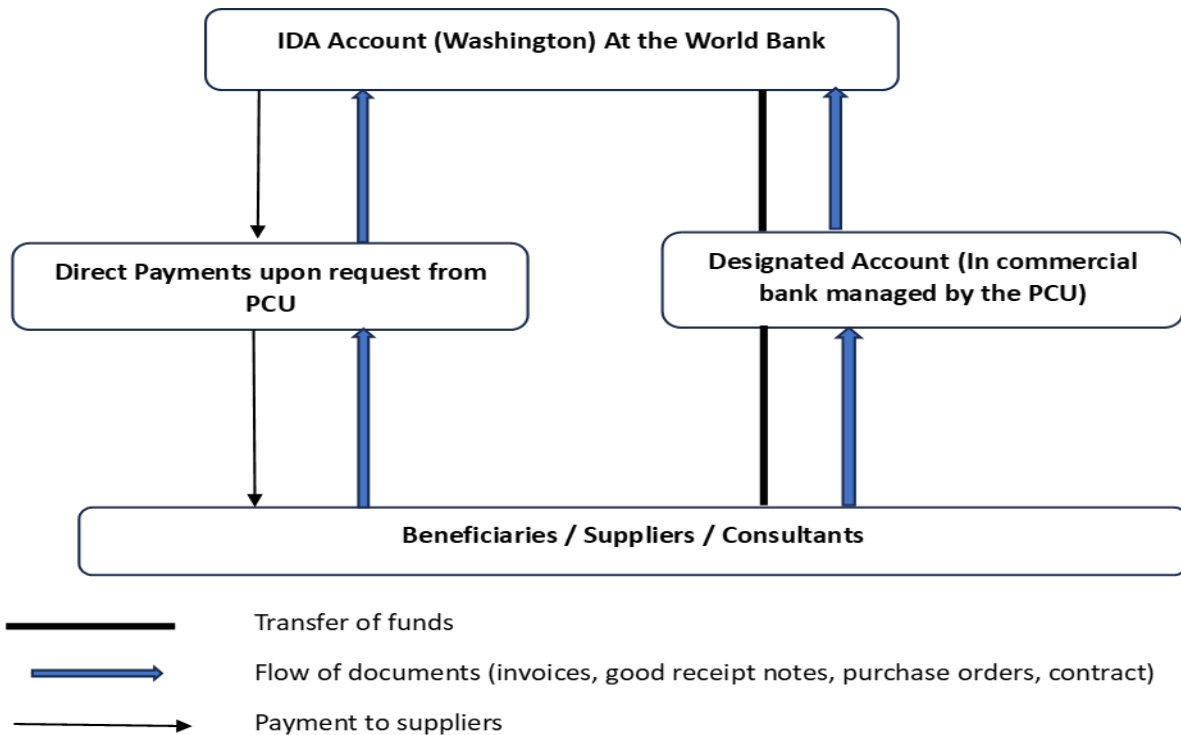
18. **Staffing.** For the implementation of this project, PCU-ESPSP's FM staffing will be reinforced with one FM specialist to be recruited within three months after effectiveness based on ToRs acceptable to the World Bank.

19. **Budgeting.** The PCU-ESPSP will prepare the project's AWPB. The budget execution will be monitored on a quarterly basis through the IFR, and any variances will be explained, and remedial measures indicated. The process to identify the activities to be undertaken and the role of the respective parties in the preparation, implementation, and monitoring of the budget will be developed in the manual of procedures.

Disbursement and Flow of Fund Arrangements

20. **Disbursements will be made in accordance with the World Bank Disbursement Guidelines for Projects**, dated February 1, 2017. Transaction-based disbursements will apply. An initial advance in CFAF will be made into the designated account, and subsequent disbursements will be made against submission of statements of expenditures or records, as specified in the disbursement letter. The other methods of disbursing the funds (reimbursement, direct payment, and special commitment) will also be available to the project (figure 1.2). More detail will be provided in the POM and in the Disbursement and Financial Information Letter.

Figure 1.2: Funds Flow Diagram



21. **Internal controls and Internal audit.** The internal control procedures will be documented in PCU-ESPSP's FM manual of procedures, considering gaps in its existing FM manuals/regulations to ensure that CARE has an effective internal control system covering the procedures required to support activities under different components. A review of the internal control systems noted no major internal control or accountability issues.

22. **Internal audit.** Acceptable internal audit arrangements are in place within PCU-ESPSP. PCU-ESPSP's internal auditor should ensure that CARE's internal auditing is included in the workplan and that the audit is conducted using a risk-based approach.

23. **Accounting policies and procedures.** The CAR is a member of the Organization for the Harmonisation of Business Law in Africa (*Organisation pour l'Harmonisation en Afrique du Droit des Affaires*, OHADA), and as such adheres to the SYSCOHADA, the accounting standards in use in the OHADA country members. SYSCOHADA complies with the generally accepted international accounting standards. ESPSP's current accounting software is in place and will easily integrate CARE's accounts. Its parameters should be revised within three months after effectiveness to consider CARE's specificities. The project code and chart of accounts will reflect the specific needs of the project.

24. **Reporting.** The FM team of the PCU-ESPSP will be required to prepare an IFR on a quarterly basis. The IFR will include: (a) sources and use of funds; (b) use of funds per activity; (c) designated accounts activities statement; and (d) use of funds according to procurement methods and thresholds. The format and content of the IFRs have been agreed with the Recipient during negotiations. The IFR



reports will be submitted to the World Bank 45 days after the end of the quarter to which they are related.

25. **External financial audit.** While waiting for arrangements completion with the CAR’s Supreme Audit Institution (*Cour des Comptes*) to start being involved in the process of the external auditors’ selection and their reports reviewing, an independent external auditor will be appointed as per TOR agreed with the World Bank to carry out CARE’s external audit. The shortlist will be reviewed by the World Bank. The audit will comply with the International Standards on Auditing. In line with the World Bank access to information policy, the audit reports will be disclosed. The external audit reports will be submitted to the World Bank no later than six months following the end of the fiscal year.

26. **Transparency, accountability, and anti-corruption efforts will be supported** via a complaint handling mechanism, a communication strategy to inform the public through the media on all aspects of the project, and the publication on the implementing entity or government websites of budgets, financial reports and audited financial statements. The PCU-ESPSP will also have to deal with fraud and anti-corruption in accordance with the World Bank anti-corruption guidelines referred to in the financing agreement. Furthermore, the updated POM will include a specific safety mechanism that will enable citizens to denounce abuses or irregularities.

27. **Implementation support plan.** FM implementation support missions will be carried out twice a year based on the substantial FM residual risk rating. These FM implementation support missions will then be conducted once per year as soon as the FM residual risk becomes Moderate. Implementation support will also include desk reviews such as the review of the IFRs and audit reports. In-depth reviews may be done where deemed necessary. The FM implementation support will include FM training missions for all implementing entities and will be an integrated part of the project’s implementation support plan (table 1.4).

Table 1.4: FM Implementation

FM activity	Frequency
Desk reviews	
Interim financial reports review	Quarterly
Audit report review of the project	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	Twice per year (implementation support mission)
Monitoring of actions taken on issues highlighted in audit reports, auditors’ management letters, internal audit and other reports	As needed
Transaction reviews (if needed)	As needed
Capacity-building support	
FM training sessions	During implementation and as needed



ANNEX 2: Complementarity of Interventions Between the EBESP, the ESPSP, and the HC Project

1. **The World Bank has supported critical interventions in the education sector in the CAR over the past eight years.** The proposed project will build on the successes and lessons learned during the implementation of previous projects, specifically the EBESP (P164295, closing in 2024) and the ESPSP (P173103, closing in 2025). The proposed project design will scale up ongoing core project activities in the education sector, introduce complementary interventions to respond to specific gaps, including girls’ specific interventions, and further strengthen implementation.

- The EBESP has, for example, developed the manuals and guides for the ALP and the initial and continuing training of primary school teachers, which will be used for the extension of the ALP and the implementation of training on the new project.
- The EBESP and ESPSP have finalized the plans and specifications for the construction of school infrastructure for all levels of education as well as the bidding documents, which will be used in this project.
- The EBESP, ESPSP and Maïngo have developed school improvement plans that will strengthen community participation in the management of education and school governance. This experience in implementing school subsidies with communities will allow scaling up to all primary schools in the country through the new project.
- The lessons learned from the implementation of the EBESP and ESPSP will also be leveraged to fast-track implementation and ensure timely disbursement. For example, the use of framework contracts will allow the most efficient companies (based on experiences of the ongoing projects) to be awarded rehabilitation and construction of classrooms over the first two years of the project.

Table 2.1: Complementarity of Interventions

Activities	Level of education	EBESP (2018–2024)	ESPSP (2021–2025)	HC project (2022–2026)	Link to new project
Construction and rehabilitation schools	Preprimary		<ul style="list-style-type: none"> • Constructing 89 classrooms in 9 prefectures 		<ul style="list-style-type: none"> • Constructing 150 community-based ECD classrooms in 15 prefectures
	Primary	<ul style="list-style-type: none"> • Constructing and rehabilitating 800 classrooms in 8 prefectures and Bangui 	<ul style="list-style-type: none"> • Constructing and rehabilitating 800 classrooms in 9 prefectures 		<ul style="list-style-type: none"> • Constructing and rehabilitating 2,000 classrooms in 20 prefectures
	Secondary	<ul style="list-style-type: none"> • Constructing and rehabilitating 250 classrooms in 5 prefectures and Bangui 	<ul style="list-style-type: none"> • Constructing 8 lower secondary schools (<i>collège de proximité</i>) in 5 prefectures • Constructing and rehabilitating 200 classrooms in 7 prefectures and 		<ul style="list-style-type: none"> • Constructing 10 lower secondary schools (<i>collège de proximité</i>) in 5 prefectures • Constructing and rehabilitating 500 classrooms in 10 prefectures and



Activities	Level of education	EBESP (2018–2024)	ESPSP (2021–2025)	HC project (2022–2026)	Link to new project
			Bangui		Bangui
School grants provision	Primary	<ul style="list-style-type: none"> Providing school grants to SMCs for school improvement plans 	<ul style="list-style-type: none"> Providing school grants to SMCs for school improvement plans 	<ul style="list-style-type: none"> Providing school grants to SMCs to support girls complete primary education and transition to secondary education 	<ul style="list-style-type: none"> Providing school grants to SMCs to support girls complete primary education and transition to secondary education and school improvement plans
	Secondary			<ul style="list-style-type: none"> Providing school grants to SMCs to support girls complete lower secondary education 	<ul style="list-style-type: none"> Providing school grants to SMCs to support girls complete lower secondary education and school improvement plans
ALP	Nonformal	<ul style="list-style-type: none"> Developing the full “catch-up” curriculum covering primary education Training government officials to run the program Supporting 7,987 children and youth (ages 9–15) in selected prefectures 	<ul style="list-style-type: none"> Scaling up the ALP in the most educationally deprived prefectures with high out-of-school rates and large numbers of displaced children and youth Setting target of 16,000 children 		<ul style="list-style-type: none"> Continuing to scale up the ALP in the most educationally deprived prefectures with high out-of-school rates and large numbers of displaced children and youth Setting target of 100,000 children
Remedial program	Primary	<ul style="list-style-type: none"> Developing a remedial program Benefitting 73,758 children 	<ul style="list-style-type: none"> Scaling up the remedial program in two selected school inspectorates for 99,000 children 		<ul style="list-style-type: none"> Continuing to scale up the remedial program in the remaining school inspectorates for 150,000 children
Sango as a language of instruction	Primary		<ul style="list-style-type: none"> Developing curricula and related instructional and learning materials for grades 1 and 2 Piloting the project in two selected school inspectorates 		<ul style="list-style-type: none"> Developing curricula and related instructional and learning materials for grades 3 to 6 Completing the pilot in the two inspectorates
Teachers	Preprimary				
	Primary	<ul style="list-style-type: none"> Harmonizing of curricula for both preservice and in-service Training of the 	<ul style="list-style-type: none"> Expanding two existing teacher training colleges/centers Developing lower 		<ul style="list-style-type: none"> Constructing five RPCs Expanding the Bossangoa TTCO Providing preservice teacher training



Activities	Level of education	EBESP (2018–2024)	ESPSP (2021–2025)	HC project (2022–2026)	Link to new project
		teacher trainers (TTCo, TTCe) along with officials from the National Pedagogical Research Institute and the secondary TTCo <ul style="list-style-type: none"> • Constructing a TTCo • Providing quick basic pedagogical teacher training focused on French and mathematics 	secondary curricula (<i>enseignant polyvalent</i>) <ul style="list-style-type: none"> • Providing preservice teacher training through implementation of the new harmonized curricula • Providing in-service teacher training using scripted lessons for community and assistant teachers 		through implementation of the new harmonized curricula <ul style="list-style-type: none"> • Providing in-service teacher training using scripted lessons for community and assistant teachers • Expanding in-service teacher training modalities with school-based or cluster-based approaches for more regular, targeted support to teachers
		<ul style="list-style-type: none"> • Recruiting and training of ALP teachers 	<ul style="list-style-type: none"> • Recruiting and training of ALP teachers 		<ul style="list-style-type: none"> • Integrating performing community-teachers in the civil service
System strengthening	All	<ul style="list-style-type: none"> • Providing EMIS for better decision-making • Strengthening community participation in education management • Providing school grant for resilience 	<ul style="list-style-type: none"> • Providing EMIS for better decision-making • Providing HRMIS for effective teacher management • Providing NLAS for tracking/evaluating progress on learning • Building capacity to manage future crisis (political turmoil, floods, COVID-19, etc.) 		<ul style="list-style-type: none"> • Supporting the modernization and decentralization of the EMIS • Building capacity to manage the EMIS at the decentralized level • Strengthening NLAS for tracking and evaluating progress on learning • Supporting PASEC 2024 and 2028 • Scaling up SMCs and AME • Studies



ANNEX 3: The Situation of Teachers in the CAR

1. **The CAR faces challenges with overcrowded classes and an insufficient number of teachers.** The average STR is 94:1, with significant disparities depending across regions (for example, 208:1 in Bambari). A disparity in the allocation of qualified teachers persists across the country, with teacher-parents, as of 2021–2021, representing 67 percent of all teachers and an insufficient number of teachers with initial training (only 33 percent of teachers are trained). While 1,000 teachers have been trained since 2013, and 1,000 others are currently being trained (2022–2023 cohort), recruiting new teachers has been difficult due to an absence of incentive measures in favor of the profession and the low attractiveness of the profession. There is a low number of female teachers (17 percent), and there is an absence of an educational resources management system with insufficient data on teachers and their status, etc. See figures 3.1 and 3.2.

Figure 3.1: Evolution of Teachers, by Qualification (%)

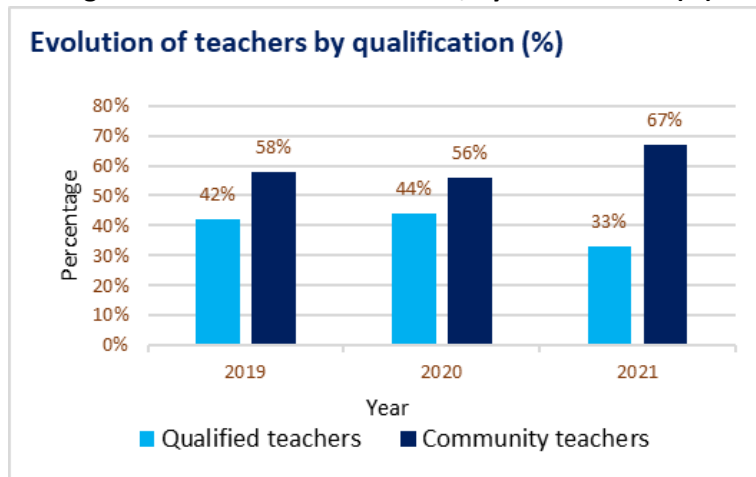
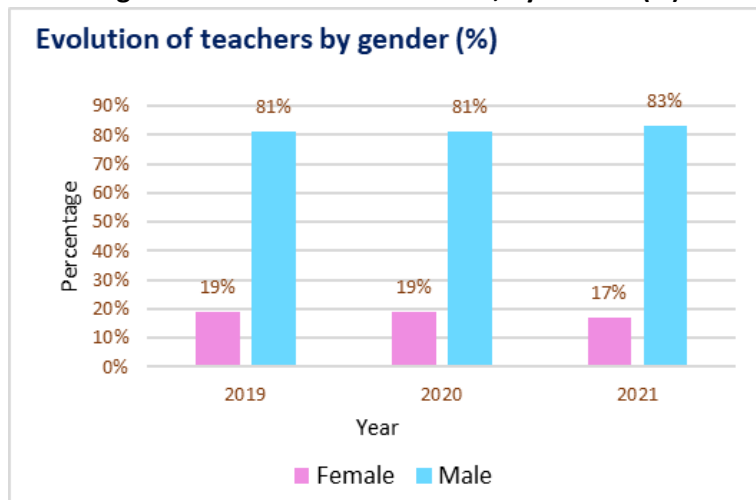


Figure 3.2: Evolution of Teachers, by Gender (%)





ANNEX 4: Support Provided by the Key Development Partners in the Education Sector

Source of financing	Partner	Amount allocated (millions)	In preparation/ in progress	Title of the program	Key themes	Period of execution
French Development Agency (<i>Agence Française de Développement, AFD</i>)	Finn Church Aid / Mercy Corps	EUR 10 million	In preparation	Education For All, CAR Prefectures of Mambéré and Mambéré-Kadéï	<ul style="list-style-type: none"> • Rehabilitation/construction of classrooms • Implementation of accelerated education programs – PEA • Capacity building of educational authorities • Training of teachers on psychosocial support and children's rights, etc. • Support for Parents' Associations (APE) in income-generating activities (AGR) • Disease prevention in school and community settings 	The granting process is suspended.
French Embassy	French Embassy	EUR 716,500	In progress	Support so secondary education	<ul style="list-style-type: none"> • Quality: reform of the curricula for initial training of secondary education teachers. • Improvement of supervision in secondary education (training for inspectors, heads of schools and educational advisors). 	2021–2023
African Development Bank (ADB)		In Preparation	In preparation		<ul style="list-style-type: none"> • School construction 	
Education Cannot Wait (ECW)	UNICEF, Norwegian Refugee Council (NRC), Plan International	US\$40 million	In progress		<ul style="list-style-type: none"> • Multi-Annual resilience program (preschool, primary, gender and disability) 	2023–2026
ECHO	UNICEF, NRC, Plan International, International Development Cooperation (<i>Cooperazione Internazionale, COOPI</i>)	EUR 9.6 million: UNICEF: 1,8 NRC: 2,8 COOPI: 1,5 Plan International: 1,75 NRC: 1,75	In progress	Education in Emergency (EiE)	<ul style="list-style-type: none"> • Access: Construction/rehabilitation, and equipment of school buildings and learning spaces, girls' education, RRM education, second-chance courses, radio education • Quality: Teacher training, provision of school and educational kits • Protection: Support for the granting 	2021–2025



					of civil documentation (supplementary judgments), promotion of a safe environment for the education of children (Safe School Declaration)	
GPE – Knowledge and Innovation Exchange (KIX)	Ministry of National Education (MNE)	To be confirmed	In preparation		<ul style="list-style-type: none"> • Governance: Capacity building of Parent Teacher Associations (PTA) and their support in IGA for school management • Use of data • Promotion of digital technology for teachers 	
Plan International		US\$5 million	In progress	ECW		2023–2026
NRC		US\$9 million	In progress	ECW		2023–2026
UNICEF		US\$26 million	In progress	ECW	<ul style="list-style-type: none"> • Multi-Annual Resilience Program (preschool, primary, gender and disability) 	2023–2026
		US\$20 million	Signing	European Union (EU)	<ul style="list-style-type: none"> • Multi-Annual Resilience Program (preschool, primary, gender and disability) 	2023–2026
		US\$5,2 million	In progress	KfW (Kreditanstalt für Wiederaufbau; Credit Institute for Reconstruction)	<ul style="list-style-type: none"> • Basic education: Access, quality, governance with a focus on transition to secondary education 	2022–2024
		US\$1,5 million	In progress	KfW	<ul style="list-style-type: none"> • Integrated WASH-Education Program for preschool and Primary Education 	2020–2023
EU	UNICEF (20M) AFD (10M)	EUR 30 M	In progress	Support program for the education sector in the CAR	<p>The three education subsectors:</p> <ul style="list-style-type: none"> • Technical education and professional training: 8M EUR • Basic education (access-quality-governance, with F1–F2 transition focus): 20M EUR • Higher education (partnership and digital library University of Bangui): 1.5M EUR 	2022–2027



ANNEX 5: Economic and Financial Analysis

- This section examines the economic and financial rationale for investing in the CAR's basic education sector.** The analysis presents the empirical evidence on the private returns to education in the labor market. It also includes the cost-benefit analysis of the proposed project, along with a sensitivity and fiscal sustainability analysis.
- The PDO** aims to improve access to quality basic education and strengthen capacity for sector management. The project will achieve this objective through three main components.
- Component 1 focuses on providing the necessary conditions for learning to happen in the classroom**, through (a) a targeted school construction program to build additional preprimary, primary and lower secondary classrooms in underserved areas, primarily rural areas (outside of Bangui). It will also rehabilitate existing but dilapidated classrooms and construct and rehabilitate water, sanitation and hygiene facilities. All schooling infrastructure will incorporate climate resilience strategies, for example, by utilizing locally sourced, renewable materials and employing energy-efficient, and also inclusive design principles to ensure the infrastructure is disability-accessible. About 150,000 students are expected to benefit from the classroom construction and rehabilitation, and over 123,000 would benefit from the installation of water, sanitary and health facilities; (b) development, production and distribution of TLMs, including those supporting the rollout of the new Sango curriculum and implementation of the remedial education program in primary grades. The project is expected to benefit over 1,200,000 children enrolled in preprimary and primary levels; (c) the expansion of the ALP which provides an alternative education pathway for out-of-school children ages 9–15, allowing them to complete primary education and reenter the formal schooling system. The ALP is expected to serve 100,000 children over the course of the project implementation; and (d) a school grant and a GEI program which will provide resources to school to implement school-based activities and also provide targeted support to about 200,000 girls from vulnerable areas.
- Component 2 focuses on strengthening teaching practice in the classroom.** It will achieve this objective by supporting a low cost and continuous school-based teacher training program that will target over 11,000 teachers in the system, and it will directly support the rollout of the new curriculum. It will also support the training, certification and onboarding of community teachers to increase the availability of qualified teachers in service as well as support the recruitment of additional qualified teachers in the system.
- Component 3 will finance other key activities** such as the implementation of a NLA to measure learning outcomes in early and late primary grades as well as the CAR's participation in regional benchmarking assessments, EMIS data collection and reporting, and support to overall project management.

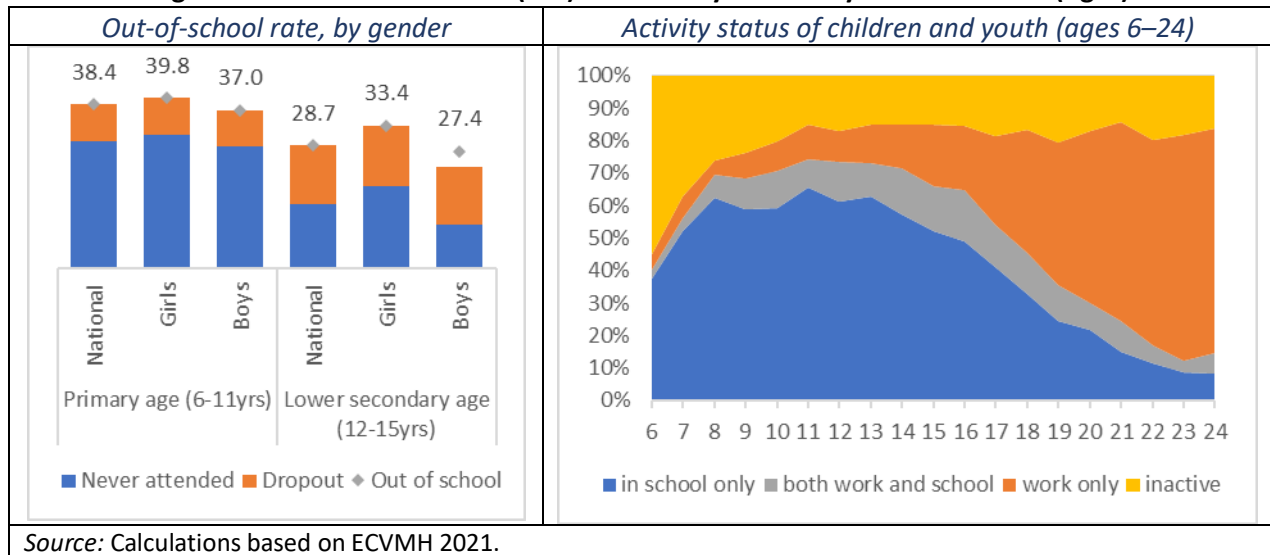
External efficiency

- Investing in education yields significant returns both at the individual and societal levels and is an integral part of a human capital driven approach to economic growth and poverty reduction.**⁵² The proposed project seeks to contribute to the human capital development agenda for the CAR by increasing educational attainment and learning outcomes, two key elements for boosting the labor force productivity. In turn, higher productivity is expected to contribute to poverty reduction and equitable economic growth. Investing in basic education is key in the CAR—about 38 percent of children ages 6–11 and 28.7 percent of children ages 12–15 are out of school (figure 5.1), and 50 percent of this latter group has never attended school (58 percent among girls, 38 percent among boys). In addition, 64 percent of youth (ages 15–24) have left school and are either working or inactive.

⁵² See Behrman (1999); Glewwe (2002); Huffman (2001).

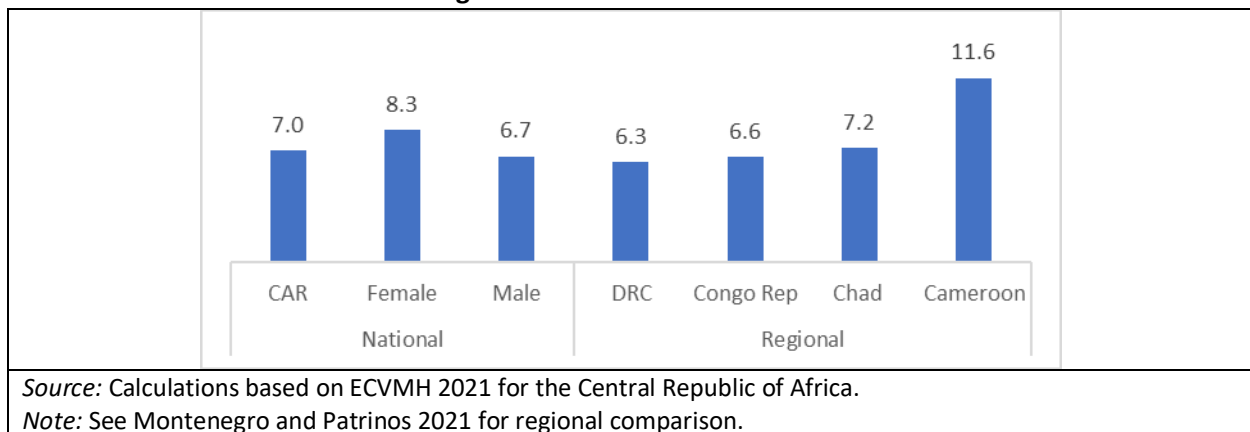


Figure 5.1: Out-of-school rate (left) and activity status of youth in the CAR (right)



7. **Empirical evidence suggests that each additional year of schooling correlates with higher earning potential and greater productivity in the CAR.** About 61.0 percent of wage earners in the country are employed in the services sector, compared to 24.0 percent in agriculture and 15 percent in industry.⁵³ The private returns to education for each additional year of schooling is associated with an additional 7.0 percent additional earnings as compared to earners with no schooling (figure 5.2 below). Although the average returns to education for the CAR are lower than for Sub-Saharan Africa (12.4 percent), it is similar to the returns to education in most neighboring countries, including the Democratic Republic of Congo, Republic of Congo, and Chad. The return to education is higher among women, with 8.3 percent compared to 6.7 percent for men. Every additional year of schooling in the CAR is associated with a 1.5 percent increase in the likelihood of being employed in a wage employment and a 1.8 percent decrease in the likelihood of being poor.⁵⁴

Figure 5.2: Returns to Education



⁵³ Calculations based on ECVMH 2021

⁵⁴ Calculations based on ECVMH 2021



Cost-benefit analysis

8. **The cost-benefit analysis is used to estimate the economic viability of the proposed investment projects by comparing the costs involved with the expected benefits.** The analysis includes Components 1 and 2 of the project, which account for over 86 percent of the project's budget. Component 3 is not included in the analysis because learning assessments and benefits from strengthened data collection and reporting, including EMIS, are not quantifiable. The cost-benefit analysis captures the increase in lifetime earnings of project beneficiaries as a result of project activities and compares them to the costs incurred on the project. The estimated benefits and costs are compared, and the project's NPV and IRR are calculated.

9. **The analysis does not include the indirect effects of the proposed investment in basic education,** including the effects of higher educational attainment for girls on early marriage and teenage pregnancy, health, nutrition, and well-being, as well as women's agency and decision-making.⁵⁵ As such, the NPV and IRR are considered lower bound estimates based on quantifiable returns.

10. **The following assumptions are used in the estimations in the cost-benefit model:**

- Improvements in learning outcomes can be translated into a number of equivalent years of schooling (EYOS). Translating the expected increase in the test score into EYOS is another way to measure the impact of the project on education quality. An approach to allowing improvements in learning scores to be expressed in terms of the number of additional years of schooling provides the number of years of schooling necessary to achieve a similar improvement in learning outcomes.⁵⁶ This approach provides EYOS estimations for textbook and teacher training interventions in Africa.⁵⁷ To assess the labor market outcomes associated with the project, the expected learning improvements are translated into a number of EYOS.⁵⁸
- Providing one textbook per child is associated with learning improvement that is equivalent to 1.034 years of schooling.⁵⁹ The probability of successful implementation for textbook-related projects is estimated at 29 percent.⁶⁰
- Training all teachers is associated with learning improvement that is equivalent to 0.752 years of schooling.⁶¹ The probability of successful implementation is estimated at 37 percent.⁶²
- Survival and retention rates are estimated from the 2021 household survey (ECVMH),⁶³ and are as follows: grade 6 at 40.7 percent; grade 10 at 9.9 percent; grade 13 at 2.1 percent.
- Earnings are estimated for different levels of education and age using the ECVMH 2021.
- Discount rate of 15 percent, inflation rate of 2 percent, maintenance cost for new construction of 5 percent annually.
- The exchange rate is US\$1 = CFAF 600.

⁵⁵ See Wodon (2018); Mehra (1997); Ojobo (2008); Habib et al. (2019).

⁵⁶ See Evan and Yuan (2019).

⁵⁷ See Evan and Yuan (2019).

⁵⁸ These estimates were made using data from Evan and Yuan (see Evan and Yuan 2019).

⁵⁹ See Evan and Yuan (2019).

⁶⁰ See Schiefelbein and Wolff (2007).

⁶¹ See Evan and Yuan (2019).

⁶² See Schiefelbein and Wolff (2007).

⁶³ See ECVMH 2021.



11. **Table 5.1 presents the cost-benefit analysis results for the base scenario.** The IRR and NPV of costs and benefits of both access and quality related interventions of the project confirm the economic rationale for the investment. The present value of the overall project benefits is estimated to be US\$88.6 million while the present value of costs is estimated to be US\$28.8 million. The corresponding NPV of the intervention benefits is US\$24.6 million. The IRR associated with this NPV is 23 percent. Overall, the benefit/cost ratio indicates that for every US\$1.0 invested the return is US\$3.1.

Table 5.1: Net NPV in millions of US\$ and IRR in base scenario

	Component 1	Component 2	Total
IRR	18.6%	26.8%	22.7%
Discounted cost (present value of costs)	US\$24.9	US\$3.9	US\$28.8
<i>O/w project cost</i>	US\$21.0	US\$8.1	US\$29.1
<i>Maintained/incremental costs</i>	US\$3.5	US\$0.0	US\$3.5
Present value of incremental benefits	US\$73.4	US\$15.2	US\$88.6
NPV	US\$13.2	US\$11.3	US\$24.6
Benefit/cost ratio	2.9	3.9	3.1

Source: Estimations based on ECVMH 2021, project costs and targeted beneficiaries.

Fiscal Sustainability Analysis

12. **The long-term success and sustainability of the proposed interventions beyond the life of the project,** including support to the continuous teacher training, certification and regularization of community teachers, the provision of adequate TLMs, and support to the ALP and remedial education program, hinges on the commitment from the Government of CAR to increase its public financing in the education sector. Basic education is compulsory and a fundamental right for every child in the CAR. The public sector remains the largest service provider, especially at the primary level, accounting for over 82 percent of enrollment at this level of education. Public financing and provision of these services are required to improve the efficiency and equity of service delivery as the private sector does not always serve the most vulnerable communities.

13. **According to the PER 2021, public spending in the education sector represented 11.2 percent of total government spending in 2012** (CFAF 13,644 million; US\$25.2 million), and 11.7 percent in 2020 (CFAF 25,148 million; US\$46.4 million). This remains lower than the recommended 20 percent of spending on education. As a share of GDP, the CAR’s public spending on education varied between 1.1 percent and 1.8 percent of GDP between 2012 and 2020, respectively. This is lower than the recommended 4.0 percent to 6.0 percent, and also lower than the Sub-Saharan African average (4.7 percent).

14. **The macroeconomic prospects for the CAR are uncertain but conditioned on resumption of budget support and strengthening of policies, the economy is estimated to grow in real terms,** by 3.8 percent in 2025. During the latest discussions and agreement with the IMF, several reforms and objectives were agreed on, including increasing revenue mobilization, enacting governance reforms, and prioritizing pro-poor spending. The government has committed itself to preserving social expenditures, including education.