JANUARY 22, 2021

SECRETARIAT CHIEF EXECUTIVE OFFICER

ALLOCATION FOR AN ACCELERATED FUNDING GRANT TO CHAD

Reference	Decision
CEO/2021/01-03	**Allocation for an Accelerated Funding Request to Chad** The CEO, in her delegated authority from the Board of Directors: 1. Approves an allocation for an Accelerated Funding Grant, as described in the application submitted and summarized in Table 1. 2. Requests the Secretariat to: a. Include in its notification of approval to Chad the observations as set out in Table 2.

Table 1: Application Summary and Allocation Recommendations (in US $):

Country: Chad		
a.	ESPIG Accelerated Funding Allocation	10,010,000
b.	Allocation Requested (99.9%)	10,000,000
c.	**Allocation Recommended**	**10,000,000**
d.	Grant Agent	UNESCO
e.	Agency Fee % - Amount	700,000

f.	Grant Agent's Implementation Support Costs	511,091 [1]
g.	Period	1 year
h.	Expected Start Date	December 15, 2020
i.	Funding Source	GPE Fund

Table 2: Review Meeting Observations, Report-Backs, And Conditions

Country: Chad	
Observations	The GA is encouraged to clarify roles in monitoring in the operating manual. It will also be important to provide regular report backs on the progress of this emergency project at the national and local levels to the LEG and the Education cluster.
Report Back	none
Condition	none

Annex A - Secretariat quality assurance review phase III report

[1] This amount is to be funded from the grant and is not in addition to the grant amount

ANNEX A

Quality Assurance Review – Phase 3 for Accelerated Financing | CHAD

Accelerated Funding – QAR Phase 3 - SECRETARIAT DELEGATED AUTHORITY

Program title: PURÉAT: Projet d'Urgence de Renforcement de l'Éducation et de l'Alphabétisation au Tchad
Total program cost: US$10.0 million, of which US$0.51 million for Grant Agent's Implementation Support Costs;
Implementation period: 1 year, 0 months
Projected implementation start date: December 15, 2020
Grant Agent: UNESCO

1. ELIGIBILITY FOR ACCELERATED FUNDING

1.1 ELIGIBILITY FOR ACCELERATED FUNDING[1]

Chad meets the three eligibility criteria for accessing accelerated funding.

(i) **Chad is eligible for education sector program implementation grant program (ESPIG) funding.**[2] In December 2019, the GPE Board decided to provide an additional allocation for accelerated funding to Chad, under which the country could access US$10.01 million in accelerated funding, valid until the end of 2020 unless otherwise adjusted by the Board. Since May 2018, the country has been implementing a US$50.04 million ESPIG made up of initial MCA: US$27.8 million and an Additional MCA of US$22.2 million. A US$7 million accelerated funding grant was approved on June 10, 2020, with the World Bank as grant agent, to respond to the impact of the pandemic on the sector.

(ii) **Chad is affected by a crisis for which a humanitarian appeal has been launched and published by the UN Office of Coordination for Humanitarian Affairs, with education as a part of that appeal.** Chad's Humanitarian Response Plan (HRP) 2020 was launched by the UN Office of Coordination for Humanitarian Affairs (OCHA) in March 2020 to provide life-saving and resilience building assistance to an estimated 3 million people in Chad affected by a severe food insecurity and malnutrition and a population displacement. It was revised in June 2020 due to COVID-19 and the target population increased to an estimated 3.8 million people. Education is part of the HRP targeting 1.2 million people.

(iii) **The application demonstrates that GPE funds will not displace government and/or other donor funds but will be in addition to other resources.** The proposal demonstrates the additionality of GPE funds. According to OCHA's tracking, only US$ 278 million was provided for the 2020 HRP humanitarian needs out of US$ 664 million, which leaves Chad's humanitarian needs with a funding gap of US$ 386 million. For the education sector, of the $18.5 million need identified, a total of $11.4 had been mobilized by December 2020, leaving a $7.1 million gap for the 2020 HRP. Given the funding gap and continued need for funding in 2021 and 2022, GPE funds will complement government as well as other donor funds.

[1] GPE Guidelines for Accelerated Support in Emergency and Early Recovery Situations

[2] This means the country has an active Maximum Country Allocation.

2. COUNTRY AND EDUCATION SECTOR EMERGENCY CONTEXT

2.1 COUNTRY BACKGROUND

Chad is a land-locked country in the Sahel region with a very young population, 58% are under 20 years of age[3], and an annual population growth rate of about 3 percent[4] per year. The country's economy has been heavily dependent on oil since 2003, and after a period of economic growth, Chad has been deeply affected by a financial crisis following the fall in world oil prices in 2014. This crisis was compounded by the arrival of more than 450,000 refugees mainly from Sudan, the Central African Republic, and Nigeria, and more than 400,000 internal displaced persons and returnees fleeing the prevailing insecurity, jihadist attacks and conflicts in several regions and neighboring countries[5]. Additionally, Chad is the country most exposed to the effects of global warming with recurrent droughts, which exacerbates desertification and the drying up of Lake Chad as well as food insecurity. Poverty remains pervasive with approximately 42 percent of the population living below the national poverty line and 15 percent of Chadians being in extreme poverty[6]. The country has the lowest Human Capital Index (HCI) in the world and Chad's Human Development Index (HDI) ranking was 187 out of 189 countries in 2018. Health emergencies affect nearly 3 million people and result from recurring epidemics including measles, malaria, meningitis, poor access to drinking water, hygiene and sanitation and the weakness of the health system and access to primary health care. The COVID-19 pandemic, which hit the country in March 2020, not only worsens existing health emergencies but also weighs on economic growth, which is expected to have a negative value for 2020.

2.2 EDUCATION SECTOR OVERVIEW

2.2.1 Education Sector Context

Chad's Interim Education Plan (PIET) was developed in 2017, covers the 2018-2020 period, and is based on the data from the 2015-2016 school year, which reflects the impact of the 2014 financial crisis. Consequently, it places a strong emphasis on the sector resilience and its main objectives are to achieve universal primary education, reduce disparity, improve the quality of learning and academic achievement, align technical and vocational training education with the job market's needs, and strengthen the sector governance. While the country is planning on extending the PIET through 2024, it is also developing its next Education Sector Plan, with the upcoming creation of a task force responsible for initiating the work around the next sector analysis and sector plan. Because Chad's education sector has significant development needs in a challenging economic environment while facing multiple humanitarian emergencies, the PIET is complemented by several strategies aiming at harmonizing and ensuring consistency between emergency and sector development interventions. These strategies are (i) the National Food, Nutrition and School Health Policy (PNANSS); (ii) the National Water, Sanitation and School Hygiene Strategy 2018–2030 (EAHMS); (iii) the National Education Contingency Plan 2020-2024 (PNCET); (iv) the Multi-Year Emergency Education Resilience Support Program 2020-2022 (PPRESU); and (v) the Global Action Plan for Refugees and the Education Cluster Strategy with the Humanitarian Response Plan 2019-2020 (HRP). Those are focused on the different crises faced by the country and on

[3] PUREAT program document p. 11
[4] WB data 2019
[5] UNHCR data 2020
[6] PUREAT program document p. 11

the risks identified as most harmful to education, and thus aim to promote and coordinate interventions related to population flows, desertification, school feeding, water, sanitation and hygiene in schools, and child protection in schools. The cluster response strategy and hence HRP, which was published in March 2020 and then complemented by an addendum in June 2020 to reflect an updated needs analysis in the context of the COVID-19 pandemic, includes the provision of emergency school feeding, provision of safe drinking water, hygiene promotion and construction of WASH facilities.

While the sector has made considerable progress toward extending basic education opportunities for all, there remains significant challenges and outstanding disparities prevail. At the primary level, the completion rate stood at 41.3 percent in 2019, while 15 percent of students completed lower-secondary education[7]. Significant gender disparities are observed at both levels, with a gender parity index of completion rate (GPI) of 0.6 and 0.4 respectively[8]. Moreover, 26.4 percent of primary school aged children are out of school (723,879 children), and two-thirds of them are girls (483,664). The same pattern is observed at the lower-secondary level where, among the 60.7 percent of out-of-school adolescents, more than half of them are girls[9]. Illiteracy remains a significant issue in Chad: 6 million persons aged 15 years and older are illiterate, including 3.3 million women[10].

The disparity between urban and rural schools still plays a major role in the underperformance of the sector. One of the main vectors of the rural/urban disparity within the school system is the heavy reliance of rural schools on community teachers. There are indeed two categories of teachers in Chad: On the one hand the civil service teachers, who are qualified, benefitted from a pedagogical training in a Normal School of Bilingual Teachers (ENIB) and are paid by the State and, on the other hand, the community teachers, who have heterogeneous levels of qualifications and depend on subsidies granted by the government and/or communities they work for. Community teachers are divided into three categories: (i) trained community teachers, who hold the Basic Standard School Leaving Certificate, also called MC2; (ii) partially trained community teachers, known as MC1, and (iii) untrained community teachers with several years of professional experience or newly recruited, the MC0. Because of the lack of civil service teachers and their clustering in urban areas, the MC0 and MC1 are largely concentrated in rural areas. In addition to creating further disparity between urban and rural areas, this exacerbates social inequalities by shifting a substantial proportion of the teacher wage bill to households that are generally the poorest. Moreover, following the 2014 financial crisis, government subsidies to community teachers were suspended and resulted in the closing of more than 2,300 mostly rural schools, contributing further to disparity between rural and urban areas. In 2019 the government subsidies started going to most MC1 and MC2 teachers. Meanwhile, a third category of teachers is being created: contract teachers. The latter are not civil servants, but they are trained in the teacher training institutes, have a contract with the Ministry of Education and a modestly better remuneration than the subsidies granted to the community teachers.

Students' learning outcomes remain very fragile and the country's math and reading scores are lower than the average countries in the region. The Program for Analysis of Education Systems

[7] GPE data
[8] GPE data
[9] UIS data
[10] UIS data, 2016

(PASEC) found that a total of 15.7 percent (13.3 percent of girls and 16.9 percent of boys) of sixth year pupils had attained sufficient competency for reading and 19.1 percent (13.9 percent for girls and 21.8 percent for boys) for mathematics in 2014, compared to averages of 28.6 percent for reading and 52.9 percent for mathematics in the group of 10 participating Francophone countries in sub-Saharan Africa. The PASEC also found that at the beginning of primary school in Chad, boys outperform girls in mathematics, while none of the other countries participating in the PASEC showed the same pattern (no performance difference between boys and girls). At the end of primary school, the PASEC revealed that boys outperform girls in both subjects: mathematics and reading.

With repetition rates of 17 percent[11] and dropout rates nearing 20 percent[12], **the efficiency of the sector remains a significant challenge as well as the availability of trained teachers and the efficiency in teachers' allocation**. Indeed, R^2, which tracks the correlation between the number of teachers and the number of primary pupils in schools, stood at 0.69 in 2012, falling short of the GPE average of 0.80.

With the onset of COVID-19, schools were closed until September 30, 2020. Schooling during the month of October served to wrap-up the 2019-2020 school year, while in November 2020 the new school year was launched. The Government, the local education group (LEG) 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. The GPE COVID-19 accelerated funding grant in the amount of US$ 7 million, with World Bank as grant agent, was approved in September 2020 to support the implementation of the government's COVID-19 response plan.

2.2.2 Education Sector Emergency Response Context

The education sector in Chad has been facing a difficult environment for several years. A total of 837,752 people are displaced in Chad due to attacks on villages by armed groups in the Lake region, inter-communal conflicts in the East and the fragile security context in neighboring countries (South, East), and nearly half of those directly and indirectly affected by population movements are children of school age. Children aged 5 to 11 account for an average of 24 percent of the displaced and those aged 12 to 17 for 16 percent[13]. More than 4 million people suffer from food insecurity and the nutritional situation remains a major concern in Chad, with a prevalence of 12.9 percent of global acute malnutrition (GAM) and 2.9 percent of severe acute malnutrition affecting 18 provinces out of the 23 that make up the country[14]. Most affected provinces are Sila, Moyen-Chari, Kanem, Hadjer-Lamis, Guéra, and Chari-Baguirmi. Food and nutrition insecurity have a negative impact on schooling as it reduces children's outcomes and increases the risk of dropping out of school. Recurring epidemics such as measles, malaria and meningitis cause health emergencies which affect nearly 3 million people. These various health crises have a serious impact on the education system since a significant proportion of schools do not have functional health facilities.

[11] UIS database, 2018
[12] PUREAT program document p. 14
[13] PUREAT Program document p. 19
[14] HRP 2020 (June), p. 9

The HRP 2020 education cluster targets 1.2 million people and calls for US$18.5 million, to provide education assistance to the most vulnerable and crisis-affected children and teachers[15]. Emergency school feeding is one of the interventions proposed in the HRP, with a target of 230,734 children benefitting from school canteens. Besides school feeding, some of the major interventions in the HRP 2020 are: Training of 4,482 teachers and community teachers; the equipment for 1,200 schools with functional hand washing facilities; etc. Provinces targeted by the HRP 2020 are areas affected by population flows, including the Lake province and several provinces located in the South (Logone Oriental, Mandoul, Moyen Chari, and Salamat), as well as areas affected by food and nutrition crises (Batha, Guéra and Kanem).

2.2.3 Sector/ Emergency Response Coordination

Education sector coordination is ensured by the local education group, which is led by the Ministry of National Education and Civic Promotion (MENPC) and includes technical and financial partners (bilateral donors and development agencies, multilateral and international organizations, including UN agencies), NGOs, representatives of teacher unions and parent associations. The *Agence française de développement* (AFD) recently took on the role of coordinating agency (CA).

The education cluster interacts with the LEG in relation to Education in Emergency (EiE) issues and the education cluster collaborates with education partners and stakeholders to ensure coordination and monitoring of education in emergencies. At the national level, the Education Cluster is co-led by UNICEF and the MENPC, and it also has 5 regional clusters, co-led by the same stakeholders.

Multiple donors are supporting Chad's emergency education response. The MENPC, with support from Education Cannot Wait (ECW) and other donors developed a multi-year resilience program (MYRP) covering the period 2020 - 2022 to support quality education for 230,000 children and youth affected by the protracted crisis and which focuses on refugee, displaced and host community children and youth and those affected by food insecurity and malnutrition. ECW earmarked US$ 21 million for the US$51 million multi-year resilience program. In this context, the proposed project will fill a funding gap and focus on provinces not covered by ECW funds, which targets 2 out of the 5 provinces identified under the MYRP.

3. ACCELERATED FUNDING PROGRAM

3.1 PAST PERFORMANCE OF PRIOR ACCELERATED GRANT, IF APPLICABLE

Chad received a USD 6.96 million accelerated funding grant in February 2016 to address the education crisis in the Lake Chad region. UNICEF was the GA and UNESCO was an implementing partner. The PUEBT project ran through June 2017 and provided a much-needed boost to resilience in a region profoundly affected by the conflict relating to the jihadist activities emanating from northeastern Nigeria. The results of the project included: The construction of learning spaces and classrooms and training for the members of the parent-teacher associations; the distribution of hygiene kits to benefit girls; the

[15] HRP 2020 (June), p. 15. Update to HRP 2020 (February), p. 52. The update in June 2020 increased original targeted people from 468,000 to 1.2 million, with a reduction in financial requirement from US$21.6 million to US$18.5 million.

distribution of pedagogical guides and textbooks; training of teachers on the use of textbooks and psychosocial support and peace education; strengthening literacy among young people aged 15 years and over; construction of learning spaces to provide alternative education for out-of-school students.

While the project support helped preserve the school system in the region, some isolated rural communities were directly attacked due to the existence of an operating school. One of the lessons learned was that most of the income-generating activities relied on factors beyond the set of inputs provided by the PUEBT and were short-lived. Another lesson was that having a community-led classroom construction activity met a critical need in the communities in that adults found gainful employment in an otherwise moribund economic situation. The PUEBT was followed by a similar project financed by ECW that continued and built on PUEBT activities.

With respect to previous misuse of funds cases, the Secretariat noted to the GPE Board of Directors in June 2019 the following:

> "The Ministry of Education in Chad initiated an investigation in 2018 following an allegation of textbooks that were not delivered, despite payment of US$34,000 being made in 2017 before the grant closed. A Ministry official was suspended and the books were printed and delivered in September 2018. Following a subsequent forensic audit by the grant agent (UNESCO) which concluded in December 2018, a UNESCO staff member seconded from the Ministry of Education admitted having received gifts from the supplier. Further, the forensic audit identified an additional case with the same issue of textbook non-delivery despite a payment of US$30,000 being made in 2017, and delivery only occurring during the investigation, which found that grant agent financial and administrative processes had not been followed. The grant agent has confirmed that disciplinary measures have been applied to the staff involved and that other audit recommendations are now all being implemented."[16]

In October 2019, UNESCO shared the forensic audit with the Minister of Education. UNESCO has since provided an update on the implementation of the audit report recommendations indicating that all of the recommended actions have been taken.

3.2 PROGRAM DESCRIPTION

In a March 27, 2020 LEG meeting, the Ministry of National Education and Civic Promotion (MENPC) called for expressions of interest for a Grant Agent for the accelerated financing allocation that was announced by the GPE Secretariat in January 2020. In April 2020, the MENPC informed the Secretariat that UNESCO had been designated as GA. The submitted documentation indicates that the LEG and the education cluster have been involved in the preparation of the application and endorse the project. The Coordinating Agency played an important role in ensuring that Development Partner comments/ questions were taken onboard in the PURÉAT development process. The grant will be managed as a stand-alone project that is complementary to the existing PREAT program approved with ESPIG financing in May 2018. While both UNICEF and UNESCO are GAs for the PRÉAT, UNESCO will be the sole GA for the proposed project known by the acronym PURÉAT (Emergency Project to Reinforce Education and Literacy in Chad). The PURÉAT preparation process also took onboard the question of complementarity with financing provided

[16] The first instance occurred under the PRÉBAT (2012-2017) where UNESCO served as GA whereas the 2nd incident was during the PUEBT (2016-2017) where UNESCO served as an implementing partner to UNICEF which was GA.

by ECW in the context of the Multi-Year Resilience Plan (MYRP); beneficiary populations, intervention zones and activities have been delineated.

The project targets 210,000 students (105,000 girls) who will benefit from interventions aimed at building long-term capacity to support education in emergencies and providing equitable access to an improved quality of education. The application indicates that PUREAT support will focus on four provinces including Lake Chad where the previous GPE Accelerated Financing occurred; in addition, several other provinces will receive support depending on the activity. This targeting responds to several different dimensions of crisis including pressure from populations moving to avoid conflict, climate change and food insecurity (in Kanem particularly) and very high dependence on community financing of the teacher wage bill (Moyen Chari and Logone Occidental and other southern provinces). Considering that during the previous PUEBT project, some isolated rural communities were directly attacked likely due to the existence of an operating school, it is noted that, while the overall security risks in the affected regions remain significant, the country's ongoing collaboration with a larger regional security initiative mitigates the risk that beneficiary communities will become targets of jihadist activities.

In response to the security, food security, and financial crises, as well as the vulnerability of the rural school system relating to unmet pedagogical needs and other weaknesses, most of the proposed PURÉAT activities are (i) extensions into new geographic areas of the same activities being implemented in the ongoing PRÉAT (2018 – 2023), (ii) completion of teacher training for minimal certification, building on the initial training authorized under PRÉAT, or (iii) complementary actions specific to the emergency situation of PRÉAT activities (EMIS, temporary learning structures, etc.) The package of support to improved learning conditions and demand-side factors is not covered directly in the PRÉAT.

The PURÉAT project is complementary to the GPE COVID-19 grant approved in August 2020. While both projects support the implementation of WASH activities through a package of interventions that includes the provision of hand-washing facilities, and target three overlapping regions, namely Logone Oriental, Moyen Chari, and Kanem, the PUREAT program document clearly indicates that the meetings organized with the IPEP (Pedagogical Inspectorate of Primary Education) and IDEN (Departmental Inspectorate of National Education) of these regions will make it possible to ensure identification of beneficiary schools that aren't covered by the COVID-19 AF nor other funding and projects. The program document further specifies that this selection will also be based on the back-to-school reports and close collaboration with partners, including ECW and the World Bank which serves as GA the GPE COVID-19 grant.

Working under the overall supervision of the MENPC, UNESCO will serve as the implementing agency of the PUREAT. Funds will go through a single UNESCO account and be managed by the designated UNESCO staff. For some of the interventions, UNESCO will sign a memorandum of understanding or contract for the implementation of activities, particularly in the areas of school construction, school feeding (WFP), and the sensitization of local communities around inclusive education. The in-service training of teachers will follow the cascade model developed under the PRÉAT.

The detail of the proposed interventions is provided below:

Component/Sub-Component	Proposed activities	Key Beneficiaries/Outputs
1. Access to education in contexts of urgency and fragility		
1.1 Expansion of access to schooling	Classroom construction and equipment Support to WASH Support to inclusive education	60 classrooms, 300 temporary learning structures WASH improvement in 70 schools Support to inclusion for 3000 children with handicaps,
1.2 Improvement of school learning conditions and demand-side factors	Support to school feeding Support to girls' education Field monitoring missions	6,000 children benefit from school feeding 20,000 girls benefiting from menstrual hygiene management support; 25,000 girls receiving "school kits"
2. Quality of education and teacher training		
2.1 Strengthening of community teacher training system	Support to training of unqualified community teachers in ten provinces where PRÉAT is active Extension of community teacher training to an 11th province Strengthening of proximity training mechanism Field monitoring missions	3,312 community teachers receive 30 additional days of pedagogical training (to complete the 15 days provided under the PRÉAT) 850 community teachers receive 45 days of pedagogical training (to become minimally qualified) 102 training centers receive pedagogical materials and solar energy supplies.
2.2 Extension of digital learning spaces for teacher training in emergency situations	Support to the extension of digital learning spaces for teacher training in EiE zones	
3. Literacy and Non-formal education		
3.1 Literacy	Support to literacy and post-literacy training Monitoring and evaluation of training operation	13,000 beneficiaries
3.2 Non-formal education	Support to accelerated non-formal education	
4. Management and coordination		
4.1 Inclusion of EiE in sector data collection and use	Strengthening of EMIS data collection system Consolidation of end-of-year statistical reports	200 planners trained; 9500 school directors trained
4.2 Support to decentralization of the EMIS in EiE regions	EMIS decentralization in 5 EiE regions (additional to the ten regions supported by the ongoing PRÉAT program).	EMIS offices equipped in 5 regions, 380 inspectors trained
4.3 Management, monitoring and communication		
4.4 Management and coordination (Grant Agent Costs)		

Table A: ESPIG Accelerated Financing (PURÉAT) Components and Costs

	GPE Financing US$	% of total GPE
Total MCA		
1 Access to education in contexts of urgency and fragility	4,063,542	
1.1 Expansion of access to schooling	3,123,469	31.2%
1.2 Improvement of school learning conditions and demand-side factors	940,073	9.4%
2 Quality of education and teacher training	2,808,063	
2.1 Strengthening of community teacher training system	2,526,245	25.3%
2.2 Extension of digital learning spaces for teacher training in emergency situations	281,818	2.8%
3 Literacy and Non-formal education	1,432,880	
3.1 Literacy	808,727	8.1%
3.2 Non-formal basic education	624,153	6.2%
4 Management and coordination	1,695,514	
4.1 Inclusion of EiE in sector data collection and use	777,540	7.8%
4.2 Support to decentralization of the EMIS in EiE regions	338,618	3.4%
4.3 Management, monitoring and communication	68,265	0.7%
Grant Agent's Implementation Support Costs* (Subcomponent 4.4)	511,091	5.1%
GRAND TOTAL (with Grant Agent's Implementation Support Costs)*	**10,000,000**	
		100%
Agency Fees**	700,000	

* Include Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.

** Agency Fee is not included in the MCA and is calculated as percentage rate (agreed with each GA) from the Total Fixed Part and Total Variable Part.