



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 04/28/2024 | Report No: ESRSA03432



I. BASIC INFORMATION

A. Basic Operation Data

Operation ID	Product	Operation Acronym	Approval Fiscal Year
P502128	Investment Project Financing (IPF)	CARE	2024
Operation Name	CAR Accelerating Results in Education		
Country/Region Code	Beneficiary country/countries (borrower, recipient)	Region	Practice Area (Lead)
Central African Republic	Central African Republic	WESTERN AND CENTRAL AFRICA	Education
Borrower(s)	Implementing Agency(ies)	Estimated Appraisal Date	Estimated Board Date
Central African Republic, Central African Republic	Ministry of National Education	29-Apr-2024	25-Jun-2024
Estimated Decision Review Date	Total Project Cost		
03-Apr-2024	120,950,000.00		

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Proposed Development Objective

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

B. Is the operation being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project Activities

[Description imported from the PAD Data Sheet in the Portal providing information about the key aspects and components/sub-components of the project]

This operation is jointly financed by IDA as well as through a Trust Fund allocation from the Global Partnership for Education (GPE). The operation aims to support the basic education sector as per the priorities outlined in the Education Sector Plan (ESP – 2020-2029) and the Country Partnership Compact which was approved in August 2023. The proposed project would be the second GPE grant provided to the Government of CAR with the World Bank as the Grant Agent.



The current GPE-funded Education Sector Plan Support Project –(ESPSP (P173103)) was launched in 2021 and is expected to close in June 2025. The ESPSP supports the implementation of the first phase of the ESP (2020–2029), through increased access to all school age children, providing accelerated learning programs for out-of-school children and adolescents, and supporting the retention of students at risk of dropping out through remedial education, especially the most vulnerable in school. Key interventions under the ESPSP include the introduction of the local language Sango as a language of instruction, building teachers' capacity with a focus on community teachers, and improving education management through better community involvement. Building on the success and lessons learned from the ESPSP and other ongoing IDA-financed operations, the proposed project aims to enhance education outcomes for all in basic education by supporting teachers' capacity building, strengthening learning assessment measurement systems and providing girls' with a conducive learning environment to promote their retention in school successful completion of education cycle.

D. Environmental and Social Overview

D.1 Overview of Environmental and Social Project Settings

[Description of key features relevant to the operation's environmental and social risks and opportunities (e.g., whether the project is nationwide or regional in scope, urban/rural, in an FCV context, presence of Indigenous Peoples or other minorities, involves associated facilities, high-biodiversity settings, etc.) – Max. character limit 10,000]

CAR is a landlocked country with an area of 620,000 square kilometers, divided into 20 prefectures and Bangui. However, CAR is sparsely populated, with a population of only 4.9 million, of which 60 percent live in rural areas (World Bank, 2017). The Borrower will conduct project activities nationwide, with civil works limited to specific areas. The Borrower will select project areas in collaboration with school inspectorate officials and school-based management committees. Rehabilitation activities will be conducted in existing schools. At the same time, new community pre-primary classrooms will be constructed in rural areas, and five new secondary schools, along with five new pedagogical (teacher training) centers, will be built in urban areas.

The CAR has a diverse landscape, including savannas and rainforests. It experiences a tropical climate with three distinct zones: the semi-arid Sahelian zone in the north with a short rainy season from June to September, the Sudanian zone in the center with moderate rainfall from May to October, and the humid tropical rainforest zone in the south with the most extended rainy season from April to November. Temperatures across the country generally range from 20°C to 35°C, with the highest temperatures occurring just before the rainy season begins. The country is highly vulnerable to climate change, leading to increased risks of floods, droughts, and wildfires, which significantly impact the environment, economy, and society. Despite being one of the poorest countries, the CAR is rich in natural resources, including forests and a diverse flora and fauna.

The education system in the CAR is one of the most deficient systems in the world. The government's limited capacity to provide education services has worsened, and the 'formal system' has ceased functioning for two years in most regions of the country during these crises. The data shows (a) limited access to education and low transition rates from primary to secondary education; (b) large disparities in access to education, with access being lower among girls and children living in rural areas and children from poorer households; (c) poor quality of education; and (d) high repetition and dropout rates; and (e) weak sector governance and management and low education spending.



Years of conflict and insecurity and growing community mistrust in schools have exacerbated school exclusion and dropout rates, particularly of girls and other marginalized and vulnerable groups such as children with disabilities and minorities (street children, ethnic minorities, albinos).

The current security situation in the CAR remains complex and volatile, particularly in the northeastern, southeastern, and central regions, where ongoing civil unrest and sporadic violence pose significant challenges to stability and development efforts. CAR has an insufficient number of government schools and a huge deficit of classrooms at the primary and secondary levels. There is an acute shortage of schools at both primary and secondary levels, especially outside urban areas. Children living in rural areas often travel about 5 to 12 kilometers to reach the nearest primary school. There is also a lack of secondary schools where school-age children live since there has not been any expansion of secondary schools since 1960 to keep pace with the growth in primary enrollment. Moreover, there are limited classrooms in rural and urban areas where schools are available, as existing classrooms are overcrowded. About one-third of current classrooms in public primary schools are in poor condition for adequate student learning.

D.2 Overview of Borrower’s Institutional Capacity for Managing Environmental and Social Risks and Impacts

[Description of Borrower’s capacity (i.e., prior performance under the Safeguard Policies or ESF, experience applying E&S policies of IFIs, Environmental and social unit/staff already in place) and willingness to manage risks and impacts and of provisions planned or required to have capabilities in place, along with the needs for enhanced support to the Borrower – Max. character limit 10,000]

The Ministry of National Education (MNE) will oversee the project and act as the implementing agency. The World Bank-funded Project Coordination Unit (PCU) under the MNE would be responsible for day-to-day project management under the direct supervision of the Minister. This PCU is also implementing the ongoing Bank-financed Emergency Basic Education Support Project (EBESP) and the Education Sector Plan Support Project (ESPSP)

The PCU currently has an E&S team that includes an environmental specialist, social specialist, GBV specialist, and security specialist. Though this team has some experience applying World Bank safeguards and ESF requirements through the ongoing EBESP and ESPSP, its ESF experience still requires growth. Therefore, adequate environmental and social risk management will require the reinforcement of the capacities of the PCU, MNE, and the Ministry of Environment (as a regulatory body) with the expanded social and environmental requirements.

The entire PCU team will follow a series of capacity-building sessions on different ESF themes, including monitoring the implementation of environmental and social management plans, the implementation and monitoring of a safety, health, and security management system, etc.

Given the geographic spread of project activities, the PCU will need local authorities, such as village heads and community committees, to support monitoring, supervise project activities at the community level, and provide feedback on the project activities. These local actors will also support the implementation of various measures to mitigate environmental, social, and health risks at the community level. The Borrower will provide in-depth training and capacity building to key stakeholders and local monitoring committees to ensure compliance with the implementation of environmental and social requirements, including occupational health and safety processes and community engagement (CE).



The Borrower will put measures in place to accompany construction and rehabilitation works to ensure that appropriate OHS measures are monitored at the local level and community empowerment (CE) processes through (i) training sessions for contractors on the application of occupational health and safety measures, as well as their codes of conduct; (ii) sensitization and training of members of local management committees and local parents' committees to ensure safeguards, access to the various GRM channels and SEA/SH referral systems, protective measures on the various risks related to children and accidents, but above all to ensure the sustainability of these measures.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Substantial

A.1 Environmental Risk Rating

Moderate

[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 4,000]

At this stage, the environmental risk rating of the project is moderate. This rating results from some environmental risk aspects below. Under component 2, the project will support works for the construction of 5 new regional pedagogical centers and the extension of the Bossangoa teachers' training college. Under component 3, works will include the construction of pre-primary classrooms, the construction of new and rehabilitation of existing primary classrooms, the building of at least ten secondary schools, and the building and/or renovation of an adequate number of separate latrines for girls and boys. The activities under components 2 and 3 will entail typical environmental risks and impacts associated with smaller civil works such as management of quarries for construction material, management of construction waste, nuisances related to air and noise emissions, stormwater runoff, land and water pollution from inadequate liquid and solid waste management and working conditions including occupational health and safety and community health and safety. Identified environmental risks and impacts can be mitigated with measures that are readily identifiable given the government's track record in the ongoing Bank-financed education projects. The Borrower will analyze these risks and impacts, and mitigation measures will be identified and determined in a plan for properly managing environmental and social risks and impacts, a Generic Environmental and Social Management Plan (ESMP). Measures to address environmental and social risks will be presented in the Generic ESMP to cover all environmental and social issues. However, the Project will conduct environmental and social screening on every site, and will prepare a site-specific Environmental and Social Management Plan. Site-specific ESMPs will also define environmental and social measures relevant to works on respective sites. The PIU has an environmental specialist who can manage environmental risks and impacts during the implementation of environmental measures and support the companies.

A.2 Social Risk Rating

Substantial

[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 4,000]

Overall, the project will have positive impacts given that planned activities aim to improve benefits for teachers and school-aged children of school-going age. Nonetheless, the social risk is rated substantial. The anticipated social risks and impacts are related to (a) Substantial risks of Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) specific to the project activities; (b) limited capacity and experience of the client for overall Environmental and Social

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Framework (ESF) compliance including effective stakeholder engagement, the assessment of SEA/SH risks and implementation of SEA/SH measures, and compliance to ESS5 involuntary resettlement; (c) risks of exclusion of marginalized and vulnerable social groups including Mbororo Peuhls and indigenous people, including girls and children in vulnerable situation (orphans, associated with armed groups, etc.), children who have dropped out of the school, refugees, internally displaced persons and returnees. The non-construction activities that may involve risk of social exclusion include subcomponent 1.2 Distribution of pre-learning package as well as textbooks and supplementary material, subcomponent 1.3 Accelerated Learning Program (ALP) for out-of-school children, and subcomponent 1.4 School Grant and Girls' Education Initiative, and component 2 (subcomponents 2.1, 2.2, and 2.3) on efforts to build the teaching force. The project also faces security risks due to the presence of non-state armed groups across the territory and potential physical and economic displacement resulting from land acquisition for new constructions. Additionally, there may be a low to moderate-scale labor influx in communities where rehabilitation and construction works are due. However, it's important to note that the government, with its proven track record in social risk management in ongoing Bank-financed education projects, has identified these social risks and impacts and has measures to mitigate them.

[Summary of key factors contributing to risk rating. This attribute is only for the internal version of the download document and not a part of the disclosable version – Max. character limit 8,000]

B. Environment and Social Standards (ESS) that Apply to the Activities Being Considered

B.1 Relevance of Environmental and Social Standards

ESS1 - Assessment and Management of Environmental and Social Risks and Impacts

Relevant

[Explanation - Max. character limit 10,000]

This ESS is relevant. The potential environmental and social risks and impacts from all project activities are related to the construction of rehabilitation works on pre-schools, primary schools, secondary schools, and regional pedagogic centers. Other potential risks include excluding vulnerable and marginalized groups from project activities. Beneficiaries, teachers including women from vulnerable and marginalized groups such as Peuhls (Mbororo), IDPs, or IP communities, are at risk of being excluded from benefiting from the project and thus need to be given proper consideration during beneficiary selection processes. The Borrower will develop a generic Environmental and Social Management Plan (ESMP) to address the potential environmental and social risks and impacts of the project activities. This ESMP will include generic mitigation measures to address routine impacts associated with the rehabilitation activities. For the construction of new secondary schools and training institutions, the PCU's E&S team will develop site-specific ESMPs before initiating any construction activities. The PCU will also provide capacity-building programs for local authorities, such as village chiefs and local committees who support monitoring E&S activities at the local level. To ensure the participation inclusion of vulnerable and marginalized groups in project design activities and their inclusion in project benefits, the Borrower will also prepare a Stakeholders Engagement Plan (SEP). The SEP would inform on engagement measures targeting disabled groups, girls, the poor, indigenous peoples, minorities, displaced persons and refugees, GBV survivors, including minorities living in a community with different ethnic and religious majority characteristics who are at risk of discrimination, such as the Peuhls (Mbororo). The SEP will also include measures to support vulnerable and marginalized groups to have equitable access to project



benefits (the possibility to enroll their children in schools, participation in school management committees (SMCs), teacher recruitment, and training opportunities). The SEP Grievance Mechanism (GM) will address all stakeholders' project-related complaints. It will also ensure SEA/SH-sensitive complaints management channels and channels for indigenous peoples and other vulnerable groups. The Borrower will prepare, consult upon, and disclose the generic ESMP, SEP, Environmental and Social Commitment Plan (ESCP), Labor Management procedures (LMP), Security Risk Assessment (SRA), Security Management Plan (SMP), SEA/SH assessment, and SEA/SH action plan. The Borrower will prepare, consult upon, and disclose drafts of these instruments by project appraisal but will finalize the instruments no later than three months after the project's effective date. The SRA and SMP will also be finalized and consulted upon by relevant state security stakeholders no later than three months after the project's effective date. However, only the executive summaries will be publicly disclosed by appraisal. The Borrower's commitment to preparing and implementing ESF instruments throughout the lifecycle of the project will be outlined in the ESCP.

ESS10 - Stakeholder Engagement and Information Disclosure

Relevant

[Explanation - Max. character limit 10,000]

The project has built on the SEP of the ongoing ESPSP, which implements similar education activities in shared project zones. The draft CARE SEP will be consulted upon and disclosed before the project appraisal and finalized no later than three months after the project effectiveness date. In consultation with the Bank, the Borrower will ensure that SEP activities are proportional to the nature and scale of the project and its associated risks and impacts and will implement and update the SEP throughout the project lifecycle. The project SEP establishes a systematic approach for stakeholder engagement to maintain a constructive relationship with stakeholders, consider their views, and promote and provide means for effective and inclusive engagement with stakeholders and beneficiaries throughout the project life cycle. The Borrower will ensure that appropriate project information is disclosed to stakeholders in a timely, understandable, and culturally accessible manner, free of manipulation, interference, coercion, discrimination, and intimidation. Project stakeholders include school children, parents, the education community, including teacher syndicates and school directors, project actors in associated government ministries, administrative and religious authorities, international NGOs, local CSOs, and vulnerable groups such as IPs, Mborrows (Peuhls), refugees, IDPs and people with disabilities. To ensure this, the Borrower would need to engage in meaningful consultations with all stakeholders while paying attention to the inclusion of vulnerable and disadvantaged groups. During the project identification and preparation mission held from January 24 to 27, 2024, stakeholders called for the recruitment of more teachers in schools, project interventions in all areas of the country, the construction of national pedagogical centers in areas where schools and teachers are already present, and equitable targeting of project beneficiaries. The Borrower took account of these concerns, which were incorporated into the project's final design. In relation to indigenous people (IPs), the Borrower's approach to stakeholder engagement would be based on the principles of meaningful consultation and disclosure of appropriate information in a culturally relevant manner. The Borrower will ensure that meaningful consultation in a manner that provides an opportunity for IPs to give input on the risks, impacts, and mitigation measures of the project and for the Borrower to consider and respond to them in a culturally sensitive manner. The Borrower will carry out consultations continuously as issues, impacts, and opportunities evolve. Project design indicates that project activities will not result in negative impacts on IP land and natural resources subject to traditional ownership or under customary use or occupation; cause relocation of Indigenous Peoples from land and natural resources subject to traditional ownership or under customary use or occupation; or include activities that have significant impacts on Indigenous Peoples that is material to the identity and cultural, ceremonial, or spiritual aspects of the affected Indigenous People's lives. Thus, Free Prior and Informed

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Consent (FPIC) of IPs will not be required for this project. The draft project SEP includes a documented record of stakeholder engagement, including a description of the stakeholders consulted, a summary of the feedback received, and a brief explanation of how the project considers feedback, including community consultations with women. Throughout the project's life, the project will identify and consult with relevant stakeholders who could promote increased enrollment and encourage retention of girls and IPs in schools and female workers within the work. Project consultations will focus on understanding project-related risks for girls, girls' enrolment experience in schools, their well-being, and health, safety, and security concerns related to the project. Furthermore, the consultations will include disabled groups, disadvantaged groups, and minorities within the project's targeted communities and be carried out in an accessible and appropriate manner, with information provided in accessible formats. The project SEP includes a project-specific Grievance Redress Mechanism (GM), sensitive to SEA/SH and IP issues, and the ethical treatment and resolution of such complaints that is proportionate to the potential risks and impacts of the project. The GM will also serve as a platform for continuous feedback from project-affected communities, other interested stakeholders, and implementing partners.

ESS2 - Labor and Working Conditions

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant. The project workforce will consist of (i) direct workers of the PIU, (ii) Contracted workers engaged through contractors and subcontractors for construction and rehabilitation works or consultancy firms, and (iii) primary supply workers for the provision of goods and services relevant for project activities. The project does not intend to recruit community workers. The 6,000 civil servants (teachers and administrative staff) to be paid with project funding and other civil servants who will intervene in some project activities will remain subject to the terms and conditions of their existing public-sector employment or agreement unless they are legally transferred to the project/PIU. ESS2 will, therefore, not apply to such government civil servants, except for the provisions of paragraphs 17 to 20 (Protecting the Workforce) and paragraphs 24 to 30 (Occupational Health and Safety). Most of the labor for construction works will be locally hired to the extent possible, except for skilled workers who may not be found in the project area requiring such works. The Borrower has prepared a draft LMP to be consulted upon and disclosed no later than three months after the project's effective date. The potential labor risks in the project include the engagement in child and forced labor, the prevalence of sexual exploitation, abuse, and harassment (SEA/SH), unsafe working environments, poor worker-management relationships, non-compliance with employment age restrictions, discrimination, inequality, inadequacy of grievance mechanisms, health risks from infectious diseases, and insufficient labor standards compliance among subcontractors. The potential OHS risks include exposure to hazardous working conditions, inadequate use of personal protective equipment, and the risk of accidents and injuries due to unsafe work practices. To address these risks, the project LMP draws from the experience of the ongoing ESPSP project that covers similar activities. The LMP aligns with the requirements of ESS 2, ILO provisions, and national labor laws, which emphasize equal opportunity, fair treatment, and protection against employment discrimination. The LMP includes a worker grievance mechanism with SEA/SH complaint procedures and procedures for civil servants intervening in the project. Potential OHS risks addressed in the LMP are also considered alongside corresponding mitigation measures in line with the WBG's EHS Guidelines (EHSGs) and Good International Industry Practice (GIIP). These measures include requirements such as the mobilization of OHS supervisors, use of Personal Protective Equipment (PPE), training of workers, and investigation/reporting of accidents. These measures will also be reflected in bidding documents and site-specific ESMPs.

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ESS3 - Resource Efficiency and Pollution Prevention and Management

Relevant

[Explanation - Max. character limit 10,000]

This ESS is relevant. The construction activities will require limited resources, including water, energy, and construction materials. However, water and energy will be needed continuously during the operational phases of the schools. The project will adopt sustainable building designs, utilizing locally sourced, sustainable materials and incorporating energy-efficient features, such as solar-powered lighting and natural ventilation. Additionally, construction activities will lead to the generation of waste and wastewater, soil pollution, and noise and dust emissions. Measures to mitigate these risks will be outlined in both the generic and site-specific ESMPs. Drinking water and sanitation facilities will be regularly maintained in schools. The project will also implement sustainable school waste management systems, including composting organic waste and recycling programs.

ESS4 - Community Health and Safety

Relevant

[Explanation - Max. character limit 10,000]

This standard is relevant. The design of new schools and teacher training institutions will consider universal access and disabled-friendly facilities. Moreover, construction and rehabilitation efforts will be carried out using disaster-resilient techniques to withstand extreme weather events like floods, droughts, and storms. Specific measures to protect the health and safety of communities in the project implementation areas are necessary, as project rehabilitation and construction works are likely to have direct and indirect impacts on the communities. Infrastructure rehabilitation and construction works could generate potential risks of SEA/SH on women and girls coming in contact with construction workers (local or migrated workers) or occur within beneficiary schools or teacher training centers. Security risks on project communities and workers could also arise, given that non-state armed groups are identified within many project zones. The project will operate in certain areas with security issues where armed groups continue to operate. Most of the country is marred by security challenges; in addition to the project zones covered by the ESPSP, CARE will address security risks in the Vakaga, Ouaka, Basse-Kotto, Mambere Kadei, Mambere, and Nana Mambéré prefectures. The project has developed a security risk assessment (SRA) and security management plan (SMP) based on the experience of the SRA/SMP of ESPSP. The SRA assesses key project-related security risks arising from inter-community conflicts, crime, and the presence of non-state armed groups in multiple project locations. The most severe impacts of insecurity include the potential kidnapping of project workers and attacks from criminals and non-state armed groups. It also analyzes the capacity of the Borrower to address security risks in project activities. The SMP presents the standard operating procedures to be employed by project workers planning to visit zones with security risks, respective security risk prevention measures to be implemented by the project, including measures to be carried out by contractors and other implementation partners, training and reporting procedures to be applied throughout the life of the project. It is still being determined if the project would mobilize security forces at this stage. However, should the project consider the use of private security forces to protect personnel and assets, the Borrower will assess the potential risks and impacts stemming from such an engagement and identify risks and impacts of recommended measures in accordance with the mitigation hierarchy described in ESS1. The security force risks and impacts assessment to be carried out by the PIU shall incorporate key assessment elements such as i) country context, ii) national/local security issues, iii) risks from other external threats, iv) risks to human safety and security of assets perceived by community members, v) risks to workers from security personnel, vi) prioritized preliminary recommendations for prevention and mitigation as well as for agreements

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needed with security responders to mitigate risks, vii) potential opportunities to employ women in the security personnel for the project and, viii) institutional and legal analysis identifying potentially affected persons and groups. The Borrower has prepared a draft SRA and SMP that will be finalized no later than three months after the project's effective date. However, for the SRA/SMP, only the executive summaries will be disclosed by project appraisal and by three months after the project effective date when updates are finalized. While the SRA/SMP full document will not be disclosed, non-sensitive security risk management operating procedures and organizational responsibilities, to the extent possible, will be included in the site-specific ESMPs, which will then be disclosed and shared with relevant stakeholders. Further, the generic ESMP evaluates risks and impacts on the health and safety of the affected communities living close to project construction/rehabilitation zones and includes clauses to avoid, minimize, and mitigate any potential impacts during the project life cycle. It also identifies, evaluates, and monitors the potential traffic and road safety risks for workers, students, and road users, as well as measures and plans to address them. In addition, the site-ESMPs (to be prepared by PCU's E&S team) will also provide an analysis of the health and safety of the affected communities as well as the measures related to the risks of SEA/SH on project workers and beneficiaries concerned by the work location. The Borrower has conducted a SEA/SH assessment and prepared a corresponding SEA/SH action plan that takes into account project and community SEA/SH risk factors. Building on the ESPSP SEA/SH assessment, the prevailing risk factors surrounding the project result from social norms (weight of traditions and religion, Taboos, Fear of rejection or abandonment by the spouse or community, fear of reprisals by armed groups because of the absence of the rule of law, etc.). Types of GBV against women and girls in CAR include rape, sexual assaults, physical assaults, forced marriages, psychological violence, etc.). Early project consultations also reveal reports of GBV: SEA/SH in both primary and secondary schools. The draft SEA/SH risks assessment and SEA/SH Action have been prepared and consulted upon and will be disclosed prior to project appraisal and finalized no later than three months after the project's effective date. Measures that were identified in the CARE SEA/SH plan include ensuring the presence of a dedicated GBV: SEA/SH specialist within the PIU, reducing potential labor influx by encouraging PIU to enhance local recruitment as far as possible, ensuring GBV: SEA/SH sensitive GRM and GBV community focal points in all project zones. Moreover, the Ministry of National Education has developed SEA/SH internal regulations and codes of conduct that will be required for all teachers participating in the project. The SEA/SH plan will monitor the role of these internal regulations and codes of conduct on project school teachers.

ESS5 - Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Relevant

[Explanation - Max. character limit 10,000]

ESS5 is relevant to the project. Land acquisition, restrictions on land use and involuntary resettlement may result from project construction works related to component 1.1 will finance i) the construction of community pre-primary classrooms; ii) rehabilitation and construction work for primary schools in all 20 administrative regions would be determined in collaboration with school inspectorate officials and school-based management committees in the selected areas; iii) the rehabilitation of old or dilapidated classrooms and latrines; iv) the construction of secondary schools (collège de proximité) in at least five localities. Also, component 2.2 will support i) the construction and equipment of 5 new regional pedagogical centers, which could each accommodate at least 100 teacher students per year, and ii) the renovation and expansion of at least one existing teacher training college. Environmental and social screening of selected construction sites will inform on project sites requiring resettlement plans (RPs). The generic ESMP includes a copy of such a screening tool. RPs will be prepared for sites where construction works will lead to physical and or economic resettlement. Once specific locations for works are known, the PIU will ensure that corresponding RPs are prepared, consulted upon, and disclosed before the start of works. To the extent possible,



efforts will be made to avoid or reduce adverse impacts related to land. At this stage of project preparation, the land for the construction will be made available by the municipalities; in principle, this will be unoccupied land. A voluntary donation of land is not foreseen, and the risk of land being taken from indigenous people is not envisaged as the project is not committed to construction works on land used or occupied by IP communities. In all cases, the basic principle will always be to avoid resettlement.

ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not Currently Relevant

[Explanation - Max. character limit 10,000]

All rehabilitation activities will be carried out in already existing schools, while the new secondary schools and teacher training institutions will be constructed in urban areas. Consequently, there will be no disruption to ecosystems, and the project activities will not affect biodiversity. However, the ESMP will include generic measures to address any impacts on biodiversity due to land clearing and tree removal.

ESS7 - Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

Relevant

[Explanation - Max. character limit 10,000]

ESS7 is considered relevant to the project. 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, no activities requiring civil works are expected to be implemented within IP territories. CARE is addressing potential exclusion risks of indigenous people by incorporating IP considerations into project design. Borrower obligations with regards to specific areas of project IP focus will be indicated in the project operations manual and will include: Subcomponent 1.2: tailored academic support to students including those from IP communities by teachers; Subcomponent 1.3: an accelerated learning program to enhance access to learning opportunities for out-of-school children including IP children (9–15-year-old); Subcomponent 1.4: support the schooling and retention of girls living in vulnerable areas including girls from IP communities through specific interventions such as school kits, support of the school fees and Subcomponent 2.3: support the Government to establish a career pathway for community teachers, including those from indigenous people's community, and support their integration into civil service. It will also support the performance-based recruitment of new teachers, including those from indigenous people's communities, and emphasize recruiting female teachers. The project will encourage the inclusion of IPs during the preparation and implementation of the relevant components (components 1.2, 1.3, 1.4, and 2.3), including access to resulting component benefits. The SEP will include outreach activities to ensure that IPs are aware of the availability of the project benefits in their locations and can access basic education or other project benefits. However, project activities are not expected to take place within communities with indigenous people. Thus, no adverse environmental and social impacts from project activities are anticipated. There is a risk that IPs will be excluded from participating in consultations carried out by the project or that consultations are not undertaken in an accessible and culturally sensitive manner. Consequently, in addition to IP consideration in project design, the SEP includes outreach activities to ensure that IPs are aware of the availability of the project benefits in their locations and can access basic education or other project benefits in their area. Community mobilization and awareness-raising activities on key positive practices and alternative education opportunities will be offered to women and adolescent

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girls. The SEP also sets out measures through which the project will ensure that IPs are informed of project opportunities and benefits in a culturally appropriate manner. The project will engage with IPs and IP organizations to ensure their ownership and participation in the project's design, implementation, monitoring, and evaluation. In addition, the generic ESMP includes measures to address potential adverse effects on IPs. Should negative impacts on IPs be identified during project implementation, those adverse effects would be avoided, minimized, mitigated, or compensated. The project will not adversely impact lands, livelihoods, or the social or cultural norms of Indigenous Peoples. Therefore, the Free, Prior, and Informed Consent (FPIC) of IPs will not be needed unless relevant conditions for FPIC, as stated in ESS 10, emerge during project implementation.

ESS8 - Cultural Heritage

Not Currently Relevant

[Explanation - Max. character limit 10,000]

This standard is not currently relevant given that project activities will take place in existing schools or already developed areas, no impacts on cultural heritage sites are expected. However, chance find procedures will be included in the generic ESMP.

ESS9 - Financial Intermediaries

Not Currently Relevant

[Explanation - Max. character limit 10,000]

The project will not involve financial intermediaries.

B.2 Legal Operational Policies that Apply

OP 7.50 Operations on International Waterways

No

OP 7.60 Operations in Disputed Areas

No

B.3 Other Salient Features

Use of Borrower Framework

No

[Explanation including areas where "Use of Borrower Framework" is being considered - Max. character limit 10,000]

Borrower framework does not fulfill requirements of ESF.

Use of Common Approach

No

[Explanation including list of possible financing partners – Max. character limit 4,000]

The project does not plan to use a common approach at this stage.

B.4 Summary of Assessment of Environmental and Social Risks and Impacts

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[Description provided will not be disclosed but will flow as a one time flow to the Appraisal Stage PID and PAD – Max. character limit 10,000]

The proposed civil works for classroom rehabilitation and new educational facility construction are small to moderate. Anticipated environmental risks and impacts associated with these activities include soil erosion, waste generation, pollution, and health and safety concerns, with additional impacts from educational materials requiring energy use and waste generation. These impacts are temporary, minor, and manageable, with the Project Coordination Unit's (PCU) Environmental and Social (E&S) team experienced in addressing such issues. Thus, the project's environmental risk is considered moderate. The project design will mainstream environmental issues and climate adaptation through sustainable and resilient features, including locally sourced materials, energy-efficient and solar-powered solutions, rainwater harvesting, disaster-resilient construction, green spaces, gender-sensitive facilities, and effective waste management systems.

Social risks include risks of SEA/SH; limited ESF capacity and experience; exclusion of marginalized and vulnerable social groups including Mbororo Peuhls and indigenous people; security risks for project workers and beneficiaries given the high presence of non-State armed groups across the territory; and involuntary resettlement leading to physical and or economic displacement.

C. Overview of Required Environmental and Social Risk Management Activities

C.1 What Borrower environmental and social analyses, instruments, plans and/or frameworks are planned or required by implementation?

[Description of expectations in terms of documents to be prepared to assess and manage the project’s environmental and social risks and by when (i.e., prior to Effectiveness, or during implementation), highlighted features of ESA documents, other project documents where environmental and social measures are to be included, and the related due diligence process planned to be carried out by the World Bank, including sources of information for the due diligence - Max. character limit 10,000]

Instruments to be updated within three months of project effectiveness :

- generic ESMP
- SEP
- LMP
- SEA/SH Assessment and SEA/SH plan
- SRA/SMP

III. CONTACT POINT

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V. APPROVAL

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