



# Concept Environmental and Social Review Summary

## Concept Stage

### **(ESRS Concept Stage)**

Date Prepared/Updated: 05/13/2020 | Report No: ESRSC01318



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Central African Republic	AFRICA	P173103	
Project Name	Central Africa Republic - Education Sector Plan Support Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	5/19/2020	12/8/2020
Borrower(s)	Implementing Agency(ies)		
Ministry of Economy, Planning and Cooperation	Ministry of Primary and Secondary Education		

**Proposed Development Objective(s)**

The Project Development Objectives (PDO) are to: (i) improve conditions for teaching and learning, (ii) increase access to basic for vulnerable groups (girls, children with disabilities and children living in regions with low primary education access rates) and (iii) strengthen the systems governing the recruitment, deployment, and management of teachers.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>31.60</b>

**B. Is the project 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 [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

The current project aims to correct geographic but also gender disparities through the provision of school infrastructure (construction and rehabilitation) and specific incentives for girls' schooling, as a mean to improve the educational offer and help enroll more children at school, to increase the enrollment rate in the areas targeted by the project.

The project will also support the improvement of the quality of education through strengthening the capacities of teachers, including parents-teachers (community teachers), coupled with a good support in stabilizing teachers in



their respective geographical positions; the reinforcement of the children learning outcomes that will also help improve access to education (enrollment rates) induced by a better appreciation of the school by parents, families and communities.

#### **D. Environmental and Social Overview**

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]  
The Central African Republic (CAR) is a landlocked country with an area of 620,000 square kilometers, divided into 16 prefectures. 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 proposed project will be implemented nationwide in urban and rural areas, in all prefectures, and the exact location of the investments is currently unknown. Therefore, the project activities may also take place in areas where there are security issues resulting in particular from the presence of armed groups.

Although above the pre-crisis level, access to education in CAR remains low to all levels, especially at pre-primary and post-primary levels, and conditions of supervision and teaching have deteriorated over the years. Thousands of children in CAR lost several years of education and are overage, and high repetition rates increase overcrowding and diminish the efficiency of student flows, limiting learning opportunities of Central African children. Considering these issues, the project will contribute in providing alternative education opportunities that could minimize the lifelong effects of lost education, both direct effects on the individual's own life and indirect effects on the offspring's life and channeling the intergenerational poverty trap. The data shows a low access rate to education, strong regional and socioeconomic disparities, and lower school girls' attendance compared to boys' attendance. Retention in the primary and two cycles of secondary education is a major challenge to the CAR education system.

Proposed activities with relevance to the Environmental and Social Standards (ESSs) include subprojects under Sub-component 1.2. "Increasing access to basic education through school infrastructure development and specific actions to accelerate the schooling and retention of girls and children with disabilities", which will support the construction and rehabilitation of classrooms, a collège de proximité (secondary school), the supply of other school-level infrastructures such as toilets, water, sports equipment, and classroom materials, and 2.4. "Supporting the establishment of two regional teaching training centres", which will support the construction and equipment of two regional teaching training centers.

The construction/rehabilitation of classrooms will be conducted in all the seven administrative regions of CAR. At concept stage, the project does not have an estimate of the potential number of classrooms to be financed by the project. The locations where two regional teaching training centers and one secondary school will be constructed have yet to be determined during the project preparation process. Design of infrastructure to be supported under the project will address better accessibility of the schools for vulnerable children, including girls and students with disabilities.

The 2018 RESEN (State Report on the National Educational System) specifies the following on school infrastructure: "In public education, nine out of ten classrooms are built hard or semi-hard and 25% are in poor condition. If at the national level, the proportion of classrooms in hard or semi-hard in public schools is estimated at 92% (including 53% in hard and 39% in semi-hard), this proportion varies from 76% in Center-East and Center-South academic inspections, 100% in the Center academic inspection. At the national level, 25% of pre-school classrooms are in poor condition with a proportion varying from 0% in central academic inspection to 50% in south-eastern academic



inspection. In 2017, less than half of public schools had a water point, while in the private sector, 62% of schools reported a drinking water point.” Only a few schools in Bangui and other cities have electricity installations, false ceilings only exist in secondary school and the scarcity of electricity makes it difficult to envisage the equipment of classrooms with fans in most schools.

**D. 2. Borrower’s Institutional Capacity**

The Ministry of Primary and Secondary Education (MPSE) will be the main line ministry for the implementation of the project. The Project Coordination Unit (PCU), that was established within the MPSE for the implementation of the ongoing CAR Emergency Basic Education Support Project - PUSEB (P164295), is retained as the PCU for the Education Sector Plan Support Project (P173103). The PCU would be responsible for day-to-day project management.

**II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS**

**A. Environmental and Social Risk Classification (ESRC) High**

**Environmental Risk Rating Moderate**

The environmental risk is rated Moderate at this stage. The nature and scale of anticipated adverse environmental risks and impacts of the project activities are related to the construction/rehabilitation of classrooms in all the seven administrative regions, and the construction of two regional teaching training centers and one secondary school (collège de proximité). The construction and rehabilitation of classrooms will also include the supply of other school-level infrastructures such as toilets, water, sports equipment, and classroom materials. Potential adverse risks and impacts on the environment are mainly linked to construction phase and may include environmental, health, and safety (EHS), occupational health and safety (OHS), community health and safety, and pollution due to solid waste, dust, noise, and vibration. These risks and impacts are expected to be managed through application of appropriate mitigation measures.

Although there is uncertainty regarding exact number and locations of subprojects, risks and impacts to areas with environmentally sensitive features, high biodiversity values and/or critical habitats are anticipated to be avoided as part of the site selection process and siting criteria.

**Social Risk Rating High**

The social risk is rated as High. The anticipated social risks and impacts are those related to: (a) high risks of Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) specific to the project as assessed through the preliminary SEA/H risk rating tool at concept stage; (b) limited capacity and experience of the client for: effective stakeholder engagement, the assessment of SEA/H risks and development of an associated SEA/H action plan with appropriate proportional accountability, response framework and monitoring and evaluation measures; (c) limited capacity for the overall Environment and Social Framework (ESF) compliance necessary for this project that will be implemented by a PCU with first practical experience on the ESF.

The project has been given a preliminary rating of High risk for SEA/H, based upon the country context and project-specific indicators. SEA/H risks will be further assessed and addressed prior to Appraisal, including a validation of the preliminary screening exercise and establishment of the corresponding measures to prevent and mitigate identified risks. Specifically, high project-related SEA/H risks are those related to: (i) the lack of training programs on SEA/H prevention, management, and response to education sector personnel; (ii) the lack of protocol for the identification

Public Disclosure



and care of students affected by SEA/H for the whole education system; (iii) the insufficiency of initiatives in schools to raise awareness around SEA/H; and (iv) the lack of institutional codes of conduct for teachers and administrative staff that include prohibitions against SEA/H for the entire education system. These risks are exacerbated given the project objective to increase access to schools for the most vulnerable children, including girls and the disabled, and the presence of many overage children, including adolescent boys and girls, in primary schools.

Additional social risks may include those arising from land acquisition which may be required for the construction of the two regional teacher training centers and one secondary school (*collège de proximité*), for which locations have yet to be determined. Labor influx is likely to be minimal as most rehabilitation works of schools will mostly rely on local labor. Other additional risks may include overcrowding in classrooms and insufficient washing and toilet facilities if there is an increase of children/students trying to access the new pre-primary services and expanded primary education. Finally, given the national scope of the project and the high presence of non-State armed groups over the territory, security risks are identified for project workers and beneficiaries.

Overall, the project will have positive impacts given that planned activities aim at improving quality and equitable access to education for the most vulnerable children, including girls and the disabled.

## **B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered**

### **B.1. General Assessment**

#### **ESS1 Assessment and Management of Environmental and Social Risks and Impacts**

##### ***Overview of the relevance of the Standard for the Project:***

Environmental and Social (E&S) risks and impacts related to (i) the construction/rehabilitation of classrooms and one secondary school (Sub-component 1.2) and (ii) construction of two regional teaching training centers (Sub-component 2.4) have been screened to identify the potential for environmental issues in soil conservation, water usage, OHS for workers, community health and safety, waste management, air quality, noise/vibrations, etc. Anticipated impacts of this project can be adequately avoided and/or managed through the implementation of established measures. Given that the sites of the expected investments are not expected to be known prior to Bank approval and no designs or technical studies are currently or expected to be available during preparation of the project, the PCU will prepare an Environmental and Social Management Framework (ESMF) to address the assessment and management of environmental and social risks and impacts of the subprojects consistent with ESS1.

The ESMF will describe the typology of subprojects and define screening mechanisms and monitoring procedures for the identification and management of potential adverse environmental and social impacts and provide a grievance redress mechanism with guidance on the reception, recording, handling, and reporting of complaints that may be encountered during project implementation. In addition, the ESMF will clarify: (i) the environmental and social context in the targeted areas of intervention of the project; (ii) the policy context, as well as the institution and legal frameworks; (iii) the environmental and social impact assessment system in CAR, including the review and approval mechanism; (iv) an evaluation of the environmental and social institutional capacities; and (v) an estimate of the budget needed to implement the framework.



The identification of OHS risks and impacts and measures to manage these risks will be addressed in the ESMF and documented in labor management procedures (LMP) that will be included in the ESMF to protect workers from injury, illness, or impacts associated with exposure to hazards encountered in the workplace or while working. The mitigation measures will incorporate the World Bank Group's General Environment, Health, and Safety Guidelines (EHSGLs). The ESMF will also include sections on Environment, Health, and Safety (EHS) including specific instruments, such as EHS checklists, Codes of Conduct and any other relevant measures to prevent SEA/H that will be included in the SEA Action Plan, safety training materials, that will need to be prepared by the Borrower and/or the contractor prior to commencement of civil works. During project implementation, in line with the disclosed ESMF and once the screening is carrying out, the Borrower will prepare the relevant instruments for the selected sites.

The ESMF will establish the type of site-specific instruments to be prepared for subprojects to meet ESS1 requirements, such as Environmental and Social Impact Assessment/Environmental and Social Management Plans (ESIA/ESMPs) to be developed during project's implementation. The ESIA/ ESMPs will be prepared and disclosed prior to the realization of E&S risks and impacts from those subprojects and commencement of any construction/rehabilitation works. The PCU will include into the ESHS specifications of the bidding documents and contracts with contractors and supervising firms, provisions with key elements of the ESMPs to be implemented by contractors. Based on these provisions, the contractor(s) will prepare their Contractor-ESMP(s) before the start of the work, consistent with ESS1 requirements, ESS2 requirements, as well as any other relevant environment, social, health, and safety (ESHS) requirements. SEA/H relevant mitigation measures will be reflected in the bidding documents. The PCU will monitor the environmental and social performance in accordance with the legal agreement. As some works might require some excavations, all construction contracts will include a "Chance Find" clause which will require contractors to stop construction in the event that cultural property sites are encountered during construction. The borrower's commitments to prepare and implement safeguard instruments throughout the lifecycle of the project will be outlined in the ESCP.

Given that the risk classification of the project is High, the Borrower will hire independent consultants to carry out the required environmental and social assessments and management frameworks. In addition, a security assessment will need to be carried out for the project and appropriate measures to mitigate security risks for project workers and beneficiaries, including preschool-age children and their sibling and parents, will be developed in an action plan accordingly.

**Areas where "Use of Borrower Framework" is being considered:**

The Borrower's capacities through policies and institutional arrangements are limited. Therefore, the project will not use the Borrower's E&S Framework for addressing environmental and social risks and impacts, including in the assessment, development, and implementation of sub-projects. However, the project will comply with national legal requirements, when relevant.

**ESS10 Stakeholder Engagement and Information Disclosure**

In consultation with the Bank, the Borrower will prepare and disclose prior to appraisal a draft Stakeholder Engagement Plan (SEP), proportional to the nature and scale of the project and associated risks and impacts, to be implemented throughout the project cycle, and updated as needed throughout the life of the project. The SEP would need to be developed in a participatory and inclusive manner. To ensure this, the Borrower would need to engage in meaningful consultations with all stakeholders and to do so throughout the project life cycle paying attention to the

Public Disclosure



inclusion of vulnerable and disadvantaged groups. The Borrower will provide stakeholders with timely, relevant, understandable and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination and intimidation. The Borrower will maintain, and disclose, 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 feedback was considered, or the reasons why it was not. Community consultations with women and girls that are related to SEA/ SH risk mitigation will be conducted in safe and enabling environments, such as in sex-segregated groups and with female facilitators. In addition to incentives for increasing enrollment and retention of girls at school, the project will consult with relevant stakeholders who could promote increased recruitment and encourage retention of female teachers, including through ensuring a female-friendly environment at school. This is critical due to the presence of many overage children, including adolescent boys and girls, in primary schools. Such consultations will be focused on understanding women's and girl's risks and vulnerabilities, and on understanding women and girl's experience in a school environment, their wellbeing, and health safety concerns in relation to the project. Furthermore, the consultations would need to include the disabled groups including disabled children, and be carried out in an accessible and appropriate manner, with information provided in accessible formats.

A project grievance redress mechanism (GRM), sensitive to SEA/ SH issues, and the ethical treatment and resolution of such complaints as well as proportionate to the potential risks and impacts of the project will be established and outlined in the SEP. The GRM will also serve as a platform for continuous feedback from project-affected communities, other interested stakeholders and implementing partners.

## **B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

### **ESS2 Labor and Working Conditions**

ESS2 is currently considered relevant to this Project. In light of the construction/rehabilitation works, the project will involve direct workers, and/or contracted workers, , as well as primary supply workers. All workers associated with the project will need to meet requirements such as described in ESS2 for terms and conditions of employment, non-discrimination and equal opportunity, worker's organization, child labor, forced labor, a grievance mechanism and occupational health and safety (OHS). Civil servants working in connection with the project, on full-time or part-time basis, will remain subject to the terms and conditions of their existing public-sector employment or agreement, unless some of them have made an effective legal transfer of their employment or engagement in the project. Most of the labor will be locally hired to the extent possible, except for skilled workers who cannot be found in the project location. To ensure this, the project will work with the contractors through specific provisions to hire local unskilled labor whenever possible for construction/rehabilitation of infrastructures to minimize the influx of unskilled labor and reduce the potential for harm. The Labor Management Procedures (LMP) will be prepared by the Borrower to identify the main labor requirements and risks associated with the project and help the Borrower to determine the resources necessary to address project labor issues. The LMP will include Labor Management Procedures for the direct workers (e.g. PCU staff), contracted workers or primary supply workers and community workers if applicable. Given that the project will be enhancing capacity building of teachers, the latter would be considered as labor engaged with the project as well. The project will also include a grievance mechanism for labor disputes of project workers. The LMP will be prepared and disclosed prior the appraisal. The project includes support for activities where



adverse OHS risks are anticipated, including construction/rehabilitation works. OHS risks will be further assessed during preparation in the LMP and the ESMF.

To ensure health and safety of workers during the construction and operational phases of the project, the PCU will develop and implement a proportional Health, Safety, and Environmental (HSE) plan, in line with World Bank Group Environment, Health, and Safety Guidelines (EHSGs) for construction activities, the Environmental and Social Management Framework (ESMF), SEP, and any other relevant instruments, including contractual provisions specific to SEA/SH risks. The plan will include procedures on incident investigation and reporting, recording and reporting of non-compliance, emergency preparedness and response procedures, and continuous training and awareness to workers on a regular basis. The PCU shall ensure that the ESS2 requirements are incorporated in, namely: (a) the contracts between the PCU and the Contractor and any entity (including the Owner's Engineer) supervising the Project's civil works; and (b) the contracts between the Contractor and any Contractor's subcontractors. All project staff will be provided with information and documentation that clearly presents their terms and conditions of employment.

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

ESS3 is currently considered relevant to the Project. The ESIA's and/or ESMP's to be prepared in line with the the ESMF will provide adequate measures for improving efficient consumption of energy, water, and raw materials, as well as any other resources as relevant.

**Air emissions:** It is anticipated that during project implementation, air emissions are generated due to transport vehicles, and dust generated by digging activities. Those most likely to be affected are workers and people living within the proximity of construction and/or rehabilitation sites. The implementation of mitigation measures such as dust suppression and vehicle maintenance will be applied to minimize the impact of air emissions during construction and/or rehabilitation, and residual impacts are expected to be limited in scope and duration.

**Noise:** It might likely be generated from the use of construction machinery and vehicle movements. The relatively short-term and small-scale nature of the works suggest that noise levels will not be excessive or cause long-term nuisances. However, the construction and/or rehabilitation works will present short-term nuisance to the neighbors at some of the project sites. The Environmental and Social instruments such as ESMF, ESIA, and ESMP to be prepared will include mitigation measures to minimize and manage the noise levels by applying standard restrictions to hours of site work. When the construction and/or rehabilitation works take place within schools attended by students, class hours will also be taken into consideration in the management plans.

**Waste management:** Construction and/or rehabilitation activities will generate household wastes from workers and construction wastes which will primarily include excavated soil, wood, cement, and hazardous waste such as hydrocarbon oils from construction machinery and vehicles. The waste generated by construction and/or rehabilitation works, the quantity of which should not be significant, will be eliminated on sites in accordance with the waste management plan for which mitigation measures have been prepared.

**Water management:** Construction and/or rehabilitation activities may require a high level of demand for fugitive dust control and worker consumption during the construction phase. The ESMF will include measures to ensure that water demand for the project is not sourced in such a manner that may cause adverse impacts to other users such as



breeders, fishermen, other community members and wild animals, with special attention to be paid to avoid any negative impact and conflict resulting from the use of the water.

#### **ESS4 Community Health and Safety**

ESS4 is currently considered relevant to the Project. The proposed project will carry out civil works related to the (i) construction and equipping new schools and construction and/or rehabilitation of additional classrooms in existing schools, (ii) construction of one secondary school (collège de proximité), and (ii) construction of two regional teaching training centers. These activities may have negative risks and effects on the health and safety of the population surrounding the works sites. The ESMF will evaluate these risks and impacts on the health and safety of the affected communities that are living within or in the construction/rehabilitation areas and include clauses to avoid, minimize and mitigate any potential impacts, during the project life cycle. In addition, the PCU will identify, evaluate and monitor the potential traffic and road safety to workers, students, affected communities and road users during construction/rehabilitation and, where appropriate, will develop measures and plans to address them. Health and safety considerations for children and educators in the expanded facilities, including possible overcrowding, adequate hygiene and toilet facilities, will be addressed in the ESMF. The ESMF also will provide an analysis of the current security situation and the impact of access to schools and SEA/H risks for teachers and students. In addition, site-specific ESIA/ESMPs will assess risks related to community health and safety, including SEA/H, and provide mitigation measures for civil works such as construction of one secondary school (college de proximité) and two regional teaching training centers.

The project will operate in certain areas with security issues where armed groups continue to operate. A security assessment will be carried out during project preparation and appropriate security risks mitigation measures to protect workers and beneficiaries will be developed in an action plan accordingly.

#### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

ESS5 is currently not relevant to the project.

Sub-component 1.2 will support the construction and rehabilitation of classrooms within existing facilities, the construction of a secondary school (collège de proximité) and the supply of other school-level infrastructures such as toilets, water, sports equipment, and classroom materials. Sub- component 2.4 will support the construction and equipment of two regional teaching training centers.

As site-specific locations of civil works are not yet determined at the time of project preparation and resettlement issues are expected to be minimal, any project's activity requiring civil works once the sites are identified, will be screened to determine whether it involves land acquisition or involuntary resettlement, and whether a sub-project specific Resettlement Action Plan (RAP) or Abbreviated RAP would need to be developed accordingly. To the extent possible, efforts will be made to avoid or reduce negative impacts.

#### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**



ESS6 is currently considered relevant to the Project. Construction of new classrooms and rehabilitation of existing classrooms will take place on existing footprints. The ESMF will include screening criteria to ensure that construction of two regional teachers training centers and one secondary school will only occur in modified habitat or in natural habitats with low biodiversity values (e.g. degraded). These activities however result in a limited amount of uprooting trees and cutting of shrubs. Any potential adverse impacts as a result of constructions to natural habitations are expected to be minimal, however the ESMF will include measures to mitigate any impacts consistent with the requirements of ESS6.

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

ESS7 is considered relevant to the project. The project, which has national coverage, may be implemented in areas where Indigenous Peoples are present - namely in Ombella-Mpoko and Mambere-Kadei prefectures.

No activity under this project is expected to have an adverse effect on Indigenous Peoples. However, the Stakeholder Engagement plan will include outreach programs to ensure that indigenous communities, especially those living in remote areas, are aware of the availability of new or expanded access to basic education under the project. The potential social impacts can be adequately managed/ mitigated through the development, implementation and monitoring of appropriate measures.

The Indigenous Peoples Planning Framework (IPPF) recently developed, approved, and disclosed in March 2020 by the same PCU under the CAR Emergency Basic Education Support Project (P164295) will be adapted for this project, taking into account project-specific activities; it will be prepared, consulted upon, cleared by the Bank and disclosed before Appraisal. Once project sites and activities are determined, if needed, the Borrower will prepare an Indigenous Peoples Plan (IPP) acceptable to the Bank that sets out measures through which the project will ensure that: (i) IPs affected by the project receive culturally appropriate social and economic benefits; and (ii) if potential adverse effects on IPs are identified, those adverse effects are avoided, minimized, mitigated or compensated.

#### **ESS8 Cultural Heritage**

ESS8 is considered not relevant to the Project with the given information as it is not expected that the project will disrupt cultural heritage. However, the project will finance investments that will induce excavation during construction works and demolition during the rehabilitation of some infrastructures. The ESMF will include measures to confirm the existence of tangible or intangible cultural heritage and provide chance find procedures as well as any other requirements to protect and manage cultural heritage as required by national law and ESS8. Furthermore, all construction and rehabilitation contracts will include as described under ESS1, a "Chance Find" clause which will require to stop construction/rehabilitation in the unlikely event that cultural heritage sites are encountered during civil works.

#### **ESS9 Financial Intermediaries**

ESS9 is not relevant because the project will not finance activities that involve Financial Intermediaries.



**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways**

**OP 7.60 Projects in Disputed Areas**

**III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE**

**A. Is a common approach being considered?**

No

**Financing Partners**

The Common Approach is not relevant at this time.

**B. Proposed Measures, Actions and Timing (Borrower’s commitments)**

**Actions to be completed prior to Bank Board Approval:**

Preparation, consultations, and disclosure of the following ESF instruments are expected prior the Board Approval:

- A Draft Environmental and Social Management Framework (ESMF)
- A Draft Indigenous Peoples Planning Framework (IPPF)
- The Environmental and Social Commitment Plan (ESCP)
- The Stakeholder Engagement Plan (SEP)
- The project SEA/H risk assessment, and a SEA/H action plan with proportional mitigation measures
- The Labor Management Procedures (LMP)

**Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):**

- Finalizing and implementing the ESMF and IPPF.
- Finalizing a Security Assessment and implementing its Action Plan
- Implementation of the SEP including a Grievance Redress Mechanism
- Implementation of proportional SEA/H mitigations measures
- ESF capacity building
- Implementation of the labor management procedures
- Development, implementation, and monitoring of relevant ESIA(s) and ESMP(s) specific to the subproject or stand-alone ESMP(s) according to the level of ES risks and impacts
- Development and implementation of Resettlement Action Plans (RAP) or Abbreviated RAP when necessary
- Monitoring of the environmental and social commitments and performance in accordance with the legal agreement.

**C. Timing**

**Tentative target date for preparing the Appraisal Stage ESRS**

08-May-2020

Public Disclosure



#### IV. CONTACT POINTS

##### World Bank

Contact: Boubakar Lompo Title:  
Telephone No: 5354+6314 Email: blompo@worldbank.org

##### Borrower/Client/Recipient

Borrower: Ministry of Economy, Planning and Cooperation

##### Implementing Agency(ies)

Implementing Agency: Ministry of Primary and Secondary Education

#### V. FOR MORE INFORMATION CONTACT

The World Bank  
1818 H Street, NW  
Washington, D.C. 20433  
Telephone: (202) 473-1000  
Web: <http://www.worldbank.org/projects>

#### VI. APPROVAL

Task Team Leader(s): Boubakar Lompo  
Practice Manager (ENR/Social) Africa Olojoba Recommended on 16-Apr-2020 at 16:29:55 EDT  
Safeguards Advisor ESSA Johanna van Tilburg (SAESSA) Cleared on 13-May-2020 at 15:29:58 EDT