Quality Assurance Review – Phase 3

Current application for additional ESPIG financing

Proposed GPE Grant Amount: US$22.2 million
Fixed Part: US$15.540 million, of which US$1.111 million for Grant Agent's Implementation Support Costs;
Variable Part: US$6.66 million
Implementation period: 2 years 10 months
Projected implementation start date: March 1, 2020
Grant Agents: UNICEF and UNESCO

Total (cumulative) ESPIG financing

Proposed GPE Grant Amount: US$50.04 million
Fixed Part: US$35.03 million, of which US$2.503 million for Grant Agent's Implementation Support Costs;
Variable Part: US$15.013 million
Implementation period: 4 years 7 months
Implementation start date: June 1, 2018
Grant Agents: UNICEF and UNESCO

1. Background and Education Sector Overview

1.1. COUNTRY BACKGROUND

The country background presented for Chad's ESPIG application in 2018 remains valid, as the economic crisis continues. While there has been some improvement in petroleum export revenues, the country's obligation to reimburse creditors takes precedence over other government commitments. Chad still figures on the Harmonized List of Fragile Situations, with an average CPIA score of 2.94 (compared to 2.73 for Afghanistan, 3.15 for Myanmar and 3.57 for Mali). With more than 450,000 refugees from Sudan, the Central African Republic, and Nigeria, conflicts in bordering countries, climate change exacerbating desertification and the drying up of Lake Chad, and a recent increase in jihadist activity in this region, the country faces considerable challenges. Legislative and municipal elections, which were postponed several times, are expected to be held in the first quarter of 2020.

Important background information: Chad's financial crisis continued to deepen since the GPE-funded program was approved in May 2018, further impacting the education system. Periodic civil servant and/or teacher strikes remain likely and may further weaken the country's economic performance, as measures taken to cut public sector pay and benefits continued. In the second half of 2019, however, there have been indications that the financial situation may be stabilizing.

Republic of Chad	
Population	15.4 million (2018, program document)
Human Development Index Ranking	186 out of 188 countries (2017, UNDP)
Learning-adjusted Years of School	Boys: 3.0 years, Girls: 2.2 years (2017, World Bank)
GDP	US$ 11.303 billion (2018, World Bank)
GDP per capita	US$ 730.245 dollars (2018, World Bank)
World Bank Income Classification Level	Low-income country (2018, World Bank)

1.2. EDUCATION SECTOR OVERVIEW

The country's Interim Education Plan (Plan Intérimaire de l'Éducation au Tchad - PIET) was endorsed in September 2017 and covers the 2018 – 2020 period. The plan had been to develop a ten-year sector strategy covering the 2017 – 2026 period, but this effort was unsuccessful, the main factor being that the financial crisis was so severe that it wasn't possible to develop a viable financial framework that was consistent with education data. More specifically, the most recent education data available in 2016 were from the 2013-2014 school year, before the financial crisis. Instead, a new transitional plan was developed in 2017 based on school data from the 2015 – 2016 year, placing a greater emphasis on the resilience of the education sector and other short- and medium-term objectives. At this point, it is likely that the country will extend the PIET through the end of 2021, as the financial crisis has continued with considerable disruption to provision of education services, particularly in rural areas. There have been civil servant strikes, the closing of over 2300 mostly rural schools following the 2014 suspension of the payment of government subsidies for community teachers as well as a suspension of most of the non-salary operating budget which negatively impacted pedagogical support at the school level and other important functions.

The Chadian school system relies on three broad categories of teachers:

Category	Number (2016)	% of all teachers	Unit cost (GDP per capita)	% working in urban areas	% working in rural areas
Civil servant	9,873	30.4%	8.4	62.1%	37.9%
Trained Community Teacher	Subsidized: 147 Unsubsidized: 6,373	0.5% 19.6%	1.9 0.0	0.0% 28.7%	100.0% 71.3%
Untrained Community Teacher	16,091	49.5%	0.0	14.5%	85.5%

Sources: PIET cost simulation model, PREAT program document.

To be considered "trained", a community teacher must have completed 45 days of in-service pedagogical training. The previous GPE-funded project, the Revitalizing Basic Education in Chad Project (Projet de Révitalisation de l'Éducation de Base au Tchad – PRÉBAT), supported the training in the 2013-2015 period of 2,866 untrained community teachers, moving them into the lowest category of "trained" teachers. Additional training was provided to help teachers move from the lowest category of trained teachers to "fully-trained" status.

Part of the international development community's response to the financing crisis in the education sector has been to agree to temporarily cover some of the costs for teacher remuneration. The launching of the IDA-funded PARSET2's support to subsidizing community teachers led to many trained community teachers returning to schools that had been closed following the suspension of the subsidy payments in 2014. As of early 2019, approximately 12,155 trained community teachers began receiving subsidies from PARSET2. Both PARSET2 and the GPE-funded program (Projet de Renforcement de l'Éducation au Tchad – PRÉAT) are to support payments to a new category of teachers in 2019: state-paid contract teachers whose salary is projected to cost 2.4 times the per capita GDP. Other development partners have also contributed funding, specifically for community school teacher subsidies. A common database has been established to properly monitor funding channeled to community school teachers and state-paid contract teachers.

Insecurity is a great challenge in Chad and in the neighboring countries, and it is indicated that, in 2019, Chad was home to 463,340 refugees who have fled political instability and insecurity in the Central African Republic, Nigeria and Sudan. The situation remains fragile in the Lake region, where 133,338 internally displaced persons and their host communities require assistance due to insecurity[1]. A total of 45,710 Chadian returnees have arrived from the Central African Republic.[2]

The availability of education system data is limited. The 2016-2017 school year data was published in June 2019, and data was not collected for the 2017-2018 school year during that school year. The 2018-2019 school year data collection is underway, and retroactive collection for 2017-2018 school year is included in this exercise. The lack of data has been one of the primary constraints

[1] UNHCR, 2019. Retrieved from https://data2.unhcr.org/en/country/tcd
[2] Idem

for the updating of the PIET's results framework to better reflect the continued degradation of the education system. There has also been a considerable time-lag between the publishing of data for earlier school years and the date when the UNESCO Institute for Statistics (UIS) publishes education data for the country; this relates in part to technical issues with the demographic data.

1.2.1. **Equity**:

According to UIS, the primary completion rate rose from 22.2 percent in 2000 to 41.3 percent in 2016. In other words, this rate increased by 1.2 percentage points per year over the period. The 2016 primary completion rate falls far short of the GPE FCAC average (69.8 percent) and the average primary completion rate in Sub-Saharan Africa (68.5 percent). The gender parity index for the primary completion rate increased from 0.40 in 2000 to 0.67 in 2016, showing a significant decrease in gender disparity. However, it should be noted that the gender gap is still very wide as it remains far below the sub-Saharan average of 0.95. Moreover, 26.5 percent of primary school aged children are out of school (674,855 children), and two-thirds of them are girls (453,380).

The lower secondary completion rate rose from 8.8 percent in 2000 to 15.0 percent in 2016, falling short of the GPE FCAC average of 45.5 percent and the sub-Saharan Africa average of 43.2 percent. Although the gender parity index rose from 0.27 in 2000 to 0.40 in 2016, the country falls far short of the Sub-Saharan African average of 0.88. One of the factors contributing to low access and retention of girls at lower-secondary level is that the country has one of the highest adolescent birth rates in the world, making girls very vulnerable to premature pregnancy[3].

Illiteracy remains a significant issue in Chad, with more than 60 percent of 15 years and older people being illiterate, totaling more than 4.4 million persons, 2.5 million of whom are women[4].

The disparity between urban and rural schools still plays a major role in the underperformance of the sector. Several vectors of the rural/urban disparity within the school system during the period of increasing access to education in Chad were (i) the clustering of civil service teachers in urban areas; (ii) the large proportion of rural schools that do not offer the full primary cycle; and (iii) a phenomenon that is less well highlighted in the transitional plan: Incomplete cycle schools in Chad generally do not rotate the grades taught from one year to the next. In other words, in other countries with large numbers of schools that do not offer the full primary cycle, successive grades are generally offered from one year to the next, whereas, in Chad, such schools generally teach the same grades year after year. So, a school offering the first two grades of the primary curriculum will

[3] UNICEF (2017). Adolescent health. UNICEF Data. Retrieved from https://data.unicef.org/topic/maternal-health/adolescent-health/
[4] Program document, 2019 (data from UNESCO)

continue to offer the same two grades each year, which means pupils cannot complete their primary education.

The suspension of government subsidies to community teachers led to the closing of more than 2300 mostly rural schools, contributing further to disparity between rural and urban areas. The publication of the 2018-2019 school year data, planned for December 2019, will provide an early indication of whether the PIET's strategies have been effective in reversing that trend.

As part of its efforts to promote equitable access to basic education, the government adopted a bilingual education policy where the two official languages, French and Arabic, are taught used as a language of instruction across the country although not in every school. For students learning in one language, there is often the opportunity to study the other national language as a specific subject. As a large percentage of Chadians speak a dialect of Arabic, the move to bilingual education has provided an opportunity for improved gender equity since, broadly speaking, girls in rural areas tend to have less exposure to the French language than do boys.

The country's education system recently integrated the network of refugee camps schools in the national school system, EMIS and curriculum. Much work remains to be done, however, for better inclusion of children with special needs, and the country's reliance on larger, consolidator schools in rural areas, presents a special challenge with reduced mobility given that no school transportation is provided.

1.2.2. **Learning outcomes**:

The country's math and reading scores are lower than the average countries in the region. The Program for Analysis of Education Systems (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.[5] The findings of the 2004 and 2010 PASEC surveys are not comparable to the 2014 survey because of methodological changes.

[5] PASEC 2014

The World Bank's Human Capital Index (HCI) shows that the expected productivity of a child born today in Chad as a future worker is only 29.3 % of what it would be with full health and full access to quality education. Of the three dimensions of the HCI (survival, health and education), the education component is associated with the lowest achievement mainly because of the low performance in learning. The harmonized test score is 333 far below the benchmark of 625 suggested by the Human Capital Project.

Several factors contribute to the country's poor learning outcomes. Such factors include the lack of textbooks, the poor use made of existing textbooks, reliance on teacher-centered instruction and rote learning. Rural children may have greater difficulty making the transition to the language of instruction (often French) because they are less familiar with it than urban children. In the wake of Chad's financial crisis, no budgets were provided for teacher support services, and local-level services in general. This means that most rural schools are no longer visited by pedagogical advisors or school inspectors.

There is very little pre-primary education in Chad. The enrollment rate in 2016 was 2.8 percent (PIET, p. 15) and the proportion of public pre-primary education is only 18.0 percent (PIET, p. 15).

1.2.3. **Efficiency**:

According to the UIS, the internal efficiency coefficient of primary education stood at 0.41 in 2012. This coefficient looks at the number of years of schooling necessary for a pupil to complete primary education and it factors in the repetition and dropout rates. The internal efficiency coefficient shows that 59 percent of school resources are wasted because of repetition and dropout. In 2015, the repetition rate at the primary level was 16.4 percent (16.8 percent for girls and 16.1 percent for boys) and the cumulative dropout rate to the last grade of primary education was 71.4 percent (73.9 percent for girls and 69.5 percent for boys.)

The availability of trained teachers as well as the efficiency in teachers' allocation remain a significant challenge for the sector. R^2 tracks the correlation between the allocation of teachers and the number of primary pupils. It stood at 0.69 in 2012, which means that teacher allocation in Chad is not strongly related to the number of students. The student-teacher ratio showed a positive trend between 2003 and 2016, falling from 72.1 to 56.9. However, the ratio of students to trained teachers worsened significantly, rising from 89.7 to 96.1 between 2009 and 2013.

The Government's decision to prioritize hiring some 4,000 civil service teachers at the primary level in 2013, in addition to the planned hiring under the transitional plan of the day, meant that there were not enough funds to pay the subsidies to community teachers, even though the unit cost of subsidy payments to a community teacher was approximately 1.79 times per capita GDP, versus

8.5 times per capita GDP for a civil service teacher. In other words, civil service teachers cost roughly five times more (PIET simulation model, 2013).

1.2.4. Monitoring of Sector Performance:

Chad organizes annual joint sector reviews, but the reviews for 2016, 2017 and 2018 were repeatedly postponed and took place later than would be optimal for the country's annual planning cycle. In 2019, however, the JSR took place in late May which is more optimal. Each year, a draft of the annual report on implementation of the sector plan is produced in advance of the review and covers changes in key sector indicators, overall financing information as well as recommendations from the previous JSR. However, the document does not systematically report out on the implementation of the ESP's action plan activities for the previous year. Also, the final version of the report is disseminated with considerable delay, well after the JSR.

The Local Education Group in Chad functions rather well, and a recent updating of the LEG membership has led to more partners being at the table. The Local Education Group is chaired by the Secretary General of the Ministry of Education and the Coordinating Agency is the Swiss Cooperation. The Group's members include representatives of trade unions, civil society, donors, such as Agence Française du Développement (AFD), the Islamic Development Bank (IsDB), the African Development Bank (ADB), the World Bank, and United Nations bodies, including the WFP, UNICEF, UNESCO and UNHCR as well as international NGOs working in the sector.

2. Fixed Part Requirements

The provisions set forth in the June 2018 Board paper[6] on additional financing stipulates that if the revision is submitted more than twelve months but less than twenty-four months following approval of the existing ESPIG, the Secretariat will need to review the domestic financing funding model requirements. In the case of Chad, the initial ESPIG application was approved on May 22, 2018, and the application for additional financing was submitted on April 10, 2019, withdrawn in June 2019 and resubmitted in November 2019.

2.1. **Requirement 2:** Evidence of commitment to the Education Sector Plan or the Transitional Education Plan and its financing.

The commitment to increase the education share of the national budget gradually to 20 percent is part of the Interim Education Plan, which states that Chad will maintain education's share of

6 https://www.globalpartnership.org/content/reducing-transaction-costs-and-improving-efficiency-espigs-approval-processes-june-2018

recurrent[7] budget expenditure, excluding debt, at approximately 20 percent in the medium term, varying from 23.7 percent in 2017 to 23.0 percent in 2019 and 22.8 percent in 2022. The application submitted in 2018 projected that for the 2018 budget year, the education share would be 24.17%, whereas the actual value for that year was 23.5 percent.

With regard to the share of recurrent expenditure allocated to primary education, universal primary education has not yet been achieved; the primary completion rate stood at 41.8 percent in 2016. The Interim Education Plan shows the share of recurrent expenditure allocated to primary education rising from 47.0 percent in 2017 to 55.9 percent in 2022. The increase in primary education's projected share likely reflects the government's anticipated partial coverage of subsidies to community teachers following the planned conclusion of the current IDA-funded PARSET2 in 2020. The application submitted in 2018 projected that for the 2018 budget year, the primary education share of the education sector recurrent cost budget would be 42.9%, whereas the actual value for that year was 41.7%. The projected primary share for 2022 in the most recent version of the cost simulation model is 61.6%, a significant increase that may be achievable if the government begins covering the community school teacher subsidies with domestic financing instead of relying on the current, temporary, external financing arrangements.

The costed Three-Year Action Plan for 2018-2020 specifies the external funding sources. This Plan is much more comprehensive than that of the previous Transitional Education Plan, with a final total of 15 outside funding sources, including three bilateral agencies, three UN agencies, five multilateral agencies and international non-governmental organizations (NGOs). The financing gap is equivalent to 7 percent of the amount of outside funding in hand, including Global Partnership for Education Fund (GPEF) grants.

The country plans to update the Interim Education Plan in 2020 to include an additional year of activities (2021) and an update of financing and activities for 2020.

Conclusion: The Secretariat deems that Requirement 2 has been met based on the submitted documentation. For the primary share of the education budget, the determination that the requirement is met based on the medium-term projection submitted by the country. However, given the volatility of funding for the sector, the Secretariat recommends that the Grants and Performance Committee request a report back from the Local Education Group on the share of the national budget allocated to education and the share of the education budget that is allocated to primary education annually.

[7] Since the country had been tracking the recurrent cost budget at the time of its original application, the figures presented above also track recurrent cost figures.

3. ESPIG

3.1. PAST ESPIG PERFORMANCE, IF APPLICABLE

In February 2018, the country submitted an ESPIG application for a new project, the Project to Strengthen Education in Chad (Projet de Renforcement de l'Éducation et de l'Alphabétisation au Tchad - PRÉAT). The funding ($27.844 million of which $8.354 million for the Variable Part) was approved in May 2018 for an implementation period of 3 years 1 month. The PREAT aims to strengthen basic education in Chad in a context of fragility through a shoring up of the existing school system and a focus on strengthening the quality of education and the management of the system. The project includes limited support to improved infrastructure with 180 new classrooms and a variety of other infrastructure upgrades and equipment in rural schools. It also includes limited support to remuneration to community and contract teachers in rural areas. The project includes significant support to the quality of education with textbook acquisition, pre-service and in-service teacher training as well as the establishment of a learning assessment system. It also includes technical assistance for sector coordination, planning and monitoring as well as for specific education sector reforms, and a package of support to the Education Management Information System (EMIS) particularly for its decentralization. Through a component on literacy and non-formal basic education, the project specifically addresses gender equality issues with the objectives of supporting literacy activities for 25,000 people, half of whom will be women, and providing professional training to empower 6,000 newly literate women.

The first implementation progress report, covering the period June 1, 2018, January 31, 2019, indicated that the PRÉAT start-up has been much slower than planned because of several delays, including due to the deteriorating socio-economic situation of the country. The second progress report, which covers the period February 1, 2019, July 31, 2019, notes that the country has been making progress in the implementation of the PRÉAT since then, but also explains that those are uneven and limited. Progress made include the beginning of the recruitment of international technical assistance, the selection of sites for school constructions, the contracting of 441 teachers, the organization of a workshop to review textbooks as well as the finalization of the terms of reference for bid solicitation to print textbooks. Despite this progress, three sub-components of the PRÉAT have been particularly delayed:

- Sub-component 1.1: Infrastructure improvements. Delays were related to preparatory work required for this activity, more specifically on the methodology and selection of eligible schools.
- Sub-component 1.2: Support to the contracting and subsidizing of teachers. Delays were due to a change of methodology to identify and select teachers benefiting from this activity.
- Sub-component 2.1: Textbook procurement. Delays pertained to the call for proposals with (i) an additional activity included in the call for proposals, and (ii) both local and international processes instead of the initially planned international process.

However, measures were taken to compensate for these delays: The Ministry of Education and the two GAs strengthened joint efforts in terms of program management, and coordination and collaboration has also been strengthened through a consultation platform implemented by the LEG, allowing for information sharing, solution searching and decision making in an inclusive and collective manner. A continuing concern however, is that the procedures manual, planned to be completed by August 2019 was not completed prior to the submission of the application in November 2019. The current plan is to have the manual completed by January 2020.

In May 2019, there was a minor revision of two of the PREAT activities. The first was related to the textbooks preparation process, where it was agreed that the textbook content would be revised prior to the reprinting, and that instead of having the books delivered to ministry inspectorates, the books would be delivered directly to the schools in conformity with the government's current policy (*Nouvelle Politique Nationale du Manuel et des Matériels didactiques au Tchad*). The second revision pertained to the modification of the type of classroom to be built in some areas to better reflect the climatic conditions.

With respect to previous misuse of funding 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. In October 2019, UNESCO shared the forensic audit with the Minister of Education."

The table below provides the latest updates for the report-backs included with the May 2018 ESPIG approval:

Report-back	GA Update in August 2019 implementation report
The Committee recognized a degree of uncertainty in projecting the share of public sector education expenditures based on data from previous years. The Committee requests the government, through the local education group (LEG), to report back annually on the share of domestic financing that goes to the education sector.	"As noted in the February 2019 implementation report, with respect to the executed 2018 budget, the information will be available with the publication of the Administrative Accounts (Comptes Administratifs) by the Ministry of Finance in mid-2019. Following this publication, the share of the national budget spent on education will be analyzed and an update clarifying the 2018 situation will be developed in consultation with the LEG" *The Secretariat notes that subsequent to the above report-back, the country submitted an updated domestic financing requirements matrix (in October 2019) in which the final 2018 budget execution data was presented, and the information is included in Section 2.1 of this report.*
Given the timing of grant approval, the Committee requests the government, through the LEG, to submit an updated annual implementation schedule of the annual PREAT implementation plan based on the current timing.	"In August 2019, the Grant Agents proposed an action plan covering the August 2019 – May 2020 period, taking into account the implementation delays to date. Following its review and finalization with the ministry of education, the action plan was shared with the LEG as an annex to the implementation report. The report was approved including the 2nd year PREAT implementation plan."
The Committee requests the government, through the LEG, to report back annually on the number of schools that have been reopened as a result of the transitional plan's (PIET) support to rural education. The Committee further recognizes that it is important to maintain minimum support and ensure that teachers are in rural schools, through payment of subsidies.	"Civil servant strikes complicated the end of the 2017-2018 school year as well as the start-up of the 2018-2019 school year. Nevertheless, with the acceleration of the implementation of the PREAT activities, and the data from the 2018-2019 end-of-year school reports, the provincial education ministry delegates will be able to determine the exact number of schools that reopened due to the measures of the PIET."
While recognizing progress made in the preparation and quality of annual joint sector reviews (JSRs) over the previous years, the Committee also recognized that there are opportunities to improve the timing of the reviews and the reporting on sector performance. The Committee requests to be kept informed on the scheduling of JSRs for the duration of the grant period and to receive confirmation that they have taken place. The Committee recommends further strengthening technical and financial reporting in the annual sector plan implementation report and include the GPE-supported program and other donor programs in the reporting going forward.	"As noted in the February 2019 report, the preparation and the holding of the joint sector review are processes that should be based on the GPE "Practical Guide for Effective Joint Sector Reviews in the Education Sector". The recommended process includes the establishment of an organizing committee, assessing progress during the preceding year and the preparation of a report on the preceding year. It is then important to develop the terms of reference based on the PIET's priorities. It is also urgent that the calendar be organized early so that field visits will be possible."
The Committee commended Chad's plan to conduct a full sector analysis, and notes that an application for an Education Sector Plan Development Grant will be submitted for this exercise. The Committee encourages the country to subsequently strengthen its education sector plan through improved data and analysis and report-back to the Committee on this.	"The beginning of the process leading to the development of the Ten-Year Plan for the Development of Education and Literacy is a priority for mid-2020. This timing better reflects more realistic planning on the part of the education sector partners in Chad. A roadmap will be developed shortly."

3.2 **ESPIG DESCRIPTION (additional financing)**

The additional financing targets the existing components of the PREAT, approved in 2018 and thus addresses the country's main education challenges including social and gender equality, with a focus on the poorest regions with low enrolment rates for girls. It also extends the PREAT implementation period by 18 months to end in December 2022. Roughly 96 percent of the additional financing increases the quantities and/or quality for activities in the approved program, and four percent of the financing is for new activities that are to be inserted into the existing subcomponents. The table below presents the additional funding as per the existing project components:

Initial program – approved May 2018	Additional financing
Component I: Improving access to primary education through:	
(i). Infrastructure improvements (classrooms, latrines, water, etc.)	(i). Number of new classrooms increases from 180 to 450, the number of new latrines increases from 360 to 900, and the number water provision points increases from 30 to 75.
(ii). Support to the contracting and subsidizing of teachers	(ii) Number of contract teachers supported increases from 1,000 to 2,186; number of community teachers subsidized decreases from 500 to 0.
Component II: Improving the supervision and conditions of teaching through:	
(i). Textbook procurement and training on their use	(i). Number of textbooks increases from 3.19 million to 5.19 million (mathematics and reading for grades 1-6, and science for grades 3-6), with *new activities* of 60,000 pre-school and books and 1,000 guides for 15,000 learners and 896,000 slates for grades 1-2.)
(ii). Improvement of the in-service training for teachers and those supporting pedagogical improvements in the classroom	(ii). In-service teacher training increases from 24,210 person/days to 105,900, with a prioritization of non-certifying training for community teachers. There will also be *new support* for distance learning activities.
(iii). Improvement of the learning assessment system	(iii). Planned support will cover activities for two additional years. This will include specific additional assessments in the last year.
Component III: Improving the access to and quality of literacy and non-formal education:	
(i). Literacy support	(i). Number of beneficiaries increases from 25,000 to 35,000 (of whom 50% women) with new support for learning assessments with an increase from 6,000 to 8,000 in the number of newly literate women who will be supported.
(ii) Non-formal basic education support	(ii). Number of beneficiaries increases from 13,000 to 19,000.

Component IV: Strengthening education system management through: (i). Capacity building for improved sector coordination and management (ii) Strengthening of the Education Management Information System (EMIS)	 (i). Support extended for two additional years, with *new support* to National Curriculum Center, the development of a management plan for Ministry's facilities, and support to sector analysis. (ii). Support extended for two additional years, with *new support* for sector intranet and support for the national examination directorate.

The two Grant Agents continue to provide support for the programmatic areas as in the original program: UNICEF supports all the work on Component I (Access to Primary Education), while UNESCO supports the work on Components III (Literacy and Non-formal Basic Education) and IV (Education System Management). For Component II (Supervision and Conditions of Teaching), UNICEF supports activities related to textbooks while UNESCO supports in-service teacher training and learning assessment work.

Table A: ESPIG Components and Costs

		Total GPE Financing US$	% of Total GPE	Of which GPE Additional Financing – US$	GPE Additional Financing - %
	Fixed and Variable Parts				
	Program Components				
A	**Improving access to primary education**	**20,994,080**		**9,296,621**	
	-Improving infrastructure in primary schools	10,766,397	21.5%	5,062,927	22.9%
	-Remuneration for community and contract teachers	10,227,683	20.4%	4,233,694	19.1%
B	**Improvement of supervision and teaching conditions**	**15,538,104**		**6,976,099**	
	-Textbook provision and training on their use	10,910,669	21.8%	4,332,594	19.5%
	-Improvements to in-service training for pedagogical support system	3,251,269	6.5%	2,371,738	10.6%
	-Improved learning assessment system	1,376,256	2.8%	271,766	0.7%
C	**Improving of the access to and quality of literacy training and non-formal basic education**	**6,636,344**		**2,979,511**	
	-Literacy	4,053,443	8.1%	1,617,804	8.4%
	-Non-formal basic education	2,582,901	5.2%	1,361,707	6.4%
D	**Capacity -building for improved sector management**	**4,373,968**		**1,837,746**	
	-Support to improved sector coordination	1,785,385	3.6%	776,678	2.7%
	-Improvements to information system	2,588,583	5.2%	1,061,068	4.6%
Sub-total of components		**47,542,586**		**21,089,977**	

Grant Agent's Implementation Support Costs*	**2,502,244**	**5.0%**	**1,110,023**	**5.0%**
GRAND TOTAL (with Grant Agent's Implementation Support Costs)	**50,044,830**	**100.0%**	**22,200,000**	**100.0%**
Agency fees **	**3,588,445**		**1,554,000**	

* 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.

The variable part disbursements are triggered when the targets for the three dimensions of the GPE funding model are met, as indicated in the table below:

Variable Part Financing MCA ($US)					
Dimension	**GPE Financing approved 2018**	**Revision of financing approved in 2018**	**Additional GPE MCA**	**Total GPE MCA ($US)**	**Percentage**
Efficiency	3,342,000	2,506,000	1,998,000	4,504,000	30.0%
Learning Outcomes	2,506,000	2,506,000	1,998,000	4,504,000	30.0%
Equity	2,506,000	3,341,400	2,664,000	6,005,400	40.0%
VARIABLE PART TOTAL	8,354,000	8,353,400	6,660,000	15,013,400	

The program budget as presented includes all the funding from the fixed and variable parts. If some of the agreed results are not achieved, only a portion of the variable part funding will be disbursed, and some activities will be scaled back particularly for the final year's programming. The financial support for the contract teachers (Component A) will be fully financed on the Fixed Part budget however. Support to the establishment of a national system for learning assessment as well as support to improved human resources management and support for sector plan coordination and monitoring will also be financed entirely from the Fixed Part. Following is the detail of the activities that depend, at least in part, on the Variable Part financing:

- Construction of 166 classrooms, 322 latrines and 28 water provision points;
- Textbook acquisitions for Grades 3-6;
- Reduction in the amount of in-service training for the various actors of the pedagogical support chain;
- Final year of literacy and non-formal education activities;
- Final year of the capacity-building activities in the MENPC;
- Final two years of support to school map activities;
- Reduction of the scope of the EMIS upgrade and establishment of a national ICT platform through cancellation of the acquisition of equipment related to EMIS and the

interconnectivity of the regional education offices and the technical directorates of the MENPC.

Following is the breakdown of the budget by Grant Agent for the Additional Financing:

($US)	TOTAL	UNICEF	UNESCO
ESPIG FIXED PART	15,540,023	11,930,394	3,609,629
ESPIG VARIABLE PART	6,659,977	2,416,110	4,243,867
ESPIG TOTAL	22,200,000	14,346,504	7,853,496
-of which Grant Agent Costs	1,109,999	717,324	392,675
AGENCY FEE FIXED PART	1,087,800	835,128	252,674
AGENCY FEE VARIABLE PART	466,200	169,128	297,071

Finally, the budget breakdown for the cumulative total of the GPE funding is provided below:

($US)	TOTAL	UNICEF	UNESCO
ESPIG FIXED PART	35,031,399	25,528,191	9,503,208
ESPIG VARIABLE PART	15,013,445	8,055,741	6,957,704
ESPIG TOTAL	50,044,844	33,583,932	16,460,912
-of which Grant Agent Costs	2,502,242	1,679,197	823,046
AGENCY FEE, FIXED PART	2,452,198	1,786,973	665,225
AGENCY FEE, VARIABLE PART	1,050,941	563,902	487,039

3.3 ASSESSMENT OF THE PROGRAM DOCUMENT

The additional financing **program design is anchored in the Chadian context**: it addresses evidence-based challenges in terms of access, retention, learning, literacy and non-formal education identified both in the PIET and the ESA (RESEN), and proposes interventions to tackle those challenges. Since the additional financing mainly targets and aims at expanding the existing components of the PRÉAT approved in 2018, there are few new elements to assess at this time. The new activities proposed under this additional financing, which support existing subcomponents, are also consistent with both the PIET and the PRÉAT, and address evidence-based challenges identified in the PIET. The additional financing is based on lessons learned from previous programs and draws on other countries' experiences, especially in terms of emergency (school constructions) and teachers (community teachers' situation).

The most significant program design issue from the quality assurance process was that of PRÉAT implementation in a time of increasing sector dependence on unqualified community teachers. The previously approved PRÉAT included limited support for (i) subsidies to qualified community teachers, and (ii) support for in-service teacher training for teachers in general. The country

currently has in place a policy that precludes *certifying training*, or training that leads to the teacher being minimally qualified, for untrained community teachers. The Secretariat noted that the sector cost simulation model shows that the sector will increasingly depend on untrained (and unsubsidized) community teachers over the medium term from 12,824 in 2018 to 15,233 in 2022. The central question of the Secretariat was what type of support could be provided to teachers in the rural areas where 62.1 percent of them have had no certifying training and 82.4 percent received no remuneration from the state (2016). The revised program document is explicit that in-service teacher training will be oriented to untrained community teachers. The duration of the training provided, three weeks, is one-third of the duration for training that would be considered as minimally sufficient by the Ministry. In this way, the PRÉAT will not directly violate the Ministry's policy excluding training that leads to minimal certification. The Education Cluster was requested by the Ministry in December 2018 to provide an opinion as to whether the exclusionary policy was a violation of the Do No Harm principle, and to date, the Cluster has not responded. In the documentation submitted, it is noted that discussions are underway to update the policy excluding the untrained community teachers. The Secretariat further recommended that a comprehensive teacher training and remuneration strategy be developed as part of the upcoming ten-year sector strategy slated to begin in either 2021 or 2022. Finally, there is an opportunity for the ministry's new evaluation service, either as part of the PRÉAT or as a broader effort, to assess the in-service teacher training so as to better inform decision-making going forward.

As analyzed in 2018, the **program budget** is justified, and the costs outlined are reasonable. The current program document provides a calendar of disbursement from 2018 to 2022, a specification of the grant agent roles by component and detail on funding between initial and additional grants are also included. The budget clearly reflects the slow start-up of the PRÉAT in 2018.

The implementation arrangements are those of the program approved in 2018. As noted in the past performance section above, there has been progress on some start-up activities (eg. selection of construction sites, analysis of community teacher census results, selection tests for community teachers and cleaning of the HR database of the Ministry), but there was little progress toward results framework targets set for 2018, and the originally approved targets for 2019 are being revised downward in the current application. Measures aiming at the reinforcement of joint efforts in term of program management and coordination processes, such as the development of an operational framework based on clear roles and responsibilities of Ministry and GA staff, have been taken and are reflected in the progress report.

The program provides a **comprehensive and detailed risk analysis** and identifies mitigation strategies. However, given the very fragile context of Chad, the context risk is quite high, and it must be acknowledged that it will be difficult for any country to mitigate such situation and its potential impact on implementation.

The capacity-building, project monitoring and evaluation arrangements as well as aid effectiveness arrangements are similar to those of the current PREAT, which met GPE Secretariat quality standards, given the country context.

Annex 2 provides additional information on the analysis of the documentation on the Fixed Part using the seven quality standards that have been established.

4. Variable Part

4.1. Description of the variable part

The application for additional financing includes modifications to existing indicators, targets and disbursement amounts and years for the Efficiency dimension indicator whereas for Learning Assessment and Equity, the only changes are the amounts and years of the disbursement.

For clarity, the indicators approved in May 2018 are listed here:

- Efficiency: the survival rate to the last year of primary school will increase from 28.4 percent in 2015 to 31.0 percent in 2019.
- Learning outcomes: the establishment of a national learning assessment system in 2019 and the undertaking of an initial learning assessment will happen by 2020.
- Equity: The index of disparity in the level of teacher training and remuneration will decrease from 2.71 in 2016 to 2.30 in 2019.

As noted at the time of the program approval in 2018, all indicators are sector-wide and therefore not specific to provinces supported by PRÉAT program activities.

Following is a summary of the proposed modifications to the previously approved program variable part indicators and their targets:

For the indicator on efficiency: The survival rate indicator is removed. Two new indicators are proposed with modification of the total amount for the dimension (from $3,342,000 initially to $2,506,000 in the current proposal):

- Increase in the percentage of teachers in public and community schools who are paid (by the state).

Following the 2014 suspension of subsidies to the country's community school teachers, nearly all the teachers who received payments from the government were the civil service teachers. The proposal indicates that in the 2016-2017 school year, only 27.5% of teachers received

remuneration. The target set for 2020 and for 2021 is 50%. The targets for each year are based on the data for the school year ending the prior year. The program document establishes a link between reliance on community financing of teacher's remuneration and a relatively high drop-out rate. Disbursement of US$1,253,000 will be made in 2020 and US$999,000 in 2021.

- Reduction in the primary drop-out rate

The targets set reduce the drop-out rate from 23.7 per cent in 2017 to 20 per cent in 2021. This improvement would be due to the improvements in teacher pay, particularly in rural areas, reduction of repetition within the three two-year sub-cycles of primary education and the increase in the availability of schools offering all six grades of the primary cycle. The targets are based on the EMIS data for the prior year. Disbursement of US$2,252,000 will be made in 2021.

For the indicator on learning: The modifications are that the amount to be disbursed increases, and the two target years have been updated from 2019 and 2020 to 2020 and 2021. The targets are based on documentation that will be available during the target year. A disbursement of US$ 2,252,000 is planned for 2020 and US$2,252,000 for 2021.

For the indicator on equity: The modifications are that the amount to be disbursed increases from US$2,506,000 initially to US$6,005,400 and the target year and target values have been updated from one disbursement in 2019 to two disbursements, on in 2020 and one in 2021.

In summary, the following is the new slate of variable part indicators and their targets:

- Efficiency
  - The percentage of teachers in public and community schools who receive remuneration from the state will increase from 27.5 percent in 2017 to 50 percent in 2020 and remain at 50 percent in 2021.
  - The primary school drop-out rate will decrease from 23.7 percent in 2016 to 20.0 percent in 2020.
- Learning Outcomes
  - The establishment of a national learning assessment system in 2020 and the undertaking of an initial learning assessment by 2021.
- Equity:
  - The index of disparity in the level of teacher training and remuneration will be reduced from 2.65 in 2017 to 2.26 in 2020 and remain at 2.26 in 2021.

4.2. Assessment of the variable part

The Variable Part financing included in the current application orients 70 percent of its resources to the indicators approved in 2018. The new indicators proposed – the percentage of teachers remunerated by the state and the primary drop-out rate – are tied to 30 percent of the additional financing. Therefore, the Secretariat's assessment will focus on (i) the newly proposed indicators, (ii) the modifications proposed for the existing indicators, and (iii) issues of timing and ambition.

The proposed indicator for teacher remuneration reflects the efficiency gains that the government expects to achieve through more reliable financing of teachers' salaries. In a significant change of strategy, the government is prioritizing remuneration of the categories of teachers with lower GDP/per capita ratios namely the "contract teachers" and the "community school teachers" while leaving the civil service cohort relatively unchanged. Given the differential in GDP/per capita ratios, this means that a given investment will provide regular pay to roughly 4.4 times as many teachers than if the funding were oriented to more civil service recruitment. The proposed indicator target would be impossible to reach, given the current financing constraints, if the government opted for recruitment of a much smaller number of civil servant teachers rather than prioritizing remuneration for the least well paid, essentially moving many teachers from unpaid to paid status. So, the indicator target represents a significant commitment from the government which will effectively change course when compared with the options taken during the implementation of the previous transitional plan.

The proposed primary drop-out rate indicator is sector-wide in scope but is not actually part of the PIET's results framework. As was the case for the Variable Part indicators approved in 2018, the country opted for VP indicators that do not include demographic data in the denominator given limitations and challenges in the country's demographic data series. The closing of more than 2,300 mostly rural schools following the 2014 suspension of the government subsidies to community school teachers resulted in an undetermined number of drop-outs in schools that, because of the closure, did not report school data questionnaires; since the drop-out rate is calculated on the basis of enrollment one year compared with that of the following year, a closure of the school simply leaves the students from that school out of the population that is reported on. If/when the schools reopen, they will report no drop-outs for the first year but would do so in the following years. In summary, the baseline data comes from the 2016-2017 school year which reflects the situation in the second year of the crisis resulting from the school closure, whereas the target year data will come from the 2019-2020 school year which will be the second year of the new era of community school teachers' subsidies. Given the timing of the indicator target, there is relatively low risk of volatility in indicator values. A residual risk is that when small, incomplete cycle schools reopen, they will eventually have a higher drop-out rate than the urban full-cycle schools, but it is not clear if this phenomenon will be significant in the second year of their reopening. It will be important to carefully monitor the data collection process and resulting data to ensure that any unanticipated fluctuation is properly analyzed and reported. It would also be helpful to apply the external verification methodology to the indicator's baseline value.

The issue of timing is relevant for some of the modifications proposed for the previously approved indicators as well. Following is the assessment by indicator focusing on revisions and issues of timing and/or ambition:

- Establishment of learning assessment system and the undertaking of an initial learning assessment: The modifications are for the target year and the amount to be disbursed. The program document indicates that the learning assessment system is to be established and operational by March 2020 and provides information on the preliminary steps already taken to prepare for the setting up of the office in charge of the system, specifically the administrative act creating the directorate that will include the system.
- Index of disparity for teacher remuneration and training: For the funding from the initially approved PRÉAT, the shift of the target year from 2019 to 2020 properly reflects the time lag between the end of the school year in question (2018-2019), so in this sense, the current application is clearer in its presentation than that submitted in 2018. The increased ambition of the target (2.26 instead of 2.30, indicating less disparity than previously) reflects the most recent data for teacher recruitment and remuneration. Most of the progress to the target is dependent on the implementation of support for teacher remuneration and training.

A cross-cutting theme for the issues raised above is the availability of reliable data. While considerable progress in data collection, analysis and publication has been made in 2019, largely with support from the PRÉAT, there is a moderate risk of overly ambitious targets in the current application particularly for the drop-out rate. The publishing of the 2016-2017 statistical yearbook in June 2019 provided an update to trends in the sector following the endorsement of the PIET in September 2017. Following recommendations in the Secretariat's quality assurance process, the revised application spreads the disbursement risk over two years in the equity and efficiency dimension and over two indicators in the efficiency dimension.

Finally, the Secretariat recognizes that the path to success for the first Efficiency indicator and the Equity indicator involve some of the same government actions, notably the end of the suspension of community school teacher subsidies. It also notes that the efficiency indicator's emphasis is on the increasing government commitment to ensure that teachers receive remuneration, the equity indicator complements this transformation, ensuring that the disadvantaged zones (i.e. rural areas) benefit disproportionately from the government's measures. Together the indicators reflect a movement away from heavy government reliance on community generated teacher salaries in poorer, remote rural areas. The Secretariat also notes that although the targets are ambitious, the planned progress is largely related to financing from two externally financed projects (IDA and the GPEF) and that it will be a major challenge for the government to continue this level of support following the eventual phasing out of external financing for this extraordinary measure for a school system in financial crisis.

Annex 3 provides additional information on the Secretariat's assessment of the Variable Part.

5. RECOMMENDATIONS

- The Secretariat finds the proposed additional activities to be well aligned with the current program and the transitional education plan.
- The Secretariat considers the domestic financing requirement to be met and confirms the relevance of the 2018 report-back on domestic financing given the volatility of the country's financial context. The Secretariat notes that the other report-backs from the May 2018 PRÉAT approval remain valid and in effect.
- The Secretariat recommends the following condition be set prior to any disbursement of the additional financing: The PRÉAT procedures manual must be finalized and approved.
- The Secretariat proposes a recommendation that the country closely monitor the implementation of the in-service teacher training activities and that there be a plan to evaluate the effectiveness of the training with a view to better inform future decision-making.
- The Secretariat proposes a recommendation that the country focus increasingly on gender responsiveness in the upcoming updating of the PIET, as well as in the development of the next ten-year sector strategy.
- The Secretariat finds that the education system is at considerable risk of increasing disparity given the heavy reliance on untrained, unsubsidized community teachers in rural areas; it proposes recommending that the country be asked to report back on the progress, supported by the PRÉAT and other development partners, toward a comprehensive, equitable policy for teacher training and remuneration as part of the preparations for the planned ten-year sector strategy.
- The Secretariat advises the GPC to recommend that the Board of Directors approve the additional financing for Chad in the amount of US$22.2 million, including the Grant Agent Costs in the amount of US$1,109,999 for the period of 2 years and 10 months.

Annex 1: Major Interventions of Development Partners

Donor name	Major interventions	Financial scale - million FCFA
AFD	Primary classroom construction, educational and pedagogical material, support to EGRA, rehabilitation of 7 technical and vocational schools, equipment of vocational training centers, training of teachers.	6.4

Saoudi Arabia	Construction and equipment of 2 technical and vocational high schools and 2 vocational training centers.	7.5
African Development Bank	Training of literacy teachers, distribution of training materials, support to capacity development in centers for teachers training,	4.8
Arab Bank for Economic Development in Africa	Construction of higher education infrastructures	6.7
Islamic Development Bank	Implementation of the Data center project, support to the Nation Forum for Bilingualism.	29.9
World Bank	Contracting of community teachers (MC2), subsidies for community teachers (MC1, MC2), training of community teachers (MC1).	27.7
DDC/FORMI (Swiss Cooperation)	Support to ongoing teachers training.	2.4
DDC/ProQEB (Swiss Cooperation)	Training, investment, equipment, technical assistance, educational materials.	5.1
GPE	Contracting of community teachers (MC2), implementation of a national learning assessment system in formal and non formal education systems, distribution of maths and reading manuals, support to literacy and out of school children, latrines construction.	15.5
WFP	Support to school canteens.	33.1
UNESCO	Implementation of a national learning assessment system in formal and non formal education systems, development of primary education curriculum, support to literacy and development of a strategy on disability.	0.8
UNICEF/ECW	Development of community preprimary education development strategy.	7.2
World Vision	Primary classroom construction, water points construction.	2.6

Annex 2: Quality Standards for the Assessment of Program Documents

	Description of Criteria	Observations
m Design	Program addresses critical evidence-based challenge(s) identified in the education sector plan	***Yes, the program addresses evidence-based challenges for access, retention, learning, literacy and non-formal identified in the RESEN and the PIET*** *(RESEN, pages 11-17).* The PREAT is aligned with the PIET and proposes interventions to tackle the challenges. The program document has been updated. Adjustments have been made to application based on the most recent data (2016-2017). The PD informs that the additional financing will help e interventions of the initial project. Overall, there are only a few new activities in the additional project such as the pr curriculum and textbooks for preschool and provision of TICs for continuous distance learning for teachers under compo the elaboration of the next RESEN under component 4. The program design also takes into consideration lessons learned from past programs like PREBAT, the emergency justify the choice of modalities for school construction and textbooks provision and improve implementation. The program on experience from Madagascar and DRC to design appropriate and sustainable strategies to manage the situation of teacher. ***Yes, the program has a robust logical and evidence-based results chain for all components.*** The PD informs classrooms and poor quality of existing infrastructure is of concern and might explain low access and retention. The ratio classroom is 125/1. So, the construction and rehabilitation of classrooms with incomplete cycles and classrooms in r materials will improve access and equity in basic education (component1). Activities of component 2 such as provision o in-service training and training for inspectors and school directors will provide the necessary inputs for a quality edu therefore increase learning outcomes. Moreover, activities of component 3 will help with reinserting out-of-school childr education system with literacy programs and the non-formal education.
	Program has a logical and evidence-based results chain between interventions, outputs and outcomes	
	GPE's strategic goals and objectives are adequately reflected	***Yes, GPE's strategic goals and objectives are reflected.*** Equity is reflected mostly in component 1 with the reha damaged classrooms or with incomplete cycles, the distribution of subsidies for unpaid community teachers and contract and in component 3 with the targeting of female and most vulnerable population for the literacy and non-formal interve objective of improvement in learning outcomes is reflected mostly in the components 1 and 2 with the teacher's allocation training, distribution of materials, better pedagogical supervision… Efficiency is not clearly articulated in the PD as a g activities to improve access and learning will have a non-negligible impact on repetition and dropout. Also, different mea been proposed for efficiency gains like the monitoring of teachers, the recruitment of community and contract teachers civil servant. Targeting criteria are clear and based on the following aspects: high poverty, low access and low quality of education 23-27). ***Conclusion: The standard on program design is met.***
m Budget	Program cost is justified	***Yes, the PD includes a detailed annual budget, per component, sub-component, and activity (unit costs and associated).*** It also provides a specific annual budget for the fixed and variable parts and by grant agents (UNICEF & UNESCO). Th budget gives also de facto information on the yearly implementation timeline. The share of the budget is: 41.9 percent (C1), 31 percent on quality (C2), 13.3 percent on learning/non- formal education (C3), 8.7 percent on sector managemen share of the PREAT management and budget is 2/3 for UNICEF (C1, ¾ C2), and 1/3 UNESCO (1/4 C2, C3, C4), for bo and fixed parts. The grant agent fees represent 5 percent of the total amount of the grant. At last, 30 percent of the planned for the variable part, with priorities put on some activities that wouldn't affect the whole program and strategy, th

		which are to be 100 percent executed to avoid any program disturbance being budgeted in the fixed part. Unit costs for c text books, are provided on page 109-114 of the program document. A calendar of disbursement from 2019 to 2022 is the budget on page 70 and a disaggregation of the managing agent by component is provided on page 84. Table 33 provides the detail on funding between initial and additional grants. ***Conclusion: The standard on program budget is met.***
	Program is cost-effective (assessment tool under development)	
	Program includes an M&E framework comprised of a strategy and methods to ensure accountability for achievements	***Yes, the program does include a description of the M&E framework,*** but the document indicates that a more com M&E framework with monitoring indicators and responsible authorities will be developed later in the procedure manual (se The proposed M&E measures are aligned with the PIET monitoring and include joint sector review and third-party verifi PD also informs of the following measures for the monitoring of the program: ● the Ministry of education will put in place a Technical Coordination Cell (CTC) dedicated to PIET M&E which National Technical Committee under the authority of the Steering Committee (chaired by the Education coun President), and the Inter-Departmental Committee (chaired by the Prime Minister). The CTC will have the resp a) the monitoring and evaluation of the implementation of the PIET and thus PREAT, b) the regular proc consolidate technical and financial PIET/PREAT report, c) the organization of an annual joint sector review 85); ● UNICEF is responsible for the execution and M&E of its designated activities and co-responsible with the ME monitoring of the whole program. UNICEF will hire one international and one national staff to do so and deve technical and financial reports of the implementation of these activities, consolidated by the CTC. UNICEF internal fiduciary process. UNICEF will organize monthly meetings at decentralized and national level to MENPC authorities, and a biannual coordination meeting (MENPC, UNICEF, UNESCO) to discuss the M&E find appropriate remediation measures to challenges encountered during implementation and organize the a sector review. A capacity building report will be produced by UNICEF at the end of the program in order to app degree of involvement of the MENPC structures and the level and quality of the transfer of competence achie the PREAT implementation period (PD, page 85-86). ● UNESCO is co-responsible with MENPC for the execution and monitoring of its activities. The existing managing entity will be reinforced with two international experts, one administrator, and two national assista as short term consultants when needed. The CTC oversees the reporting of the implementation (PD, page decentralized level, the local authorities and community representatives will be involved in the implemen monitoring of activities. The regional directorate of education will centralize the progress reports pr decentralized structures (PD, page 85). *This assessment is similar to the assessment of the initial project as the M&E mechanisms have not changed.*
	Results Framework is robust and covers all interventions	***Yes, the program provides a results framework (table p.79-80), with outcomes and intermediate outcomes indic*** Result Framework has been updated with new statistics from the statistical yearbook 2016-2017. But the RF could be imp output indicators that illustrates progress toward achieving high level indicators and development indicators. The benef indicated both in the results framework and in the project narrative. The frequency of data collection, their sourc responsibilities for collecting and analyzing them are indicated, but very generally, in the description of the monitoring and mechanism. *This assessment is similar to the assessment of the initial project as the RF has not changed much.* ***Conclusion: The standard on M&E is met.***
ntation ements eadiness	Implementation arrangements are appropriate	***Yes, implementation arrangements are well described in terms of responsibilities at higher level but r decentralized level.*** The Ministry is the main responsible for implementation of the program with UNICEF and UNESC will manage component 1 and part of component 2 for a total of $33.018 million. UNESCO will manage the remaining c which equals $17.027 million. As detailed in the previous part, UNICEF is responsible for the execution and M&E of its ac co-responsible with the MENPC for the monitoring of the other activities; the activities managed by UNESCO are

		responsibility of MENPC for execution and reporting, with the support of UNESCO monitoring entity at national level day-by-day management and execution of activities. CTC, UNICEF and UNESCO will work together to 1/produ implementation technical and financial reports, 2/ organize the steering Committee meetings and regular LEG meetings discuss issues encountered during the implementation and provide adequate solutions, 3/ Organize annual joint sector share and discuss the PIET and PREAT issues in a transparent and collaborative manner. UNICEF will also be in charge of fiduciary arrangement and procurement for the program (PD, page 83). As already noticed in the previous application, the program document is not completely clear on roles and respons implementation at the local level. The program narrative seems to suggest that some directorates of the Ministry will be the implementation like the ENBF, CNC. The flow of funds is not sufficiently described in the implementation arrangemen also no clear timeline for interventions planned.
	Program is ready to be implemented	***Yes, this standard is met.*** The additional financing will be used to expand the scope of the initial financing. While there delays with the implementation of the initial ESPIG, some preparatory steps for implementation of interventions have al taken like the selection of construction sites, the community teachers surveys, the selection tests for MC2 and the clea HR database of the Ministry. Given that the grant has been approved a year ago, the operation manual should be ready and provide all this missing i However, the progress report informs that there has not been much progress since the approval of the initial grant b socio-economic situation in Chad has worsened with strikes of civil servants, change in positions at the MENPC, the clea HR database of the Ministry and preparation of the additional financing (PR, page 10). Delays in project have been addressed and mitigations measured will be taken to improve the additional ESPIG. The provides the following information on page 36, 52: ● School construction: The plans for 2019 have not been realized due to delays in targeting the interven Accordingly, the timeline has been adjusted. Construction for 124 of 162 classrooms for 2020 is now ready to st expectation that the funds for the 2020 construction goal will be fully committed by end 2019. In addition, whi plan was to build between ¼ and 2/3 of the planned classrooms in a higher grade for sustainability reasons, pl targeting delays have led to a revision whereby only a fifth is built in a higher grade modality and the rest in a l modality which can be built faster in order to catch up with delays. The program document notes that the established through this experience will benefit the planning of the next construction batches of PREA infrastructure and also those of other projects involved in this area. ● Textbooks distribution: The delay in printing text books is explained by duplication and the need to proofread a the layout of the manuals before printing and additional analysis but also because Chad thought it could add the financing to the component and wait for that to arrive in order to benefit from economies of scale. The (in tender was launched end August with offers reviewed in October 2019 and signing of the publishing / printin taking place beginning of November 2019. The delivery of textbooks in schools is scheduled for the start of year in October 2020 ● Timelines and targets have been adjusted based on new data/delays. Overall, the initial grant will be extended of 18 months to take into consideration the delays in implementation. ***Conclusion: The standard on implementation arrangement and readiness is met.***
cation and ion res	Program includes appropriate risks matrix	***Yes, the PD provides a comprehensive and detailed risk analysis and identifies mitigation strategies in a spec*** The risks identified are split into two categories: external risks linked to the socio-economic and sector contexts associated with the program implementation. A better involvement of all actors at all levels, with a capacity buildin strengthening of the national EMIS, the use of previous ESPIG good practices and mechanisms, and the use of gr fiduciary mechanisms when necessary are the main mitigations measures presented. It is important to acknowledge that the context of Chad is really fragile. The context risk is quite high, and it will be diff country to mitigate such situation and its potential impact on implementation. ***Conclusion: The standard on Risks is met.***

nability	Program has been designed to be sustainable	***Yes, the program has been designed to be sustainable given the context.*** Capacity building is a fundamental component of the project and, as such, should make it possible to sustain achieveme terms of the performance of the actors in the educational chain and those responsible for steering the education syste and decentralized levels. Almost all interventions should continue after the project. This should be particularly exp arrangements that will be made so that, at the end of the project, the state budget is able to take in charge teachers co subsidized by the project. The program is aligned with the PIET and presents a continuity to the previous ESPIG, while balancing between system's emergency issues (infrastructures, teacher salaries) and the willingness to establish an M&E culture within the system. ***Conclusion: The standard on sustainability is met.***
veness	Program is aligned with the main criteria of aid effectiveness	***Yes, the standard on aid effectiveness is met given the fragile context.*** The program is aligned with the PI multiannual budgeted action plan, uses a harmonized approach to monitoring and reporting, and reflects extensive consu and support of the LEG. Based on the Section IV.9 on aid effectiveness of the ESPIG application, the national systems used for treasury, procurement, accounting and audit given the weak fiduciary capacity of the MENPC. Mutual acco ensured through the consultation mechanism including the development of regular technical and financial repo organization of Joint sector reviews. Both grant agents will support and build ministry's capacity on this issue at all leve execution, with a final report on the improvement of ministry implication and capacity built during these three coming creation of the Technical Committee (CTC) will help strengthen the autonomy of the ministry in terms of M&E. *This assessment has not changed.* ***Conclusion: The standard on aid effectiveness is met.***

Annex 3: Guidance Questions for the Assessment of the Variable Part

Criteria	Description of Criteria	Observation
1. Sector Alignment	Selected policies or strategies are discussed and validated by the Local Education Group as an integral part of the sector plan development, or alternatively, through the review and revision of a sector plan. They are ideally embedded in the Education Sector Plan, including the multi-year implementation plan.	**Yes, the strategies for the variable part have been discussed with the LEG in S document).** The variable part (VP) strategies are aligned with the priorities of the PIET a **Conclusion: The standard on sector alignment is met.**
2. Relevance of selected strategies on equity, efficiency and learning	Selected policies or strategies are relevant to improve equity, efficiency and learning outcomes in basic education.	**Yes, the strategies on equity, efficiency and learning are relevant**. **Equity: The strategy on equity is relevant.** The goal is to reduce disparities in t teachers between urban and rural areas. Schooling is officially free, but education on between urban and rural areas in access to education is greater because of the pr Disadvantaged populations and poor households must bear the cost of teachers' salar that hinder the schooling of children. **Efficiency: The strategy on efficiency is relevant**. The goal is to improve the education. The country has low internal efficiency (41%) and high drop-out and repetiti the quality of education, to apply existing standards / decrees to reduce repetition, to materials, to reduce the cost of education to households, to increase the number of c number of schools that do not complete the entire school cycle. These various activit repetition rates and, as a result, improve the internal efficiency of the system. The increase in the proportion of government paid teachers. The result chain for this str teacher salaries falls on parents which increases disparities between poor and rich ho The document informs that 36% of girls and 28 % of boys have dropped out of school be to support their family (program document, page 93). This revised efficiency strategy is s **Learning Outcomes:** The goal is to put in place a learning assessment system. **The outcomes is relevant**. The learning outcomes are poor and only 20% of children reac the primary level. The program document indicates that 8 out of 10 children enrolled in required level for the final year. No assessment of academic achievement is done be therefore not possible to adjust teaching methods to meet the learning difficulties of c place a system of assessment of learning leading to the organization of regular exami studies to improve the quality of teaching and academic results. **Conclusion: The standard on relevance of strategies is met**.
3. Transformative Effect	Selected strategies or policies are: (i) key to improve equity, efficiency and learning outcomes in basic education, (ii) deemed likely to lead to substantial progress in the	**Yes, the strategies are transformative given the fragile context**. **Equity:** The strategy is key to reduce disparities in trained and paid teachers' allocation is likely to lead to a change in the sector. In order to reach its target for the variable pa changes in the allocation of public resources at regional and local levels. The objectiv teachers' disparities of 39 percentage points in 3 years. It is a significant change that

	medium-term, and hence to be transformational. The justification for the proposed actions includes a results chain showing that the selected actions are based on a credible theory of change.	improvement of access to education in rural areas with the reduction of disparities betw households in education. **Efficiency:** the activities proposed for this strategy are also key to improve the system reduction of repetition, increase in government paid teachers thereby reduction in h improvement in teaching and learning conditions, and the reduction of schools with reduction of dropout for the whole sector. Given that the goal is to reduce dropout rat 2018-19, this strategy will be source of a significant change for education. **Learning outcomes:** the establishment of national learning assessment mechanism is education system. The strategy does not only aim at the establishment of the lear publication of the first assessment. This strategy will also lead to an important transf terms of improvement of teaching and learning outcomes. **Conclusion: the standard on transformative effect is met.**
4. Adequacy of indicators and targets	Selected policies and strategies are measured by corresponding indicators. Targets set for these indicators should represent an adequate level of ambition, i.e. be above and beyond a mere continuation of current trends, but achievable. Targets should ideally be integrated within the broader Education Sector Plan results' framework.	**This standard is partially met.** The indicators and targets selected for the three dimen actually not part of the PIET's Result Framework. The variable part indicators are adequ However, t delays in publication of statistical yearbooks and the lack of school data fo the realization of this variable part. The progress report informs that the government ha yearbook Data was collected for the 2018-19 statistical yearbook and will be available in to check milestones for the results and disbursed based on achievement. It will be statistical yearbook 2019-20 might not be available in 2021 as planned which will delay d **Equity**: The indicator is an index of equity in the distribution of trained and paid teach (detailed calculations are presented in Table 23, page 87). The objective of the strategy access to education between rural and urban areas while diminishing the burden of ex goal will be to reach 226% of disparity index for trained and paid teachers between ru baseline of 265% in 2017. The index will be significantly reduced by 39 percent maintained in 2021. This indicator is appropriate to measure the geographic dispar 2016-17 give us an idea of the trend with this indicator as we can observe a decrease fr Thus, the target is achievable given that progress is expected 4 to 5 years after the ba linked to both targets in 2020 and 2021. Furthermore, the program document informs been hired, paid and most of them deployed to rural areas in 2019. It shows that there is and results are attainable. **The standard for adequacy is met for equity.** **Efficiency**: Along the results chain for efficiency, the partners chose to disburse VP fu increase in government paid teachers. Both indicators are appropriate. The first indicato paid teachers from a baseline of 27.5% in 2017 to 50% in 2020. This target is also supp year. Two disbursements are linked to these targets. Given the context, the targe adequate. However, there is risk that the baseline might not be accurate due to the 23 previous program document informs that with the economic crisis and the closing of statistics for repetition and dropout have systematically been reduced. It will be import and, if necessary, reevaluate the baseline with the support of the independent verificatio **The standard for adequacy is met for efficiency.** **Learning Outcomes**: The indicator is 'to establish a national learning assessment sys the first assessment'. The baseline for this indicator is no learning assessment operationalize a national assessment unit by 2020 and produce the results of the first a appropriate and is also included in the PREAT's Result Framework. The program doc has already taken a decree n°*455/PR /MENC/2019 en date du 12 avril 2019* to create

		100). The Government has also hired an international consultant to provide tech administrative aspects of the establishing the unit. **The standard for adequacy is met f** For disbursement on indicators 1.1 and 3 in 2020 based on the statistical yearbook suggests that these payments are only for the initial project which has been effective financing, the disbursement will start in 2021.
5. Reliability of means of verification	Means of verification for the attainment of targets are fully described as part of the justification for the proposed actions, and they are reliable.	**Yes, the program document provides a clear description of the verification proces** informs that the MENPC will produce the results. An independent consultant will be hi validated by the LEG. The GA will manage hire the expert for the independent veri coming from the original program (PREAT). The program has outlined how results will in the case of all indicators. In the case of the dropout rate a share of funding is to be disb in the dropout rate (page 92) while in the case of the assessments, funding is disbursed and hiring of the team to administer the program (page 97). **Conclusion: The standard on reliability of means of verification is met.**
6. Clarity and adequacy of disbursement mechanism	Disbursement mechanisms are clearly described and appear adequate.	**Yes, the disbursement mechanism is clear.** Table 40 on page 101 shows the disburs done in proportion to the progress made on the efficiency and equity indicators. Thes scalable. The timeline for achieving results in such context might be tight given de yearbook but the rules allow disbursement of the VP funding in subsequent years when previously. The disbursement is prorated based on results achieved. The rule is differ as it is linked to the establishment of the learning assessment unit. Also, section 3.6.3 provides details on activities that will be financed on the VP fundi classroom's construction or the training of pedagogical staff under component 1. Over used on the program interventions. **Conclusion: this standard is met.**