



Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 15-Sep-2020 | Report No: PIDA29531



BASIC INFORMATION

A. Basic Project Data

Country Chad	Project ID P174214	Project Name CHAD COVID-19 Education Emergency Response GPE Project	Parent Project ID (if any)
Region AFRICA WEST	Estimated Appraisal Date 12-Oct-2020	Estimated Board Date 10-Nov-2020	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Projet d'Appui a la Reforme du Secteur Education au Tchad - Phase 2	Implementing Agency Ministere de l'Education Nationale et de la Promotion Civique	

Proposed Development Objective(s)

The Project's Development Objectives are to: (i) improve access to multimodal distance learning for all primary, and lower secondary students, with a focus on the most vulnerable; (ii) ensure a safe and effective re-opening of schools; and (iii) strengthen the resilience and emergency management capacity of the education sector.

Components

- Component 1. Ensuring learning continuity by expanding distance learning opportunities for all students
- Component 2. Preparing the safe reopening of schools in selected regions
- Component 3. Building a resilient education sector and supporting project oversight

The processing of this project is applying the policy requirements exceptions for situations of urgent need of assistance or capacity constraints that are outlined in OP 10.00, paragraph 12.
Yes

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	6.80
Total Financing	6.80
of which IBRD/IDA	0.00
Financing Gap	0.00

DETAILS



Non-World Bank Group Financing

Trust Funds	6.80
Education for All - Fast Track Initiative	6.80

Environmental and Social Risk Classification

Substantial

Decision

The review did authorize the team to appraise and negotiate

A. Introduction and Context

Country Context

- 1. Chad is a low-income country (LIC) in the African Sahel region with a population of over 15 million people.** Chad is a landlocked, sparsely populated country with a high share of the population living in rural areas. Economic growth in Chad has been volatile over the last decade and its economy has been highly impacted by the changes in oil prices observed in 2014 and 2015. Since 2018—and as a result of the recovery in oil prices and the increase in oil and agricultural production—real gross domestic product (GDP) growth has been observed (World Bank, 2020). Despite recent economic growth, poverty rates in Chad remain high, with nearly half of the population (47 percent) living below the poverty line (World Bank, 2020).
- 2. Chad is highly vulnerable to the impact of climate change and it has repeatedly experienced security threats over the last decade.** In 2018, with a Country Policy and Institutional Assessment (CPIA) of 2.7, Chad was classified as a Fragility, Conflict and Violence (FCV) country. Regional security risks have recently destabilized the country and led to severe humanitarian needs. As of January 2020, there were 442,672 refugees settled in 19 camps in the East, the South and Lake Chad regions.¹ Climate change has contributed to the region’s social fragility (particularly in the Lake Chad Region and the pastoral areas in the Sahelian part of the country) and has seriously affected Chadians’ livelihoods.
- 3. The direct impact of COVID-19 and the anticipated slowdown in the global economy will likely reduce trade and disrupt supply chains of basic goods.** The effects of a pandemic-driven global economic downturn and its impact on Chad’s economy are difficult to predict at this stage. However, its impact on the education sector is already widespread and is reflected by students not having access to learning opportunities and a large number of students being at risk of malnutrition following their loss of school meals.

Sectoral and Institutional Context

- 4. Chad’s performance in terms of human capital outcomes is closely linked to the structural weaknesses of its education sector.** Results from large-scale learning assessments in Chad indicate that 97 percent of

¹ United Nations High Commissioner for Refugees (UNHCR) Refugee Protection Assessment for Chad, January 2020.



students do not achieve the Minimum Proficiency Level (MPL) at the end of primary school. Several factors help explain Chad's weak education outcomes, including: (i) limited financial resources; (ii) dilapidated schools and limited access to didactic material; and (iii) internal inefficiency of the education system, reflected by high repetition and drop-out rates.

5. Despite significant progress in increasing enrollment rates at the primary education level, the attendance rates in Chad remain low. The net attendance rate in primary education was estimated at 49.8 percent in 2014. Chad has a lower net secondary (lower and upper) attendance rates (12.3 and 7.9 percent respectively) than its peers and other SSA countries. Consequently, education completion rates are very low, and emergencies will likely exacerbate this challenge. Efforts need to be made to ensure teachers remain motivated and students are provided with opportunity to safely access educational services during and following the COVID-19 crisis.

6. Stark gender and regional inequalities are an important issue. In primary education for example, gender parity is 0.75, and worsens as students' progress through the system (standing at 0.44 in lower secondary). The share of primary-school age children who are out of school varies from 23 percent in N'Djaména to 85 percent in the Lake region. In geographic terms, the southern regions are generally at an advantage, with indicators in the northern regions lagging substantially.

7. In the absence of a robust response, attendance and learning outcomes for students are likely to significantly drop with potentially negative and severe long-term consequences for their welfare. The COVID-19 pandemic will likely negatively impact students in several ways: (i) deterioration of learning outcomes; (ii) higher rates of dropout, especially for girls; (iii) deterioration of student's nutritional status, physical and mental health; (iv) increased exposure to violence and/or other threats for girls (e.g., in refugee camps); and (v) increased rates of early marriages and teenage pregnancies.² All these risks will be exacerbated for poor and vulnerable populations, leading to higher inequality of outcomes.

8. The response to school closures needs to be tailored to the connectivity profile of the regions in Chad to ensure the preservation and future recovery of the human capital base. Because Chad is at the low end of the digital divide, online education delivery solutions would be largely insufficient in reaching children and youth who cannot attend school due to COVID-19. Further, there are significant disparities in access to technology between rural and urban populations, as well as across different regions. Digital solutions will consider the limitations of children living with disabilities, especially deaf and/or visually impaired children. As Table 1 illustrates, fewer than 10 percent of the population has access to electricity, and only 8.8 percent has access to the internet. There are also wide geographical disparities in ownership and access to technology as shown in Figure 1.

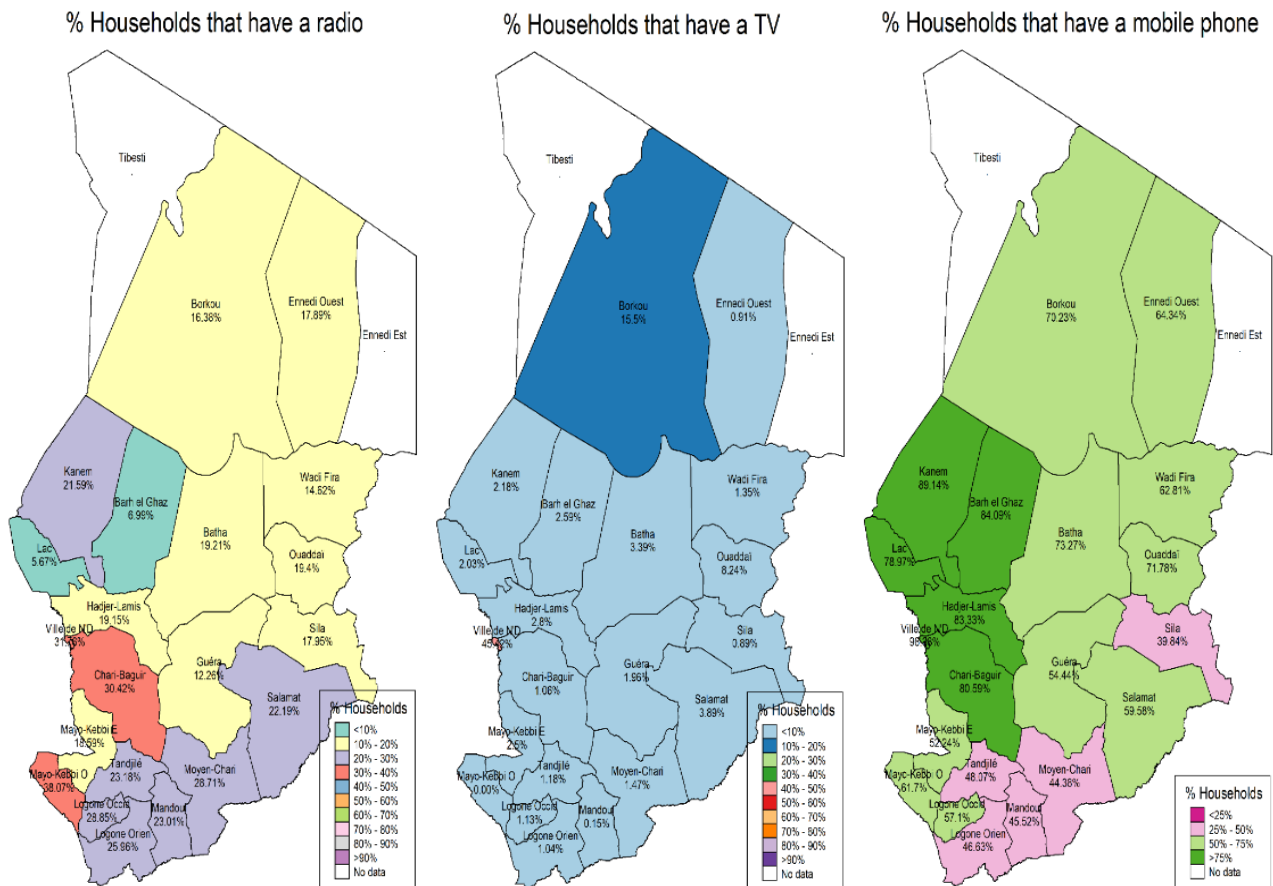
² This summary is based on the draft World Bank Group's Response to COVID-19: Multi Sector Policy Directions and Operations.



Table 1: Access to electricity, internet, computer, radio, and television

	Electricity	Internet access	Cell phone	Computer	Radio	Television
Poorest	0.8%	1.7%	45.9%	0.0%	12.6%	0.1%
Poorer	2.5%	4.3%	62.4%	0.0%	19.5%	0.8%
Middle	6.3%	5.2%	68.8%	0.3%	25.9%	3.0%
Richer	11.6%	9.0%	75.4%	1.5%	28.8%	8.0%
Richest	28.3%	23.7%	81.9%	7.2%	34.0%	20.0%
Urban	35.9%	28.0%	89.9%	7.2%	34.1%	24.8%
Rural	1.5%	2.6%	56.2%	0.1%	18.9%	0.4%
Chad	9.9%	8.8%	64.4%	1.8%	22.6%	6.4%

Figure 1: Percent of Households that have a radio, television, and mobile phone by regions





9. **The proposed Project will support activities identified by the Government in their emergency education response plan (*Plan National de Contingence pour la Préparation et la Riposte à l'Epidémie de la Maladie à Coronavirus Covid-19*).** The Government, the Local Group of Education Partners, and the Education Cluster have developed an emergency education response plan to cope with the COVID-19 pandemic. The Government's plan is built around four priority areas: (i) providing alternative opportunities for distance learning; (ii) providing psychosocial support and child protection; (iii) developing WASH facilities; and (iv) providing school feeding. Given the resource envelope available, this proposed Project will support the first three priority areas.

B. Proposed Development Objective(s)

Development Objective(s) (From PAD)

The Project's Development Objectives are to: (i) improve access to multimodal distance learning for all primary, and secondary students, with a focus on the most vulnerable; (ii) ensure a safe and effective re-opening of schools; and (iii) strengthen the resilience and emergency management capacity of the education sector.

Key Results

- Number of students that have access to any (adapted) distance learning program (take-home packages, online, radio and TV);
- Number of children previously enrolled in schools who return to school once the school system is reopened (total and % girls);
- Percentage of schools equipped with minimum hygiene package for prevention of COVID-19;
- National Contingency Plan for Education in Chad operationalized by the Government; and
- Number of children (and % of children in the relevant age-group in the program area) provided with access to psychosocial support to reduce the negative impacts of COVID-19 school closures.

C. Project Description

10. **The proposed Project will help ensure that students will continue to have access to schooling even when schools are closed and strengthen the capacity of the education sector to adequately respond to future crises with limited disruption to teaching and learning.** The proposed Project comprises the following three components: (i) ensuring learning continuity by expanding distance learning opportunities for all students, including those with special needs; (ii) preparing for the safe re-opening of schools in selected regions; and (iii) strengthening the resilience and emergency management capacity of the education sector.

11. **Given the size of the Project's funding, selectivity will be critical to reach its objectives.** The proposed Project's activities will be focused on the following six regions: N'Djaména, Guéra, Logone Occidentale, Logone Orientale, Moyen Chari, and Kanem. These regions account for more than 40 percent of schools and students and over 90 percent of the confirmed COVID-19 cases.



Component 1: Ensuring learning continuity by expanding distance learning opportunities for all students (Total: US\$3.6 million).

12. **The Ministry of National Education and the Promotion of Civics (MENPC) aims to establish and/or scale up existing distance learning systems in order to reduce the negative impact that COVID-19 is likely to have on the teaching and learning process.** The Government recognizes that its distance learning strategy must strive to be inclusive so that existing inequalities are not further exacerbated. The distance learning strategy should not only blunt the current negative effects of COVID-19 pandemic, but also serve as an alternative training modality the ministry adopts and mainstreams in the future. Good practice models are emerging globally, from which Chad can draw upon, as well as building on its own experiences to deliver effective distance learning. Component 1 will finance activities aimed at: (i) expanding access to distance learning programs; and (ii) supporting students and teachers as schools re-open.

Sub-Component 1.1: Improving access to educational content through a multi-modal distance learning system for all students in primary and secondary schools (US\$2.9 million).

13. **This sub-component aims to expand access to distance learning programs for all primary and secondary-level students across the country.** The main challenge in Chad, as shown in Table 1, is the very low share of households that have access to means of communication, thus making it difficult to reach large sections of the country using new technologies. In order to ensure continuity in the teaching and learning process, multiple education delivery modalities will need to be used to reach the maximum number of students. These modalities include paper-based resources (printed materials, books, etc.), mobile phones, radio/audio interaction; video/television; and online teaching and learning platforms. This sub-component will mainly target vulnerable households using data from the recent household survey.

Sub-Component 1.2: Teacher training to prepare and deliver educational content through a multi-modal distance learning system (US\$0.7 million).

14. Sub-component 1.2 will support training of approximately 5,000 teachers, particularly female teachers, in online and distance learning methodologies to ensure teachers can effectively play a key role in supporting remote teaching and learning programs. Teachers will be trained to design formative questions, tests, or exercises to closely monitor students' learning processes. Teachers will also engage with parents and design simple audio clips for parents who may not have gone to school to support them in home schooling, be on call for interaction with learners and parents, or hosting online-or phone-based group learning conversations. To achieve this, the proposed Project will support: (i) technical assistance for teacher training programs to adapt the current curriculum to distance learning strategies; (ii) a platform for all teachers (WhatsApp for instance) to engage among themselves, or with the administration, students, and parents; and (iii) printing and distribution (including digital) of guidance materials for teachers on the management of daily home-based learning practices.



Component 2: Preparing the safe reopening of schools in selected regions (Total: US\$2.7 million)

Sub-Component 2.1: Media campaign and community sensitization for returning to school (Total: US\$0.3 million)

15. This sub-component will support community sensitization and communication by financing radio/television campaigns to encourage parents and communities to send children back to school and maintain good hygiene practices during and after the COVID-19 pandemic. Activities to be supported under this sub-component include: (i) communication campaigns on social distancing and COVID-19 prevention measures, including through the printing and distribution of leaflets to communities; (ii) gender sensitization campaigns that focus on girls at risk of dropping out, as well as measures to prevent gender-based violence; and (iii) media campaigns for disease control and prevention to educate community members, teachers, students, and parents, on disease prevention, by financing radio/television campaigns to encourage good hygiene practices during and after the crisis and to ensure safety for all.

Sub-component 2.2: Ensuring schools are safe for re-opening (US\$1.7 million)

16. This sub-component will support the implementation of water, sanitation and hygiene (WASH) activities for adequate sanitation and hygiene practices to prevent and control the spread of the virus and ensure a safe and healthy learning environment for students and teachers in approximately 4,200 schools (80 percent of the 5,300 schools in the regions targeted by the proposed Project). In close partnership with UNICEF, this sub-component will support: (i) installation of hand-washing devices and soap at the entrance of each classroom and administrative office; and (ii) provision of soap and hand-washing kits to ensure children and teachers wash their hands frequently.

Sub-component 2.3: Provision of psychosocial support services to teachers, students, and parents (US\$0.7 million)

17. **In addition to the major educational impacts that COVID-19 has generated, one should add the psychological distress that can affect children, teachers and parents confined at home for several weeks.** This situation could lead to an increase in violence against women and children, especially girls. The objective of this sub-component is to strengthen community protection mechanisms - by bringing together educational teams to limit psychological distress and the risk of family violence brought about by COVID-19. This sub-component will support MENPC to design and pilot online-based psychosocial support services.

Component 3: Building a resilient education sector and supporting project oversight (Total: US\$0.5 million)

Sub-component 3.1: Building a resilient education sector (US\$0.2 million)

18. **This sub-component will support MENPC so that when faced with future shocks, the established mechanism through the National Contingency Plan for Education in Chad (PCNET) will be triggered to appropriately respond to the specific shock, be it an outbreak of cholera, heavy winds, or a flood in a remote area.** All relevant actors from the Scientific Committee for Education Response to COVID-19 (CSRE), as well as staff in the central ministry, Provincial Directorate for Education and Youth (DPEJ), Primary Education Pedagogical



Inspection (IPEP), or teacher-parent association, will be trained to play their respective roles to counter the impact of the shock.

Sub-component 3.2: Supporting project oversight and monitoring and evaluation (US\$0.3 million)

19. This sub-component will finance the following main activities: (i) phone surveys; (ii) track dropout and attendance rates in all schools, analysis of the data and dissemination; ; (iii) studies on how students access and use distance learning tools using the data collected; and (iv) all activities directly related to the project management, coordination and communication.

Project costs and financing

Table 1: Project Cost per Component and Financing Source

Components/Sub-components	Project cost US\$ million	Percent GPE Financing
Component 1: Ensuring learning continuity by expanding distance learning opportunities for all students	3.6	100
<i>Sub-component 1.1: Improving access to educational content through a multi-modal distance learning system for all students in primary and secondary schools</i>	2.9	100
<i>Sub-component 1.2: Teacher training to prepare and deliver educational content through a multi-modal distance learning system</i>	0.7	100
Component 2: Preparing the safe reopening of schools in selected regions	2.7	100
<i>Sub-component 2.1: Media campaign and community sensitization for returning to school</i>	0.3	100
<i>Sub-component 2.2: Ensuring schools are safe for re-opening</i>	1.7	100
<i>Sub-component 2.3: Provision of psychosocial support services to teachers, students, and parents</i>	0.7	100
Component 3: Building a resilient education sector and supporting project oversight	0.5	100
<i>Sub-component 3.1: Building a resilient education sector</i>	0.2	100
<i>Sub-component 3.2: Supporting project oversight and monitoring and evaluation</i>	0.3	100
Overall Project	6.8	100

D. Project Beneficiaries

20. The proposed Project’s direct beneficiaries are expected to be:
- approximately 1.1 million primary and secondary school students in schools benefitting from the Project;
 - approximately 550,000 primary and secondary school students accessing distance learning;
 - an estimated 5,000 teachers benefitting from teacher training in online and distance learning;
 - approximately 4,200 schools benefitting from cleaning materials, WASH facilities; and
 - 150,000 parents, students, and teachers benefitting from psychosocial support services.



Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Assessment of Environmental and Social Risks and Impacts

The proposed Project will have overall positive environmental and social impacts as it will contribute to maintaining access to education (even remotely) during the pandemic and working to ensure a safe return to school. The main environmental and social risks identified during preparation include: (i) environmental and community health related risks from the construction of water points and latrines, installation of WASH facilities and cleaning and disinfection of schools that will generate both infectious waste, as well as general waste including containers, contaminated materials, ordinary waste, etc.; (ii) occupational health and safety issues related to the availability and supply of personal protective equipment (PPE); and (iv) possible risks around social exclusion for access to education, especially for the poorest and most marginalized ones who have a limited access to media. To mitigate these risks and their related impacts, the Project Implementation Unit (PIU) will: (i) have a dedicated environmental specialist and a dedicated social specialist on board and will provide necessary training on the environmental and safeguards framework (ESF); and (ii) prepare an Environmental and Social Management Framework (ESMF) that will contain provisions relating to the use of chemical products that will be used for the deep cleaning and disinfection of schools and their storage and use by qualified personnel to avoid any risk of damage to human health, as well as treatment of water from existing water sources and regular water quality monitoring. In addition, the updated Stakeholder Engagement Plan (SEP) will include measures to address sexual exploitation and abuse and sexual harassment (SEA/SH) and a project Grievance Redress Mechanism (GRM) will be accessible to vulnerable groups, such as women, children, the elderly, and persons with disabilities. The ESMF and the updated SEP will be prepared and disclosed no later than 30 days after Project effectiveness.

E. Implementation

Institutional and Implementation Arrangements

21. The proposed Project will be implemented over an 18-month by MENPC with technical support from the Project Coordination Unit (PCU).

22. **Steering Committee (SC).** The MENPC has created by an *arrêté*³—the Scientific Committee for the Education Response to COVID-19 (CSRE)—to spearhead the response of the education system to the COVID-19 pandemic. The CSRE is headed by the Director General of the Ministry (DGM) who is the second-in-command of MENPC and is supported by three specialized technical committees (STC): (i) STC1 manages pedagogical activities;

³ Arrêté No 100/PR/MENPC/SEENPC/DGM/DGTDBPC/2020 of April 3, 2020. Comité scientifique de réponse éducative au COVID-19 (CSRE)



(ii) STC2 is in charge of communication activities; and (iii) STC3 is tasked with the responsibility of ensuring schools are reopened safely.

23. **Project Coordination Unit. The Ministry of National Education and the Promotion of Civics (MENPC: Ministère de l'Éducation Nationale et de la Promotion Civique) (PARSET2's) PCU, housed within MENPC, will manage the proposed Project given its prior experience and good performance to date.** This PCU currently manages both the PARSET2 and the Chad Skills Development for Youth Employability Project (P164297). The PCU will be responsible for daily project coordination, as well as the administration of the financing, procurement, financial management, disbursement, monitoring and evaluation, and environmental and social safeguards.

24. Technical implementation of the proposed Project will be the responsibility of the three STCs and each concerned department within the MENPC. A task force will then work with the PCU coordinator and the monitoring and evaluation specialist to convene the appropriate government officials to finalize the work plan for each component.

Table 3: The following entities will be involved in the implementation of the Project

Component/Sub-Component	Lead Implementing Entity
Component 1: Ensuring learning continuity by expanding distance learning opportunities for all students	
<i>Sub-component 1.1:</i> Improving access to educational content through a multi-modal distance learning system for all students in primary and secondary schools	<u>STC1</u> , DGTDGPC; DPST
<i>Sub-component 1.2:</i> Teacher training to prepare and deliver educational content through a multi-modal distance learning system	<u>STC1</u> , DGFE, DEIESAU,
Component 2: Preparing the safe reopening of schools in selected regions	
<i>Sub-component 2.1:</i> Media campaign and community sensitization for returning to school	<u>STC2</u> , DPEJ
<i>Sub-component 2.2:</i> Ensuring schools are safe for re-opening	<u>STC3</u> , DANSS, DPPCS
<i>Sub-component 2.3:</i> Provision of psychosocial support services to teachers, students, and parents	<u>STC3</u> , STC2, DPEJ
Component 3: Building a resilient education sector and supporting project oversight	
<i>Sub-component 3.1:</i> Building a resilient education sector	<u>STC2</u> , Education Cluster
<i>Sub-component 3.2:</i> Supporting Project oversight and monitoring and evaluation	<u>PARSET2</u>

Note: The entity that is in bold and underlined is the lead entity and will convene the necessary coordination meetings with all other entities regarding project activities.

STC1: Specialized Technical Committee for the management of pedagogical activities.

STC2: Specialized Technical Committee the Communication STC2.

STC3: Specialized Technical Committee in charge of schools reopening process.

25. **Coordination with the local group of education partners (GLPE).** Chad's GLPE is a very active forum of technical and financial partners of the education sector coordinated by the French Development Agency (AFD). Several prominent agencies like UNICEF, UNESCO, the Swiss Cooperation, Education Can't Wait (ECW)⁴, and the World Bank regularly participate in GLPE's meeting which is led by the Director General of MENPC. The GLPE is an integral part of the design of this Project by providing comments on the drafts. The GLPE has participated in

⁴ Education Can't Wait (ECW) aims to build resilience of the education sector, with a special focus on refugees and internally displaced persons.



the design of MENPC’s action plan to counter the impact of COVID-19 and this strategic plan has provided the basis for this Project. The GLPE discusses issues in the education sector during their regular meetings and it is expected that this COVID-19 emergency response project will feature in GLPE’s meeting alongside issues of the education sector preparedness for emergencies. GLPE members will be invited to participate in implementation support missions.

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APPROVAL

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