CHAD - COVID-19 AF: Approval Memo to CEO

Review Meeting participants: Margarita Focas Licht, Douglas Lehman, David Balwanz, Simon Hall, Sissy Helguero and Adrien Boucher.

Review Meeting Date: 8/28/2020

Date of proposal submission: 08/12/2020 and a revised version on 08/24/2020

1. **Grant Summary:** Chad is applying for a US$7,000,000 grant with the World Bank as grant agent, to support implementation of its national response plan to Covid-19 for the education sector. Interventions are structured around three components: a) ensuring learning continuity by expanding distance learning opportunities for all students including those with special needs (distribution of printed materials; radio and TV broadcasting; distribution of mobile phones and radios; TV subscription packages; e-learning platform; adaptation of curriculum to distance learning; training of teachers; platform for teachers to interact together and with administration, students and parents; printed guidance for management of daily home-based learning); b) preparing for the safe re-opening of schools in selected regions (communication campaign on prevention measures through leaflets/radio/TV, gender sensitization campaign through radio/TV, disinfection and WASH support in schools, psychosocial support program); and c) strengthening the resilience and emergency management capacity of the education sector (IT equipment for emergency response units, training, establishment of a virtual meeting room in the ministry, phone surveys, tracking of dropouts and attendance rates, study on students' access and use of distance learning tools, project management, coordination and communication).

2. **Key information**

Country: Chad		
a.	Accelerated Funding Covid-19 Allocation	US$ 7,000,000
b.	Allocation Requested (100%)	US$ 7,000,000[1]
c.	**Allocation Recommended**	US$ 7,000,000
d.	Grant Agent	World Bank
e.	Agency Fee % + US$ amount	1.75% (US$ 122,500)
f.	Grant duration	18 months
g.	Expected Start Date	09/30/2020
h.	Expected End Date	03/31/2022

Secretariat assessment of proposal against program standards, with accompanying staff and management sign-off, is included as Annex 1. Grant Agent proposal is included as Annex 2.

3. **Recommendation: Grant is recommended for approval.**

[1] Includes US$ 122,500 for the cost of the grant agent to perform its roles and responsibilities.

4. **Decision:**

RECOMMENDED DECISION

In line with the delegated authority granted by the Board of Directors, the GPE CEO approves the COVID-19 accelerated funding request for Chad in the amount of US$7,000,000 plus an additional US$122,500 in agency fees to World Bank as Grant Agent. The grant has a start date of September 30, 2020, and an end date of March 31, 2022.

The GPE CEO recognized with appreciation the leadership and commitment of the Government of Chad in preparing a national response plan and grant proposal that will mitigate the impact of COVID-19 on the education sector as well as support the recovery of the education system from the crisis.

Recognizing the GPE Board's intent to proceed with the COVID-19 funding on a timeline which acknowledges the COVID-19 emergency, the Government and Grant Agent are asked to move forward with implementation immediately while addressing the following points and reporting back to the Secretariat within 3 weeks of grant approval:

Request for Report-Back

1. Given the fluid nature of the pandemic, the Grant Agent is requested to report back to the GPE Secretariat on any critical implementation challenges and on whether there is a need for major re-programming to adapt to a changing context three months following the date of grant effectiveness.

2. The Grant Agent is requested to report all core indicators proposed as both the number and the percentage of the beneficiary population reached.

3. Vehicle procurement should be removed given the 18-month duration of the project, and the funds reprogrammed to other activities, including vehicle rental if needed.

The Secretariat also raises the following points of observation, which are recommendations rather than requirements:

Observations

a) Given the urgency of the crisis, grant implementation to commence on schedule and the Grant Agent to submit a cash transfer request within two weeks of approval to facilitate the timely release of funds in support of program implementation.

b) The Secretariat positively notes the focus of the proposed program on vulnerable children through hygiene and psychosocial support. Considering that girls are at a higher risk of school drop-out amidst Covid-19, the Secretariat encourages the Government and its partners to implement, and where necessary, identify additional activities designed to provide specific support to the most vulnerable girls that will enable their effective return to and retention in school.

Reporting

Please note that during the implementation period, the GPE Secretariat will require the Grant Agent to fill out a quarterly survey which will request core data on program implementation. At the end of the implementation period, the Grant Agent is expected to submit a completion report to the GPE Secretariat. Detailed information on the reporting requirement is available in the Guidelines for COVID-19 Accelerated Funding on GPE website.

Reprogramming

The Government and the Grant Agent may reprogram this grant, in consultation with the Local Education Group and where active the Education cluster, for an amount not to exceed 25% of the allocation without prior Secretariat approval but must disclose such cases to the Secretariat. For an amount of 25% or more, as well as for any extension, advance approval from the Secretariat must be sought. The process for advanced approval will be that of non-minor revisions of ESPIG which can be found here: https://www.globalpartnership.org/content/policy-education-sector-program-implementation-grants

CEO Approval:
Alice P. Albright
Chief Executive Officer
Global Partnership for Education



Date: September 10, 2020

CEO Memo - Annex 1
Program Standards for Assessment of
COVID-19 Accelerated Funding Applications (Country Grants)

(Last updated April 2020)

The GPE Secretariat will complete this matrix to assess country applications for COVID-19 Accelerated Funding.

Program Standards: COVID-19 Accelerated Funding				Comments
Country:			CHAD	
Grant Agent:			World Bank	
Date of Submission:			Request submitted to GPE Secretariat: 8/12/2020	A revised PAD was submitted on 8/24/2020 with additional feedback on 8/28/2020
			Secretariat Review completed: 9/2/2020	
Yes	No	N/A	**Eligibility**	
☒	☐	☐	Is the Country eligible for COVID-19 Accelerated Funding?	The allocation available is US$7M.
☒	☐	☐	Is the grant agent accredited by GPE? *Please confirm via COVID-19 FAQ list.*	World Bank is the grant agent.
☒	☐	☐	Has GA selection followed a clear and transparent process, with the process documented in the proposal?[2]	The World Bank was selected as GA following a call for expression of interest made during a LEG meeting on April 17, 2020. After a review of GA applications, the WB was notified on April 28 by the Government that it was selected as GA.
☒	☐	☐	Has the proposal been endorsed by the Local Education Group (and the Education Cluster where relevant)?	The coordinating agency (AFD) confirmed that the proposal was endorsed by LEG members. LEG members provided comments on the proposal's several drafts. The Education Cluster was involved in the preparation of the response plan and of the grant proposal, which it endorsed.
☒	☐	☐	Is the proposal based on a publicly available government response plan related to COVID-19, including education? *The*	The proposal is based on the education sector response plan, itself in line with the national multisector response plan. A committee set

[2] If a grant agent has been selected for the 'regular' Accelerated Funding window announced in December 2019, the government can decide to maintain the same grant agent for the COVID-19 accelerated funding.

			proposal should explain where and how the response plan has been made publicly available (e.g., Government website, distribution to key stakeholders, etc.).	up to coordinate the response in the sector has conducted missions to all 23 provinces of the country to disseminate the plan and present its objectives to students, teachers, parents and social partners.
☒	☐	☐	Will the program become effective within one month of GPE approval, with completion within 12-18 months from the date of program effectiveness?	The program would become effective on September 30, 2020 and will be implemented over 18 months.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Program Design & Coordination**	
☒	☐	☐	Are proposal activities (i) supporting basic education only, (ii) within the boundary of eligible activities under this funding window (see COVID-19 Accelerated Funding Guidelines, which focus on recovery and mitigation), or, if not within the boundary, are from the government response plan and well-justified, and (iii) likely to support program objectives / progress toward expected outputs and intermediate outcomes?	(i) The proposal aims to support both primary and lower secondary education levels. (ii) Proposed activities are within the boundary of eligible activities and are aligned with the sector response plan. Interventions are structured around three components: a) ensuring learning continuity by expanding distance learning opportunities for all students including those with special needs (distribution of printed materials; radio and TV broadcasting; distribution of mobile phones and radios; TV subscription packages; e-learning platform; adaptation of curriculum to distance learning; training of teachers; platform for teachers to interact together and with administration, students and parents; printed guidance for management of daily home-based learning). b) preparing for the safe re-opening of schools in selected regions (communication campaign on prevention measures through leaflets/radio/TV, gender sensitization campaign through radio/TV, disinfection and WASH support in schools, psychosocial support program); and c) strengthening the resilience and emergency management capacity of the education sector (IT equipment for emergency response units, training, establishment of a virtual meeting room at the ministry, phone surveys, tracking of dropouts and attendance rates, study on students' access

				and use of distance learning tools, project management, coordination and communication). It is worth highlighting that, as indicated in the PAD, this proposed project is focused on some regions and its implementation will provide valuable lessons for the upcoming World Bank education project planned for 2021 as an additional financing to this project that will (i) expand the geographical coverage by including all other regions; and (ii) improve on the effectiveness of the interventions by leveraging the lessons learned through this project. n.b. Financing of school hygiene committees was clarified by the GA, to confirm that budget allocated to this activity was for regular and in-depth maintenance including disinfection of classrooms, latrines, and other areas, during the duration of the project by the hygiene committees who will be trained for this purpose and monitored.
☒	☐	☐	Does the program, to a sufficient degree, reach poor, vulnerable, or otherwise disadvantaged children, including girls, affected by the COVID-19 pandemic? *For targeted interventions, the proposal should include the targeting criteria to ensure equity (i.e., that interventions reach vulnerable populations).*	Chad has the lowest Human Capital Index in the world, and the impact of Covid-19 is likely to exacerbate vulnerabilities and inequalities. Vulnerable groups include children in the poorest households, rural populations, refugee populations, girls and children living with disabilities. The project's activities will be focused on the following six regions: N'Djaména, Guéra, Logone Occidental, Logone Oriental, 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. The project plans to use a variety of means to support learning continuity from home, with a relatively high share of the funding to be used for printed materials, since access to electricity, radio, TV and internet is limited across the country. Vulnerable families will receive these printed "take-home" learning packages and will be identified through a household survey.

				Beneficiaries of activities such as the provision of radios and mobile phones to access distance learning programs will be selected based on data produced by the Ministry of Economy, and vulnerable, rural households will be prioritized, including for communities who will benefit from the PSS program. Data collection has started and will be continued to identify the most urgent needs. The return to school will be supported through i) community sensitization campaigns on prevention measures and communication on risks affecting girls more specifically, ii) disinfection and WASH measures in schools, and iii) psychosocial support. **Observation: The Secretariat positively notes the focus of the proposed program on vulnerable children through hygiene and psychosocial support. Considering that girls are at a higher risk of school drop-out amidst Covid-19, the Secretariat encourages the Government and its partners to implement, and where necessary, identify additional activities designed to provide specific support to the most vulnerable girls that will enable their effective return to and retention in school.** The PAD also assesses that "a large number of students are at risk of malnutrition following their loss of school meals." Providing school feeding is one of the priority areas of the national response plan, but the proposal indicates that due to limited financing with this grant, a choice has been made not to support school feeding. Upon request from the Secretariat, the country confirmed that school feeding needs are already covered, with the existing ECW funding for the Covid response (from May to October 2020), while the ECW multiyear program is also being restructured to extend the school feeding coverage. School feeding is also considered to be included in the upcoming regular Accelerated Funding application.

				Payment of community teachers' subsidies: the PAD assesses that "the major challenge that emerged recently and has the potential to lead to a serious and hard-to-reverse deterioration of the primary education sector is the non-payment of CTs' subsidies." There would likely be a risk of substantial loss of teachers as the economic impact of COVID hits families and communities, including teachers. Upon request, the country clarified that CT's subsidies are fully covered for the 2019-2020 school year by funding from WB, GPE, ECW and UNHCR, and a WB project will cover subsidies for the 2020-2021 school year. The Government intends to cover subsidies with the national budget and support from donors for the 2021-2022 school year. Note: The World Bank is already financing a "Refugees and Host Communities Support Project" that will receive additional financing, and it includes an education component which is relevant to the COVID-19 crisis as it will finance projects in water and sanitation along with the rehabilitation and construction of primary schools, training of community teachers (CTs), as well as subsidies for community teachers and administrative personnel. The proposed COVID-19 education emergency Project will complement these activities conducted in the refugee camps. As clarified by the Grant Agent, the proposal will include digital solutions as part of the distance learning program and consider the limitations of children living with disabilities, especially deaf and/or visually impaired children, through printed take-home packages and television programs, that include braille and sign language translation, respectively.
☒	☐	☐	Does the program, to a sufficient degree, identify and address specific barriers to learning faced by girls due to COVID-19?	The program identifies an increased exposure to violence and/or other threats for girls, such as teenage marriage, unwanted pregnancy and deepening of gender stereotypes. Proposed activities, under sub-component 2.1 and 2.3, include the deployment of gender-based campaigns, including sensitization programs on

				early marriage, early pregnancies and the importance of continuing learning, parental education and gender-based violence prevention and reduction. To address drop-out risks, in particular for girls, the proposed project includes back-to-school campaigns ahead of school reopening, to mobilize parents and community and ensure girls return to school once they reopen.
☒	☐	☐	Does the proposal identify a relevant COVID-19 response coordination mechanism(s) and confirm that the program will be represented in this mechanism?	The MENPC has set up a "Scientific Committee for the Education Response to COVID-19 (CSRE)" which leads the coordination of the sector's response to the pandemic. This committee will serve as the steering committee of the proposed program.
☒	☐	☐	Does the proposal (i) provide information on the sources of financing for COVID response and early recovery activities planned and (ii) information demonstrating that GPE funds will be complementary to government or other donor funding, including from Education Cannot Wait, where relevant?	The proposal indicates that the MENPC's COVID-19 Education response plan provides a framework for partners to support the Government in a coordinated manner. The Government plans to periodically update the response plan in order to reflect actual commitments put forth by key stakeholders and to devise coordinated responses to the identified challenges. Several partners such as Education Cannot Wait and the French Cooperation already have programs in place to support the education system's resilience or deploy distance learning solutions. The proposal also indicates that activities supported under the proposed project will aim to complement and/or build upon interventions financed by a number of other partners, such as AFD, Swiss Cooperation, and UNICEF.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Budget**	
☒	☐	☐	Is the proposed budget (excluding agency fee) within the GPE Board approved allocation for the country? *	Yes
☒	☐	☐	Does the submitted budget clearly outline component, activity and grant agent implementation support costs? *Estimated unit costs and quantities should be clearly indicated. (Budget can be provided in a separate document from program document, preferably in a spreadsheet format) **	Yes. A budget sheet is provided, breaking down components into activities and providing unit costs. The spreadsheet calculations are correct. Supervision and support costs are as follows: US$ 301,695 for support costs for project management, coordination and communication (subcomponent 3.2); and, separately, US$ 122,500

				for GA supervision cost. The country confirmed that the agency fee and GA supervision costs happen to be of the same amount at US$122,500 each. In follow up, the country confirmed that, within sub-component 3.1, one virtual meeting room in MENPC would be developed, estimated at US$ 51k, based on the cost of a comparable facility set up in Côte d'Ivoire (US $38k), the higher cost due to the context of Chad. A lump sum cost of US$84k under component 3.1 for IT equipment for members of the CSRE emergency response unit is provided. Following a request for additional information, the support costs of US$ 301k in sub-component 3.2 were itemised and appear reasonable. However, for the purposes of this funding window, it is recommended that an alternative be identified for the proposed procurement of a vehicle for project monitoring at US $68,000. Proposed decision language (report-back) **Vehicle procurement should be removed given the 18month duration of the project, and the funds reprogrammed to other activities, including vehicle rental if needed.**
☒	☐	☐	Is there a clear indication of the program's sources of funding, including which parts of the program are supported by each source? *	Yes. The GPE budget is presented as standalone and supports, on the whole, distinct activities from the ECW funding.
☒	☐	☐	Is the budget, and its assumptions, coherent with other parts of the program design? *This includes coherence between budgeted quantities and results framework output indicators where possible.* *	Yes. The budget aligns with the project components, activities and results framework presented in the document.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**M & E and Results Framework**	

☒	☐	☐	Is the proposed M & E framework costed and likely to support effective monitoring of program implementation and results reporting? [3] Are roles and responsibilities clearly mapped? **	Yes, the M&E framework is costed, and proposes to track progress and provide timely feedback on implementation status and deliverables. M&E arrangements appear to be adequate, and roles and responsibilities are included in the program.
☒	☐	☐	Does the program include a complete results framework, including the key output and outcome indicators, baselines and targets and data sources? *Indicators should be disaggregated by gender where relevant. **	The results framework includes key indicators, baselines, targets, relevant disaggregation, frequency of reporting, methodologies and units in charge.
☐	☒	☐	Does the proposal confirm agreement to collect and report on required core indicators (where relevant) and follow GPE M&E Guidance for COVID-19 AF Grants, including on standardized program reporting? **	All required core indicators are included, and reporting arrangements are adequate. **Proposed decision language (report-back): The Grant Agent is requested to report all core indicators proposed as both the number and the percentage of the beneficiary population reached.** The standard will be met when the above is addressed.
☒	☐	☐	Does the proposal include an activity line and budget for development and implementation of an approach to learning from evidence? *(see GPE M&E Guidance for COVID-19 Accelerated Funding Grants) **	Yes. Under sub-component 3.2, supporting project oversight and monitoring and evaluation, a learning from evidence approach is present and costed as US$ 0.3 million.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Implementation Arrangements & Readiness**	
☒	☐	☐	Does the proposal include a sufficiently detailed implementation plan with a timeline, activities, and roles and responsibilities clearly described?	The application provides an implementation timeline – with implementation, units and costing broken down to the activity level on a six-monthly basis. A steering committee will oversee general coordination and implementation of the project, while three technical subcommittees and ministry departments have been identified to lead implementation of each project subcomponent. The PD notes that detailed project implementation mechanisms will

[3] Government-led school census and EMIS activities may be disrupted because of the pandemic; the proposal should ensure available capacity and financing for data collection with this risk in mind.

				be provided in the Project Implementation Manual (PIM) to be available by project effectiveness date.
☒	☐	☐	Are implementation arrangements sufficiently well-described to identify program management structures, responsible actors and processes?	Program management structures, responsible actors and processes are sufficiently well-described. A steering committee will oversee general coordination and implementation of the project, while three technical subcommittees and ministry departments have been identified to lead implementation of each project subcomponent. Project implementation will be supported by a project coordination unit lodged within the MENPC. Detailed project implementation mechanisms will be provided in the Project Implementation Manual (PIM) to be available by project effectiveness date.
☒	☐	☐	Are implementation arrangements are sufficiently described to determine flow of funds? *	Yes. Flow of funds arrangements are clearly described in narrative and diagrammatic formats. GPE funds will be ring-fenced in a designated account. Mechanisms for disbursement will be as for phase 2 of the existing Education Sector Reform and Skills Development for Youth Employability projects.
☒	☐	☐	Are proposed financial management, auditing, and procurement arrangements clearly described and appropriate for the country context? *	Yes. The existing PCU for the Education Sector Reform and Skills Development for Youth Employability projects will be responsible for fiduciary management of this grant. Internal and external auditing arrangements are adequately described and appropriate. Procurement responsibilities and governance (to conform with World Bank and Chad govt. procedures) are adequately described.
☒	☐	☐	Are proposed sub-contracting arrangements clearly described and appropriate?	The grant agent is planning to work in partnership with UNICEF for the implementation of the project.
☒	☐	☐	Are implementation support and oversight arrangements by the grant agent well described?	Implementation support and oversight arrangements by the WB are well described. They are aligned to the existing WB-funded program. A core team comprising an education specialist and procurement, financial, social and environmental specialists is based in the capital city.
☒	☐	☐	Does the proposal ensure implementation arrangements will be in place to ensure rapid start-up? Specifically, will fiduciary and administrative arrangements allow for disbursement by the proposed start date? Will major interventions will be ready to be launched by the proposed start date? *	Yes. The grant's fiduciary management will be conducted using infrastructure, resources and processes supporting existing programmes overseen by the GA. The recruitment of an additional accountant will provide further support to facilitate implementation.

The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				
Yes	No	N/A	**Risk Assessment and Mitigation**	
☒	☐	☐	Are risks / insecurity that could threaten any vulnerable population (e.g. girls, displaced children) identified, with mitigation actions proposed?[4]	A comprehensive assessment of risks and insecurity is presented, including environmental/health, social and gender-related risks, with corresponding mitigating measures.
☒	☐	☐	Are risks related to fiduciary arrangements, including financial management, procurement, governance, and safeguards issues (harm to people or the environment) and adequate mitigation actions are identified? *	Yes. Fiduciary risk is assessed as *high* and environmental and social risks as *substantial*. Based on the findings from the GA's last official implementation support mission, the fiduciary compliance of the PCU was determined to be *satisfactory*. A well-detailed fiduciary risk assessment is provided with relevant risks and appropriate mitigation measures. Environmental risks are not considered amongst the key risks; this is understandable as there are no significant civil works programmed. Relevant social risks and mitigations are well described.
☐	☐	☒	For grants exceeding US $5 million and the Grant Agent is an INGO: are there any significant risks regarding the capacity of the country office to perform the GA role that do not appear to be mitigated (e.g. through increased support from regional or HQ level, etc.)?	NA
☒	☐	☐	Does the proposal trigger any GPE policies (e.g., GPE Private Sector Policy) which would require extraordinary consultation with GPE governance structures?	In follow up with the grant agent, it was confirmed that the project will not provide direct support to for-profit providers of core education services. Excepting community schools (see below), the GA further clarified that the program does not include any direct support to not for profit non public providers of core education services. Regarding community schools, the State, through APICED (Agency for Promoting Community Initiatives in Education), supports their

[4] For example, does the proposal refer to international health and safety standards regarding school closure, or guidance on re-opening schools?

				functioning through the provision of learning materials and school buildings (reference to a 2002 Law), with the country sector plan confirming that community schools will be gradually integrated into the public sector through the payment of salaries of all teachers and the assumption of operating costs. Additionally, a current World Bank program supports subsidies for a large number of community teachers. Taken together these initiatives provide a regulatory environment and framework in which these schools operate and satisfies alignment to the GPE Private Sector Engagement Strategy.
The section meets GPE's COVID-AF requirements: Yes ☒ No ☐				

Please provide additional comments/details, if necessary.

Feedback in the above templated was completed, reviewed and approved for CEO decision by the following persons, on the date indicated:

Completed by (COVID-19 Education Specialist): Adrien Boucher **Date** 08/26/2020 and 08/28/2020

Completed by (Risk and Finance related questions as per *): Simon Hall **Date** 9/1/2020

Completed by (M & E related questions as per **) Sissy Helguero**:** **Date:** 08/24/2020

Reviewed by (CL): Douglas Lehman 9/2/2020

Reviewed by (QA): David Balwanz **Date 8/27/2020**

Reviewed by (Team Lead): David Balwanz **Date: 9/01/2020**

Approved by (jointly by QA and Team Lead if <$1m): NA **Date**

Approved by (Manager 1 if >$1m and up to $10m): Margarita Focas Licht **Date 9/02/2020**

Approved by (Manager 2 if >$10m): **Date**