



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 09/28/2020 | Report No: ESRSA00818



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Chad	AFRICA WEST	P174214	
Project Name	CHAD COVID-19 Education Emergency Response GPE Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	10/12/2020	11/10/2020
Borrower(s)	Implementing Agency(ies)		
Projet d'Appui a la Reforme du Secteur Education au Tchad - Phase 2	Ministere de l'Education Nationale et de la Promotion Civique		

Proposed Development Objective

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.

Financing (in USD Million)	Amount
Total Project Cost	6.80

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

Yes

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

Chad, as all countries around the world, has been hit hard by the COVID-19 pandemic. The education sector has been particularly hard hit with all teaching institutions closed and more than 3 million students from preschool to higher education forced out of the school. This might have negative long-term effect not only on the education sector but on Chad's economy through a reduction of its human capital. This project's objective is to mitigate this impact and provide the education system with a robust distance learning system that will allow learning continuity for all under



all circumstances. The Project will include the following three components: (1) Ensuring learning continuity by expanding distance learning opportunities for all students; (2) Preparing the safe reopening of schools; and (3) Building the resilience and strengthening the emergency management capacity of the education sector.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

Chad is a landlocked, low-income country (LIC) in the African Sahel region with a population of approximately 13 million people. Despite recent economic growth, poverty rates remain high and nearly half of the population (47 percent) lives below the poverty line (World Bank, 2020). Regional security risks related to armed groups such as Boko Haram have destabilized the country and resulted in even more challenges for education and health. In addition, after the first confirmed case of COVID 19 on March 19, 2020, all private and public schools (preschool, primary, secondary, vocational training centers) and universities were closed until further notice. Approximately 3 million learners are expected to be out-of-school including 2.4 million students in primary schools, 0.5 million in secondary and 40,000 in higher education and 69,576 teachers have been temporarily laid off. Across the whole education system, children from poor households, those who live in rural areas and girls are at higher risk of not being able to pursue home-based instruction and learning and of dropping out as a result of falling behind and being sent to work. It is expected that the COVID-19 pandemic will impact students in several important dimensions such as: (i) deterioration of learning outcomes; (ii) higher rates of dropout/lack of progression; (iii) deterioration of student's nutritional status, physical and mental health; (iv) increase exposure to violence and other threats may increase; and (v) early marriages and teenage pregnancies may increase. All these risks will be exacerbated for poor and vulnerable populations leading to higher inequality of outcomes over the short and long term. The proposed Project would support activities identified by the Government in their emergency education response plan including the following four priority areas: (i) alternative opportunities for distance learning, (ii) psychosocial support and child protection, (iii) developing WASH facilities and (iv) school feeding.

D. 2. Borrower's Institutional Capacity

The project will be implemented over 18 months by the Ministry of National Education and the Promotion of Civics (MNEPC) with technical support from the Ministry of Civil Service, Work and Social Dialogue (MFPTDS), and two main agencies National Organization for the Promotion of Employment (ONAPE) and National Vocational Training Fund (FONAP). MNEPC has created the Scientific Committee for the Education Response to COVID-19 (CSRE) to coordinate the response of the education system to the pandemic. The CSRE is headed by the Director General of the Ministry of Education who is the second-in-command of MNEPC. It is supported by three specialized technical committees (STC) including: (i) STC for management of pedagogical activities; (ii) STC for communication; and (iii) STC for reopening schools. The CSRE will be the National Steering Committee for the Project. The Project Coordination Unit (PCU) for the Chad Basic Education Project (P132617 - PARSET2 in French) and the Chad Skills Development for Youth Employment and Competitiveness Project (P164297) will serve as the PCU for this Project and will be responsible for daily project coordination, as well as the administration of the financing, procurement, FM, disbursement, monitoring, reporting and evaluation, and environmental and social safeguards. The existing PCU has a large and experienced team that consists of a highly qualified project coordinator, two procurement specialists, one FM specialist, one M&E specialist, two safeguards specialists (one each for social and environmental), an internal auditor and two accountants. The PCU is also in the process of hiring a civil works engineer who can help oversee any construction of latrines or water points in schools. In order to improve the capacity of the MNEPC to manage the environmental and social (E&S) risks, a



communications specialist will be hired by the PCU no later than 30 days after Effectiveness. This will be particularly important for the implementation of the Stakeholder Engagement Plan (SEP).

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

A. Environmental and Social Risk Classification (ESRC)

Substantial

Environmental Risk Rating

Moderate

The environmental risk rating is Moderate. The main environmental risks are as related to: (i) sanitation of schools; (ii) equipment and training of the school sanitation and hygiene committees; (iii) installation of WASH facilities in schools; (iv) construction of latrines and water points in a select number of schools, (v) the establishment of a community psycho-social care system and the provision of appropriate material; acquisition of ICT equipment and (vi) the procurement of distribution of dry rations which will need to comply with OHS guidelines and GIIP. These risks are expected to be site-specific and manageable but will require that special attention and procedures are in place to ensure schools are ready to safely receive students again. This includes implementing all necessary provisions to minimize the risk of infection or contamination with pathogens.

Social Risk Rating

Substantial

The social risk rating is Substantial. While no physical resettlement, land acquisition or economic displacement is expected to occur, the social risks related to reopening schools and the potential impact on the health of children are substantial. The potential exclusion of the poorest and most vulnerable from project activities is an additional risk. Project activities will support some measures to enhance social inclusion and the accessibility and continuity of education during the COVID pandemic, especially for vulnerable learners such as those in remote regions, food insecure students and families, those who do not have access to platforms and tools to access distance learning (including digital access or reliable electricity), learners with disabilities, girls, and others. Although the PCU has good experience implementing World Bank operations, they have limited experience with developing and implementing measures designed to address something of the magnitude and unprecedented nature of the COVID-19 pandemic. They will be able to take advantage of best practice examples from reopening schools following the Ebola crisis in Africa as well as cross-sectoral coordination with the Ministry of Health that is currently implementing the COVID-19 Strategic Preparedness and Response project (P173894).

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:

This standard is relevant. The Project is expected to have overall positive environmental and social impacts as it will contribute to epidemic/pandemic response specifically with regard to maintaining access to education (even remotely) and supporting the safe reopening of schools. However, there are wide-ranging environmental and social risks and impacts that will need to be assessed and managed through a risk-based approach during implementation. The primary 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 which is expected to generate both infectious waste as well as general waste including containers, contaminated



materials, ordinary waste, as well as potential electronic waste from ICT related equipment, etc.; (ii) occupational health and safety issues related to the availability and supply of personal protective equipment (PPE) for disinfection of schools; (iv) possible risks around social exclusion for access to education, especially for the poorest and most marginalized who have a limited access to the means for distance learning; and (v) community safety issues related to the reopening of schools (new infections, outbreak). To mitigate these risks and their related impacts, the PIU will prepare an ESMF that will contain guidance regarding how to minimize the negative impact relating to the use of 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 and the environment. It will also include measures for proper disposal of electronic equipment. Further, the ESMF will identify measures to ensure the provision of distance learning technology/equipment (TV/radios, braille readers, books, writing materials, etc.) as well as integrate a strategy for providing food support to ensure that it reaches those in need as well as the most vulnerable including learners with disabilities and other highly vulnerable households/children. This guidance will be captured in the ESMF and SEP and they will be updated as needed throughout implementation. The SEP in particular will be a critical tool for providing information regarding how to minimize coronavirus transmission in schools and information regarding the functioning of the GRM. The ESMF will be prepared and disclosed no later than 30 days of effectiveness.

An Environmental and Social Commitment Plan (ESCP) has been prepared by the Borrower with the support of the Bank. The ESCP reflects the substantive measures and actions that will have to be taken by the Borrower to meet environmental and social requirements during implementation.

ESS10 Stakeholder Engagement and Information Disclosure

Stakeholder engagement is a critical tool for social and environmental risk management and long term project sustainability. In order to adequately address the social risks associated with the implementation of project activities, the PCU has prepared a draft Stakeholder Engagement Plan (SEP) that outlines a practical strategy for stakeholder engagement, including public information disclosure and consultation, throughout the entire project cycle. Measures will include communication that is tailored to linguistic differences, literacy levels, access to mass communication, culturally and age-appropriate messaging will be particularly challenging. The SEP will also include provisions for the establishment of a project Grievance Redress Mechanism (GRM) that is tailored to the specific risks and potential impacts of the project financed activities and will integrate good practice regarding consultations and citizen engagement during health pandemics. This SEP complements the SEP that was prepared for the Chad COVID 19 Emergency Project.

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

This Standard is relevant. Most of the Project activities will be carried out by government civil servants working for the MENPC and already under contract with the existing PCU. It is likely that there will be contracted workers hired to clean and disinfect the schools and community based cash for work is being contemplated for construction of the water points and latrines. The main risk to these workers is exposure to chemical products that can lead to skin



irritation or other respiratory conditions if the staff is not adequately trained or does not have adequate PPE. Injuries due to construction accidents are also a risk for under the community cash for work program. The ESMF will include specific measures to address these health and safety issues and protect workers' rights as set out in ESS2 including the prohibition of child and forced labor. The GRM will also specific measures to allow workers to quickly inform management of labor issues, such as a lack of PPE and unreasonable overtime.

ESS3 Resource Efficiency and Pollution Prevention and Management

This Standard is relevant. Activities financed under sub-component 2.1 such as cleaning and disinfection of schools will generate both infectious waste as well as general waste including containers, contaminated materials, ordinary waste, etc. The PCU will prepare a plan for waste management and an abbreviated Infectious Control Medical Waste Management Plan (ICMWMP) as part of the ESMF. Regarding ICT to be procured for the virtual meeting rooms in MENPC's building and in the PCU's office building, they are not expected to be replaced during the project life time. However, the ESMF will include measures to ensure that handover of ICT equipment will include agreements on proper disposal of electronic waste beyond the life of the project. In terms of efficiency, the ESMF will provide guidance to ensure that the equipment to be procured is energy efficient to the extent possible.

ESS4 Community Health and Safety

This Standard is relevant. It is expected that both the water points and latrines that will be constructed by community members under a cash for work program and waste management from disinfection of schools can affect community health. To mitigate such risks, the ESMF will provide guidance to protect community health from wastes and (water) contamination. It is expected that the water points and latrines that will be constructed by community members under a cash for work program.

Briefings regarding sexual exploitation and abuse/harassment (SEA/H) risks will be provided by the contractor to the day laborers and all full time personnel will be required to sign a Code of Conduct. In addition, the updated SEP will include these and other measures to address SEA/H risks such as a sensitization campaign for students returning to school and their parents and teachers.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

This Standard is not currently relevant. Project activities will not require any land acquisition, physical or economic displacement.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

This Standard is not currently relevant. Project activities are not expected to have impacts on biodiversity conservation and sustainable management of living natural resources. However, relevant provisions will be included in the ESMF as a precaution.

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



This Standard is not currently relevant as the Project is not being implemented in areas where Indigenous Peoples/Sub-Saharan Historically Underserved Traditional Local Communities (IP/SSAHUTLCs) are present or in areas to which they have a collective attachment. Should the presence of indigenous communities be confirmed through further screening during implementation, their views and inputs will be sought and a Social Assessment (SA) will be carried out prior to implementing any activities that would impact Indigenous communities. Following the SA and as appropriate: (i) a stand-alone plan or framework may be developed; or (ii) key elements of risk mitigation and culturally appropriate benefits will be included in the updated ESMF. Principles for public consultations with representatives of indigenous communities and their organizations are provided for in the SEP in case this Standard becomes relevant after screening. These organizations and representatives will be consulted during the revision of the SEP. The project will exclude any activities which would require Free, Prior and Informed Consent (FPIC) and will follow WHO guidelines for consultations during pandemics.

ESS8 Cultural Heritage

This Standard is not currently relevant. A Chance Find procedure will be included in the ESMF as a precaution.

ESS9 Financial Intermediaries

This Standard is not currently relevant.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
ESS 1 Assessment and Management of Environmental and Social Risks and Impacts	
Environmental and Social Management Framework (ESMF) developed, consulted and disclosed no later than 30 days after Project effectiveness. It will include an abbreviated ICMWMP and abbreviated LMP as well as SEA/H screening and preventive measures.	08/2020
ESS 10 Stakeholder Engagement and Information Disclosure	
Updated Stakeholder Engagement Plan (SEP) to be updated, consulted and disclosed no later than 30 days after Project effectiveness. The updated SEP will include sensitization campaign for parents, teachers and students regarding SEA/H risks in school	08/2020

Public Disclosure



ESS 2 Labor and Working Conditions	
Abbreviated Labor Management Procedures (LMP) to be included in the ESMF. All full time personnel will be required to sign a Code of Conduct and receive briefings regarding SEA/H.	12/2020
ESS 3 Resource Efficiency and Pollution Prevention and Management	
Abbreviated Infectious Control Medical Waste Management Plan (ICMWMP) prepared and disclosed as part of the ESMF no later than 30 days after Project effectiveness.	08/2020
ESS 4 Community Health and Safety	
The ESMF will provide guidance to protect community health from wastes and (water) contamination.	08/2020
ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	
ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources	
ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	
ESS 8 Cultural Heritage	
ESS 9 Financial Intermediaries	

Public Disclosure

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

Areas where “Use of Borrower Framework” is being considered:

None

IV. CONTACT POINTS

World Bank

Contact:	Waly Wane	Title:	Senior Economist
Telephone No:	5331+3412	Email:	wwane@worldbank.org

Borrower/Client/Recipient

Borrower: Projet d'Appui a la Reforme du Secteur Education au Tchad - Phase 2

Implementing Agency(ies)

Implementing Agency: Ministere de l'Education Nationale et de la Promotion Civique



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):	Waly Wane
Practice Manager (ENR/Social)	Maria Sarraf Cleared on 29-May-2020 at 12:31:10 GMT-04:00