

INTEGRATED SAFEGUARDS DATA SHEET CONCEPT STAGE

Report No.: ISDSC1588

Date ISDS Prepared/Updated: 18-Feb-2013

Date ISDS Approved/Disclosed: 01-Apr-2013

I. BASIC INFORMATION

A. Basic Project Data

Country:	Chad	Project ID:	P132617
Project Name:	Chad Education Sector Reform Project Phase 2 (P132617)		
Task Team Leader:	Marie-Helene Cloutier		
Estimated Appraisal Date:	25-Mar-2013	Estimated Board Date:	31-May-2013
Managing Unit:	AFTEW	Lending Instrument:	Specific Investment Loan
Sector(s):	Primary education (80%), Secondary education (20%)		
Theme(s):	Education for all (100%)		
Financing (In USD Million)			
Total Project Cost:	15.00	Total Bank Financing:	15.00
Total Cofinancing:		Financing Gap:	0.00
Financing Source			Amount
BORROWER/RECIPIENT			0.00
IDA Grant			15.00
Total			15.00
Environmental Category:	B - Partial Assessment		
Is this a Repeater project?	No		

B. Project Objectives

The proposed Project Development Objectives are to (i) improve the pupil-to-permanent classroom ratio in targeted basic schools and (ii) increase allocated and engaged learning time in targeted primary and secondary schools.

C. Project Description

Project activities would be structured around four main components.

Component 1: School Infrastructure and Furniture (Preliminary estimated costs: US\$4.5 million)

This component would finance the construction of 100 classroom blocks, latrines and wells and the supply of desks and chairs to furnish the new classrooms. Constructions will be limited to existing schools, which already have at least one permanent classroom, and thus no land will be acquired. Two blocks of latrine will be constructed for every classroom which will ensure that latrines are available for boys, girls and teachers. The first objective of this component would be to improve the pupil-to-permanent classroom ratio in targeted schools, which would be a direct consequence of the constructed classrooms. Furthermore, this component would aim to increase the allocated learning time by reducing the need to cancel classes, start the school year late, or finish it early because of weather-related issues.

Component 2: Teaching Capacity and Means (Preliminary estimated costs: US\$4.5 million)

In order to deliver quality teaching, teachers must have adequate content knowledge and pedagogical skills so as to transmit the appropriate information and use as much of the time spent in the classroom to effectively engage students in relevant learning activities. Furthermore, the availability of appropriate teaching and learning material is likely to facilitate quality education. In Chad, most CTs in primary and lower secondary schools, which represent the majority of the teaching force, are poorly trained and thus likely to have deficient pedagogical skills and content knowledge. In upper secondary schools, although equipped with good content knowledge, teachers often have poor pedagogical skills. Furthermore, textbooks and specialized facilities are scarce. This component would finance the following activities: (i) in-service training of primary community teachers and upper secondary teachers; and (ii) the reproduction and distribution of textbooks in primary schools and the equipment of specialized facilities (computer rooms, libraries, and laboratories) in upper secondary schools. Equipment of specialized facilities will be limited to secondary schools which have available rooms to receive the equipment and thus will not require construction and thus no land will be acquired. However, rooms will need to be rehabilitated.

Component 3: School-Based Management (Preliminary estimated costs: US\$2.5 million)

This component would support interventions aimed at improving school management and strengthening the education system's accountability to the community through the transfers of additional resources to community schools in the form of small grants and public dissemination of grant-financed activities and/or schooling outcomes. It would aim to provide the community with means to improve the quality of education in their school, including increasing teachers' presence and time on task. The component would be implemented on a pilot basis targeting a limited number of schools and their impact would be rigorously assessed.

Component 4: Strengthening Institutional Capacity and Management (Preliminary estimated costs: US\$3.5 million)

In addition to strengthening key capacities in the Ministère de l'Enseignement Primaire et de l'Education Civique (MEPEC) and the Ministère de l'Enseignement Secondaire (MES) to effectively implement, monitor, and evaluate the project (including carrying out the impact evaluation of pilot activities), the component would place a special emphasis on supporting teacher management and inspection capacities of the ministries to promote a rational use of teachers. This component would include four main subcomponents, which include: (i) activities to improve overall teacher management and strengthen the accountability system; (ii) piloting of an alternative mechanism for

paying CTs subsidies; (iii) improvements in and expansion of the responsibilities and activities of inspectors and pedagogical advisers; and (iv) capacity building in project management and monitoring and evaluation.

D. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

The project expects to cover a limited number of regions. The exact location of the schools to be constructed or rehabilitated is not yet known.

E. Borrowers Institutional Capacity for Safeguard Policies

The borrower's institutional capacity for safeguard policies remains weak despite the implementation of PARSET by the Ministry of Education. This project was designed in the same way and prepared and ESMF and EMP to comply with OP/BP 4.01. The level of implementation was weak due mainly to the lack of ownership of the whole chain of the Education sector. The Previous project did not have any large scale negative impact but the capacity was not created. To ensure this ownership and avoid the weaknesses identified during the previous phase, the Implementing Agency (IA) will hire a part-time consultant responsible to implement the project EMP. Appropriate trainings will be organized to create capacity inside the Ministry in charge of Education and also for the Ministry of Environment. The project will also receive guidance from the Bank's environmental and social specialists in the Project team during the preparation and implementing phases. More support may be required to ensure appropriate safeguard policies are in place with regards to the social risks (mainly elite capture and political interference) associated to the project. The Government will update, disclose (in-country and at the Bank infoshop) prior to appraisal the existing ESMF and EMP. The World Bank team will ensure that sufficient resources are provisioned for the safeguards instruments implementation.

F. Environmental and Social Safeguards Specialists on the Team

Lucienne M. M'Baipor (AFTCS)

Emeran Serge M. Menang Evouna (AFTN3)

II. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	This policy is triggered due to potential negative impacts that might occur under activities to be financed in component 1. These impacts are likely to be small-scale and site specific typical of category B projects. At this stage of project preparation, the locations for the schools, water points and Latrines are not known, thus the Environmental and Social Management Framework (ESMF) of the previous Education project will need to be updated, reviewed, approved and disclosed (in-country and at the Bank infoshop prior to appraisal. As the project expects to purchase some equipment for laboratories, the ESMP will provide specific guidance on this to avoid the use of prohibited

		and hazardous products in these schools' laboratories.
Natural Habitats OP/BP 4.04	TBD	The project is not expected to be implemented in or near natural habitats, but this will be confirmed prior to appraisal.
Forests OP/BP 4.36	No	The project does not involve forests or forest management.
Pest Management OP 4.09	No	The project does not involve the use of pesticides or pest management schemes.
Physical Cultural Resources OP/BP 4.11	TBD	The project is not expected to affect or involve physical cultural resources, but this will be confirmed closer to appraisal.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	No	The schools will be rehabilitated or built in public sites. No land acquisition will be required and the project will not finance works which could lead to involuntary resettlement and/or loss of access to resources and livelihoods. The project will ensure that all land where schools are rehabilitated are belonging to the state and have no encroachers.
Safety of Dams OP/BP 4.37	No	N/A
Projects on International Waterways OP/BP 7.50	No	N/A
Projects in Disputed Areas OP/BP 7.60	No	N/A

III. SAFEGUARD PREPARATION PLAN

A. Tentative target date for preparing the PAD Stage ISDS: 30-Mar-2013

B. Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing¹ should be specified in the PAD-stage ISDS:

The specific studies and their timing will be specified in the PAD-stage ISDS.

IV. APPROVALS

Task Team Leader:	Name: Marie-Helene Cloutier	
Approved By:		
Regional Safeguards Coordinator:	Name: Alexandra C. Bezeredi (RSA)	Date: 18-Feb-2013
Sector Manager:	Name: Peter Nicolas Materu (SM)	Date: 01-Apr-2013

¹ Reminder: The Bank's Disclosure Policy requires that safeguard-related documents be disclosed before appraisal (i) at the InfoShop and (ii) in country, at publicly accessible locations and in a form and language that are accessible to potentially affected persons.