

**COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED
SAFEGUARDS DATA SHEET (PID/ISDS)**

Additional Financing

Report No.: PIDISDSA21984

Date Prepared/Updated: 18-May-2017

I. BASIC INFORMATION

A. Basic Project Data

Country:	Chad	Project ID:	P163740
		Parent Project ID (if any):	P132617
Project Name:	Chad Education Sector Reform Project Phase-2 Additional Financing (P163740)		
Parent Project Name:	Chad Education Sector Reform Project Phase 2 (P132617)		
Region:	AFRICA		
Estimated Appraisal Date:	25-Apr-2017	Estimated Board Date:	23-Jun-2017
Practice Area (Lead):	Education	Financing Instrument:	Investment Project Financing
Borrower(s)	Ministere de l'Education Nationale et de la Promotion Civique		
Implementing Agency	Direction des Projets/PARSEP		
Financing (in USD Million)			
Financing Source			Amount
IDA Grant			50.00
Financing Gap			0.00
Total Project Cost			50.00
Environmental Category:	B-Partial Assessment		
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate		
Other Decision:			
Is this a Repeater project?	No		

B. Introduction and Context

Country Context

Chad is a sparsely populated (13 million), large country of more than 1 million km². The country is low income, with a gross domestic product (GDP) per capita of about US\$1,054 in 2013 and has some

of the globe's lowest development indicators. The country is divided into 23 regions located in three main geographical zones: a desert zone in the north, an arid Sahelian belt in the center and a more fertile Sudanese savanna zone in the south. It faces adverse climate conditions including prolonged droughts in some areas and yearly flows in others, as well as wind erosion, and desertification, leading to recurrent food crises and population displacement. Combined with security risks and an uptick in migration, urban populations are projected to almost triple between 2010 and 2030, from 2 to 6 million to reach 27 percent of the total population. Displaced people number around 700,000, 463,000 of which are refugees.

The economy is largely dominated by agriculture and extractive industries, mainly oil. However, the recent fall in oil prices has had a dramatic impact on an economy in which oil accounted for 30 percent of total GDP and 70 percent of Government revenues in 2013. In 2011, almost half (47 percent) of the population was living under the national poverty line. The high level of poverty, is accompanied by low human development indicators, and Chad currently ranks 186 out of 188 in the human development index. Life expectancy at birth is 51.9 years, expected years of schooling is 7.3 years, and mean years of schooling stands at just 2.3 years. Education attainment is highly unequal with people in the richest quintile with an average of 6.7 years of schooling, compared with 1.0 for those in the poorest quintile.

Sectoral and Institutional Context

The education system in Chad is subdivided into early childhood education (which has a gross enrollment rate (GER) of just 2 percent), six years of primary education, four years of lower secondary education, three years of upper secondary education, and higher education. Responsibilities for primary and secondary education are managed by the Ministry of National Education and Civics Promotion (MENPC), while higher education is managed by the Ministry of Research and Higher Education.

Investment in the education sector has historically been low, but has been exacerbated by the current fiscal crisis. Chad's education public spending as a share of GDP stood at 2.9 percent in 2015 compared to 4.5 percent for sub-Saharan Africa. In addition, education public spending dropped by 16 percent between 2016 and 2017. Further, the management of the sector is characterized by numerous challenges including uneven and suboptimal allocation of human and material resources to schools, insufficient capacity and funding, highly centralized sector management, and lack of data driven policy making.

The key sector challenges are numerous and include: (i) large numbers of out of school children – half of primary school-age children are excluded from the system due to a combination of economic factors and limited classrooms; (ii) stark gender and regional inequalities (in primary gender parity is 0.75 for students), (iii) low learning outcomes in primary education – only 15.7 percent of sixth graders have sufficiency competency in reading; (iv) high internal inefficiencies including high dropout and repetition rates; and (v) insufficient numbers of effective teachers. The major challenge that emerged recently and has the potential to lead to a serious deterioration of primary education sector is the non-payment of community teachers' subsidies.

The role of communities in the education sector is of critical importance in Chad. Parents Associations (associations des Parents d'Élèves, APEs) developed in the civil war following independence and played a key role in provision of education in the absence of a functioning State which was unable to respond to demand for education. Today they continue to support the sector and are involved in construction of community schools, the recruitment and management of community teachers (who work in both public and community schools), and the collection of student fees, and provision of

financial and in-kind support to schools in their communities. As mentioned earlier, community teachers account for 60 percent of the total teaching force in the country.

There are five categories of primary education teachers, with extremely varied qualifications and competencies: three levels of CTs (CT0, CT1, and CT2) and two levels of civil servant teachers (assistant teachers and teachers). In terms of community teachers CT0 are those who have no training and little education, CT1 are those who have received some training but need reinforcement and CT2 are those that have the same training as civil servants. CT0s have historically been supported solely by the community, while CT1 and CT2 are expected to receive state subsidies, although as described above, have not received the expected subsidies since 2014.

C. Proposed Development Objective(s)

Original Project Development Objective(s) - Parent

The proposed Project Development Objective are to (i) improve teaching and learning conditions in primary and upper secondary schools in selected areas and (ii) strengthen the system to facilitate evidence-based decision-making in the education sector.

Proposed Project Development Objective(s) - Additional Financing

The Project Development Objective is to improve teaching and learning conditions in primary schools nationwide and upper secondary schools in selected areas.

Key Results

Under the AF in addition to the key results supported under the original project the AF will support:

- a) According to the 2014-15 statistical year book, there were 11,680 CT1s and CT2s in Chad's primary schools. The AF will pay the subsidies for all 11,680 CTs during a over a specified duration of time.
- b) An estimated up to 9,000 previously untrained teachers will be trained in the teacher training institutes skilling up the teachers to the benefit of the students.
- c) More than 1,500,000 pupils will benefit from a more stable school environment, higher teacher morale and motivation, better trained teachers, and lower teacher absenteeism which will increase effective teaching time. This will help contribute to improving education quality and in fine learning outcomes.
- d) An estimated 2,000,000 school-age children including 500,000 out-of-school children will benefit from a school-based deworming program

D. Project Description

This Additional Financing will add a new component which would help finance Chad's community teachers' subsidies for 36 months comprising the current school year and the next two school years. A new sub-component aiming at deworming up to 2 million school-age children (in or out-of-school) across the country is also added. In addition, the AF will include scale-up of activities under the original financing including training of teachers and mobile based mechanism for payment CTs. A two-year extension of the closing date of the project to October 31, 2020 to allow for sufficient time for utilization of the Additional Financing is necessary as are modifications to the results financing to adequately monitor the introduction of the new component and account for the extension of the project closing.

The AF is meant to support the Government of Chad as it undergoes a sharp decrease in domestic

revenues due to the drop in oil prices, combined with a lack of budget support which is currently preventing the country from properly supporting the delivery of basic social services to the population. This, in turn, is creating a potentially volatile situation as civil servants go on strike for long periods. In the education sector, although community teachers (CTs) are not officially a part of the civil service, they have also gone on strike along with the civil servants, as the Government has not been able to pay CTs since July 2014. Since CTs account for 60 percent of the country's teaching force, this has had a significant impact on classroom learning due to delayed school opening by three months, and high teacher absenteeism. Although the strike has since ended, the risk of a new prolonged strike that will endanger the school year altogether is a substantial risk. The proposed additional grant would provide a critical bridge through strategic financing to create the conditions to stabilize the current school year and the subsequent two following years while the recovery takes place and the government resumes its full support for the education sector, especially the continuation of CTs' subsidies.

More specifically, the proposed additional grant would help finance the costs associated with (a) the payment of CTs' subsidies through a new component – Component 4 (Stabilizing Community Teachers in Schools and Classrooms), and the scale up of two activities in the original project including (b) the training of community teachers to improve the quality of the teaching workforce under sub-component 1.3 (Teacher Training and Management), and (c) the payment of community teachers using mobile money under sub-component 1.4 (Community Teachers Subsidy Payment Mechanism) which will be moved under Component 4 for coherence under the additional financing. Component 3 (Project Management, Monitoring and Evaluation), will also be scaled up to reflect the broader project scope and responsibility of the PCU. In the original Project, the activities under sub-component 1.3, and 1.4 were restricted in six regions but they will be scaled up nationally (23 regions) under the additional financing. Although CTs currently benefit from more training under the original project, the payment mechanism via mobile money is yet to be implemented precisely because CTs have not received any payment from government since July 2014. The additional financing will help improve the Project's impact and development effectiveness. It will also help evaluate the innovative mobile money payment mechanism which holds promise of a more efficient public spending across the public sector. The payment of community teachers' salaries under the proposed Project would help bridge the financing gap until end of 2019 i.e. by the time government is expected to have recovered from the current crisis. Until that time, the project will result in an improved delivery of basic education services thanks to fewer (if not zero) school days lost due to CTs' lack of pay, reduced CTs absenteeism, and improved CTs motivation and incentive to perform.

Component Name:

Improving teaching and learning conditions in primary schools

Comments (optional)

This component aims to: (i) support improvements in the teaching and learning conditions in selected primary schools through the provision of quality infrastructure and furniture, textbooks, and improvements in teacher development and management; and (ii) identify possible efficiency gains for the system. Under the Additional Financing Sub-component 1.3 (Teacher Training and Management) will be scaled up to support community teachers, their qualification, and potential integration into the workforce. Sub-component 1.4 community based payment mechanism will be moved under Component 4 (community teacher stabilization in schools and classrooms). Under Component 1, a new sub-component 1.4 (Deworming all primary school-age children) will be added.

Component Name:

Improving teaching and learning conditions in secondary schools

Comments (optional)

This component aims to: (i) support improvements in the teaching and learning conditions of upper secondary schools through the provision of teaching and learning materials and in-service training

of teachers, with a specific focus on the scientific disciplines; (ii) assess the cost effectiveness of the interventions; and (iii) inform the development of a strong subsector strategy. No changes will be introduced under the additional financing.

Component Name:

Project Management Monitoring and Evaluation

Comments (optional)

Component 3 supports project implementation through funding PCU needs and strengthening monitoring, evaluation, and evidence-based management capacities and activities of the MENPC through Sub-Component 3.1 - Project Management, and Sub-Component 3.2 – Monitoring and Evaluation. Under the additional financing this component will be scaled up to account for the increased purview of the PCU and the need for strong M&E to support payment of community teachers.

Component Name:

Community Teacher Stabilization in Schools and Classrooms

Comments (optional)

This component is new but for the overall coherence of the Project, it has absorbed sub-component 1.4 of the parent project. It has two subcomponents: (a) paying CTs salaries a new activity; and (b) evaluating the mobile payment mechanism used for paying salaries. The new component is meant to pay community teachers.

E. Project location and Salient physical characteristics (if known) relevant to the safeguard analysis

Interventions for the whole project will be nation-wide and in all 23 regions: Salamat, Ouadaï, Wadi Fira, Tandjile Region, Moyen-Chari, Mayo-Kebbi East Region, Logone Oriental, Logone Occidental, Lac, Kanem, Guéra, Chari-Baguirmi, Batha, Bahr el Ghazal, Borkou, Hadjer-Lamis, Mandoul, Mayo-Kebbi West Region, Ville de N'Djamena, Sila, Tibesti, Enedi Ouest, and Ennedi Est.

F. Environmental and Social Safeguards Specialists

Bougadare Kone(GEN07)

Cheikh A. T. Sagna(GSU01)

II. IMPLEMENTATION

The entity responsible for the implementation of the Education Sector Reform Project Phase II, the Project Coordination Unit (PCU) within the Ministry of National Education and Civics Promotion (MENPC), would also be responsible for the implementation of the proposed additional grant. The PCU was created in 2002 within MENPC (then MEFA) to manage World Bank's funded education projects. Since its inception, it has implemented several Projects e.g. the 2002 Education Sector Reform Project (PARSET, PE000527) financed by a US\$41.8 million grant from IDA. As such, it has an accomplished record of implementing World Bank's project, working with local communities, and a deep knowledge of the CT issue.

During Project preparation, due consideration was given to the fiduciary risks involved with the payment of community teachers' salaries. As a first condition for project effectiveness, the Government of Chad (GoC) must carry out a credible census of community teachers and present a complete list of CTs whose salaries would be financed under the proposed grant. Each CT must also have a unique identifier and a cell phone number (or he or she will provided with one). As a second condition of effectiveness, the PCU would recruit additional fiduciary staff (including changing the internal auditor's contract from part- to full-time) to help itself and

APICED manage the payment of CT salaries. These payments would consist of direct transfers of funds from the PCU Designated Account into the mobile phone companies' account that would then trigger the payment of mobile money into individual community teachers' mobile money accounts based on the cell phone numbers provided in the census or appended to the census afterwards. As a third condition of effectiveness, the PCU would update the Project Implementation Manual to account for the payment of salaries.

III. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This policy is triggered due to potential negative impacts that might occur under activities to be financed in subcomponent 1.1, which will include the construction of new classrooms in existing schools, as well as water points and latrines, also on existing school sites. These impacts are likely to be small-scale and site specific typical of category B projects. The Environmental and Social Management Framework (ESMF) of the previous Education project has been updated, reviewed, approved and disclosed (in-country and at the Bank infoshop prior to appraisal.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	The project does not involve forests or forest management.
Pest Management OP 4.09	No	The project does not involve the use of pesticides or pest management schemes.
Physical Cultural Resources OP/BP 4.11	Yes	As the project will carry out excavations for classroom constructions, the project triggers OP 4.11 to ensure that the risk of finding cultural resources is adequately managed.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	No	The classrooms will be built in public sites. No land acquisition will be required and the project will not finance works which could lead to involuntary resettlement and/or loss of access to resources and livelihoods. The project will ensure that all land where classrooms are built are belonging to the state and have no encroachers.
Safety of Dams OP/BP 4.37	No	N/A
Projects on International Waterways	No	N/A

OP/BP 7.50		
Projects in Disputed Areas OP/BP 7.60	No	N/A

IV. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

Social. The key beneficiaries of this project, are children (girls and boys) in the regions selected for primary and lower secondary education interventions of this project. School children will benefit from an improved physical and pedagogical learning environment, and improvements to the quality of education delivered, with the long term potential to increase earnings and positively influence the social conditions for outgoing students and their communities. Improved conditions and higher levels of education for girls will not only contribute to higher future earnings but also help protect them from social ills associated with abuse and HIV/AIDS. Educating girls at the primary and higher levels will also contribute to the social welfare conditions of their families. By promoting the latrines and water wells constructions in the school compound, the project will also improve hygiene conditions and will reduce the risk of waterborne diseases. No safeguard policy is triggered with regards to social issues.

Environment. The country counts various agro ecological zones (saharian, sahelian, sahelo-sudanian, sudanian). The project triggers the Environmental Assessment (OP/BP 4.01) policy and the Physical Cultural Resources Policy (OP 4.11) and has been assigned an Environmental Screening Category of "B". This policy is triggered due to potential negative impacts that might occur under activities to be financed in subcomponent 1. These impacts are likely to be small-scale and site specific. An updated Environmental and Social Management Framework (ESMF) has been prepared prior to appraisal, and will be published in Chad and at Bank's Infoshop. The ESMF identifies the various potential environmental impact of the project. The potential negative impacts are very limited as the project activity will be limited to construction of classrooms, water wells and latrines in existing schools. The main challenge will be the waste management of construction activities and the avoidance to modify landscape. The classrooms will be built in public sites. No land acquisition will be required and the project will not finance works which could lead to involuntary resettlement and/or loss of access to resources and livelihoods. The project will ensure that all land where classrooms are built are belonging to the state and have no encroachers.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

N/A

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

N/A

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

The borrower's institutional capacity for safeguard policies remains weak despite the implementation of PARSET by the Ministry of Education. This project was designed in the same way and prepared an EMP to comply with OP/BP 4.01 and OP/BP 4.11. The level of implementation was weak due mainly to the lack of ownership of the whole chain of the Education sector. The Previous project did not have any large scale negative impact but the capacity was not created.

To ensure this ownership and avoid the weaknesses identified during the previous phase, the PCU will hire an engineer in charge of supervising the civil works subcomponent, including compliance with safeguards policies. Furthermore, appropriate training will be organized to create capacity inside the Ministry in charge of Education at all levels and also for the Ministry of Environment and also to ensure that local and national NGOs are fully involved in the project activities.

During project implementation, the Bank's environmental and social specialists on the project team will also provide required support to the PCU and ensure that the ESMF is adequately implemented. The World Bank team will ensure that the capacity strengthening measures, as outlined in the project safeguard document and integrated in the project budget, implementation and monitoring plan, are fully implemented.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

During the update process of the ESMF, an extensive consultation was led. A public consultation was organized in Ndjamena to discuss and validate the safeguard documents with the participation of the most involved stakeholders. During the implementation process, the PCU and the WB team will ensure that all stakeholders are informed on the project activities. Project AM will be public.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	12-May-2017
Date of submission to InfoShop	18-May-2017
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Chad	30-Apr-2013
<i>Comments:</i>	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why::	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment						
Does the project require a stand-alone EA (including EMP) report?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	NA	<input type="checkbox"/>
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
OP/BP 4.11 - Physical Cultural Resources						
Does the EA include adequate measures related to cultural property?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
Does the credit/loan incorporate mechanisms to mitigate the potential adverse impacts on cultural property?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
The World Bank Policy on Disclosure of Information						
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	NA	<input checked="" type="checkbox"/>
All Safeguard Policies						
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have costs related to safeguard policy measures been included in the project cost?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	NA	<input type="checkbox"/>

V. Contact point**World Bank**

Contact: Waly Wane
Title: Senior Economist

Borrower/Client/Recipient

Name: Ministere de l'Education Nationale et de la Promotion Civique
Contact: Laurent Dihoulne
Title: Secretaire General
Email: legrand_cesar@yahoo.fr

Implementing Agencies

Name: Direction des Projets/PARSET
Contact: Mahamat Al-Boukhari Adama Barka
Title: Project Coordinator, MEFA
Email: barka_adams@YAHOO.FR

VI. 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>

VII. Approval

Task Team Leader(s):	Name: Waly Wane	
<i>Approved By:</i>		
Safeguards Advisor:	Name: Maman-Sani Issa (SA)	Date: 18-May-2017
Practice Manager/Manager:	Name: Meskerem Mulatu (PMGR)	Date: 18-May-2017
Country Director:	Name: Paola Ridolfi (CD)	Date: 19-May-2017