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| 1. Project Data : | | | |
| OEDID: | C2275 | | |
| Project ID: | P000479 | | |
| Project Name : | Social Dimensions and Adjustment | | |
| Country: | Central African Republic | | |
| Sector: | Social Assistance | | |
| L/C Number: | C2275 | | |
| Partners involved : | None | | |
| Prepared by : | Soniya Carvalho, OEDST | | |
| Reviewed by : | Patrick G. Grasso | | |
| Group Manager : | Roger H. Slade | | |
| Date Posted : | 08/10/1998 | | |

2. Project Objectives, Financing, Costs and Components :

The objectives of the project were to: (a) support the Government's efforts to integrate the social dimensions of adjustment into its development policies and to develop appropriate social sector strategies; (b) improve the ability of women to participate fully in economic development; and (c) train newly recruited teachers. At appraisal, the total project cost amounted to US \$7.1 million including US \$6.5 million from IDA with the rest to be contributed by the Government. The Government's actual contribution remains unknown; there was no ICR mission due to political instability. The actual IDA cost amounted to US \$6.9 million with US \$1.1 million being cancelled. The project included three components: (i) social policy and planning; (ii) women in development; and (iii) teacher training.

3. Achievement of Relevant Objectives :

Project objectives were largely unmet.

4. Significant Achievements :

The project did not have any significant achievements. Some achievements included the following. The project built an information base through the completion of a Priority Survey, an Integrated Survey, three beneficiary assessments, and ten studies. Under the Women in Development component, the project rehabilitated and equipped the building of the Ministry of Women's Promotion and Social Action, provided training to ministry personnel and women's groups, and produced a Family Code. The project financed the training of 732 primary school teachers under the Teacher Training component of which 526 were recruited by the Ministry of Education.

5. Significant Shortcomings :

Significant shortcomings were: (i) the project objectives were poorly defined and unclear; (ii) the project components were very diverse (involving as many as six implementing agencies) and did little to give the project a specific thrust; (iii) the project design and implementation did not take adequate account of the systematic and careful manner with which the capacity-building activities would have to be pursued in order for them to have any noticeable impact; (iv) the feed-back mechanisms to ensure that decision-making would be influenced by the collected data were absent or weak; and (v) Bank supervision was procedural rather than substantive and lacked an adequate emphasis on development impact.

| 6. Ratings : | ICR | OED Review | Reason for Disagreement /Comments |
|----------------------------|-----------------------|-----------------------|--|
| Outcome: | Highly Unsatisfactory | Highly Unsatisfactory | |
| Institutional Dev.: | Partial | Modest | |
| Sustainability: | Unlikely | Unlikely | |
| Bank Performance: | Deficient | Highly Unsatisfactory | |
| Borrower Perf.: | Deficient | Highly Unsatisfactory | |
| Quality of ICR: | | Satisfactory | |

7. Lessons of Broad Applicability :

Key lessons include: (i) where institutional capacity is weak, the importance of well-defined, realistic, and monitorable objectives increases manifold; (ii) capacity-building is a difficult and lengthy task and requires careful design and adequate priority in order to be effective; (iii) unless data collection and analysis are accompanied by mechanisms to ensure that they are used for decision-making at the appropriate levels and in a timely fashion, their effectiveness is much reduced; (iv) an open communication strategy aimed at the broader civil society can be a useful tool for ensuring that available information feeds into decision-making as well as for capacity building by creating demands for better governance; and (v) Bank supervision should be "supportive" with the ability to address gaps in local technical and institutional capacity rather than being "controlling" and narrowly focussed on compliance with procedures.

8. Audit Recommended? ☐ Yes ☒ No

9. Comments on Quality of ICR :

The ICR distills lessons in a constructive manner .