



# Project Information Document/ Identification/Concept Stage (PID)

---

Concept Stage | Date Prepared/Updated: 26-Oct-2020 | Report No: 153962

**BASIC INFORMATION****A. Basic Project Data**

Project ID	Parent Project ID (if any)	Environmental and Social Risk Classification	Project Name
P174128		Moderate	Education Emergency Response to COVID-19
Region	Country	Date PID Prepared	Estimated Date of Approval
MIDDLE EAST AND NORTH AFRICA	Djibouti	26-Oct-2020	30-Oct-2020
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Republic of Djibouti	MENFOP	

**PROJECT FINANCING DATA (US\$, Millions)****SUMMARY**

<b>Total Project Cost</b>	3.36
<b>Total Financing</b>	3.36
<b>Financing Gap</b>	0.00

**DETAILS****Non-World Bank Group Financing**

Trust Funds	3.36
Education for All Supervising Entity	3.36

**B. Introduction and Context**

## Country Context

The COVID-19 pandemic is causing profound socio-economic disruption to Djibouti. Djibouti has a population of only an estimated one million, but high geostrategic importance as the regional gateway and logistics hub for the Horn of Africa and military bases for countries including US, China, Spain, France and Japan. The country depends heavily on food imports for domestic consumption and relies on ports for almost 20% of GDP. While international travel has been suspended in and out of Djibouti, cargo flights and ports are still operating, providing an economic and humanitarian lifeline to neighboring countries. The impressive economic growth Djibouti has experienced in recent years is facing adverse effects from the



pandemic. Closing of the port or cessation of cargo would escalate the negative impacts for the Djiboutian economy and other countries in the region. At the same time, the Government of Djibouti is facing falling tax revenues in a situation that requires additional spending to mitigate the health and socio-economic impacts of the COVID-19 crisis.

Djibouti is at high risk of COVID-19 transmission. As of October 26, 2020, the number of cases stands at 5,541 and 61 registered deaths. It is vulnerable not only to imported cases of diseases but also has the potential to spread diseases in the region if not managed and contained first within its borders. The impact will be extensive and exacerbated by the cumulative threats of high debt, weakened public finance, locust infestations and recent flooding. To date, the Government of Djibouti has responded swiftly, preparing the first draft of the Djibouti COVID-19 Preparedness and Response Plan, establishing a crisis committee to coordinate multisectoral COVID-19 efforts and introducing a suite of measures to contain the spread of infection. Continued concerted action by the Government of Djibouti will be needed to address the current crisis, strengthen its disaster preparedness and resilience, avert these shocks placing human capital and the well-being of citizens at long-term risk.

#### Sectoral and Institutional Context

The COVID-19 pandemic is having an unprecedented impact on education, triggering school closures in over 175 countries, affecting over 1.5 billion students. As exemplified during the Ebola crisis, this places additional pressure on education systems, exacerbating already low learning levels and widening inequities. Djibouti took early measures to close all schools and universities from March 23 and has extended the closure until September 2020. These closures combined with the adverse health and economic effects generated by the crisis add to the challenges of an already stretched education system in the short to medium term. Reduced economic activity is likely to increase household poverty and the opportunity costs of education for households. School closures bring a higher risk of early marriage, child labor, violence against children and school drop-out, especially for girls. Lower family incomes, increased food insecurity and a disruption to school feeding programs are expected to contribute to higher levels of malnutrition which in turn hinders learning and child development. Moreover, for vulnerable children, the risk of dropping out increases the longer they are out of school. In Djibouti, refugee students, displaced students (whose number is increasing due to the closure of national borders), students in remote areas as well as special needs children and girls are identified as being at heightened risk of being left behind. School re-opening and plans to postpone high stake end-of-high-school exams to the beginning of the new school year create a risk of COVID-19 transmission and will require careful planning and management.

Over the past two decades, the government has placed education at the center of its development policies, with reforms focusing on improving quality, access and relevance. Access to education at all levels continues to be a major challenge with at least one out of five school age students never having been to school. Learning levels are also low with efforts underway to strengthen assessment against learning standards, modernization of the curriculum and new, more interactive teaching and learning



pedagogies. Accompanying this is an expansion of digital learning, adapted to the context of limited internet connectivity.

In response to COVID-19, MENFOP has built on its existing experience of distance learning to expand programming and ensure continuity of learning for its student population of over 66,000. It has drawn on the expertise and production capacity in TV and radio of the National Education Research and Information Production Center (CRIPEN) to disseminate and develop new content and programs. Distance learning is delivered through multiple-channels aimed at reaching urban and rural students with limited internet access: (a) televised courses for all grades; (b) radio programs; (c) e-learning platforms for secondary students and pre-service teacher training; (d) booklets and paper materials aimed at marginalized areas and refugees. This program is set out in *Le cadre conceptuel des cours télévisés et de l'e-Learning du 16 mars 2020*. To complement this, MENFOP has launched communication campaigns for students and parents to raise awareness of COVID-19 and prevention methods such as hygiene and sanitation with the support of UNICEF. The transition to distance learning has proved challenging as it was introduced at speed with limited possibilities to support teachers and adapt learning content to the different needs of students. It brings an increased risk of exclusion for vulnerable children, such as refugees, children in remote areas and with special needs, compounded by an unfavorable learning environment at home where there is limited access to electricity, radio or television.

MENFOP is looking at ways to turn the crisis into an opportunity to build back better in public schools. Central to this will be improving the quality and access to distance learning as well as strengthening MENFOP's preparedness and resilience to address future waves of COVID-19 or other emergencies, reflecting Djibouti's vulnerability to natural and other disasters. A priority focus will be to ensure children enroll and remain in school, target refugees, girls and other vulnerable groups at heightened risk of dropping out. To mitigate against limited access of vulnerable children to remote learning channels, MENFOP has prioritized the distribution of printed learning materials to students across the five regions. Additional attention will be given to improving the quality and interactivity of distance learning, aligning with emerging research on practices to maximize the impact of remote learning experiences. A "learning from evidence" approach will be adopted through frequent pulse surveys of stakeholders. This will enable MENFOP to generate early data on access to distance learning systems and take an agile approach to adjusting programming that draws on both local experience and global good practice. In addition, MENFOP will continue to collaborate closely with the Ministry of Health and other relevant agencies on preparing for school reopening and procurement of health and sanitation materials.

Development partners including the World Bank, UNICEF, USAID, WFP and UNHCR are seeking ways to repurpose on-going programming in education to support the COVID crisis to the extent possible. Development partners have indicated that new and additional financing for education is considered unlikely given competing objectives, hence the importance of the dedicated GPE grant for COVID-19. To maximize scarce resources, development partners, through the Local Education Group, will collaborate closely to ensure their contribution is harmonized, complementary and in support of government-led priorities. USAID has reprogrammed \$20,000 of an existing project to purchase 15 portable computers to support the teleworking of the staff of the Training Center of the Ministry of Education (CFEEF)



and of the Research, Information and Production Center of the National Education (CRIPEN) to continue working on early grade reading during the confinement period. This will allow the project to meet the deadline of May 31, 2020 for the completion of reading materials for the 2nd year, so that they will be available for the start of the 2020-21 academic year. The reprogramming will also allow technical assistance from CFEEF in the implementation of initial teacher training. USAID will also support the provision of 587 solar radios to low-income households living in rural and peri-urban areas. This activity will also benefit children with disabilities.

#### Relationship to CPF

This emergency response is in line with the World Bank's current CPF and multi-sectoral response to COVID-19. It aligns closely to World Bank's multi-sectoral response to the COVID-19 emergency including a new emergency health program to strengthen the country's health response to the disease, a new emergency budget support operation for early mitigation of economic shocks and a new program to tackle the locust infestation.

The COVID-19 response aligns closely to the transitional Education Sector Plan from 2017-2019 and the newly conducted sectoral analysis. It addresses the principal sector challenges of access, gender disparity and student learning through a focus on learning continuity, addressing inequality and expanding access to and use of higher quality distance learning products.

The COVID-19 response aligns closely to the newly launched World Bank/GPE supported program "Expanding Opportunities for Learning Project" (PRODA - P166059), which is supporting the Government of Djibouti's (GOD) to increase access to basic education, improve teaching practices and strengthen the management capacity of MENFOP.

### **C. Project Development Objective(s)**

#### Proposed Development Objective(s)

The project development objectives are a) to expand access to and improve quality of remote learning and b) strengthen education system resilience to tackle COVID-19 and other crises.

#### Key Results

**PDO Indicator 1.** Number and percentage of students with access to remote learning resources (disaggregated by gender; urban/rural; refugee status).

(a) Number and percentage of students receiving learning kits with printed materials

(b) Number and percentage of students with access to televised learning



(c) Number and percentage of students with access to e-learning

**PDO Indicator 2.** Number and percentage of teachers benefitting from training in remote teaching approaches.

**PDO Indicator 3.** Number and percentage of schools with emergency plans adapted to the local context.

#### **D. Preliminary Description**

##### *Activities/Components*

The project includes three components with a focus on promoting learning continuity during the period of school closures and reopening.

**Component 1: Improving the access to and quality of remote learning.** Supporting learning continuity and increasing inclusion by generating systemic improvements in distance learning are the primary aims of this component. The project will finance: (a) development and broadcast of lessons for TV, lessons for radios, lessons for MENFOP's e-learning platform, including technical support (TA) to strengthen the quality of content and delivery; (b) development, printing and distribution and/or purchase of learning materials (such as booklets, readers) for vulnerable children in all five regions; and (c) professional development for teachers, pedagogical advisors, and inspectors on effective delivery of diverse remote learning approaches. This component will include retroactive financing to printing and distribution activities already undertaken. Televised lessons will be close-captioned to help hearing-impaired students. The televised content will be based on the national curriculum. In vulnerable areas (such as refugee communities, rural areas), local monitors will be engaged as focal points ensure that children are able to access the material and they will also be available to provide pedagogical support and respond to questions.

**Component 2: Supporting healthy and safe re-opening of schools.** This component is centered on ensuring schools open safely with a package of activities in place to promote student well-being, enrolment and retention and to address the heightened risk of drop-out of vulnerable groups including girls and children with disabilities. The project will finance (a) the rehabilitation of latrines and improvement of WASH infrastructure to improve school hygiene[1]; (b) psycho-social support programs to address well-being of children, parents and teachers; (c) communication campaigns for parents and students to prevent disease transmission, and targeted back-to-school campaigns to motivate vulnerable students at high risk of drop-out; (d) protection of vulnerable groups of children and young people through school meals programs and/or take-home rations for girls to encourage their re-enrollment for students in rural areas, (e) literacy support to refugee students and families; (e) roll-out of refresher lessons to cover missed content; and (f) provision of school kits for vulnerable students (students outside of Djibouti/rural areas and refugee students) in primary grades. MENFOP will also undertake a learning diagnostic of all children at the start of school re-opening to determine the extent of learning loss and need for refresher courses.



**Component 3:** Strengthening resilience of the education sector to respond to emergencies. This component is designed to build the long-term capacity and resilience of the sector in use of digital learning with a long-term view to strengthen the self-learning abilities of students in case of further COVID-19 related schools closures or other emergencies. Activities to be financed include (a) capacity building in emergency planning and management at the level of MENFOP, regional offices, and schools, (b) purchase of educational hardware and software for use in schools located in disadvantaged zones[2]; (c) equipment and minor rehabilitation of pedagogical resource centers (CRP) in the regions to strengthen their capacity to respond to learning needs and local emergencies, (d) strengthening the capacity of educational television channel through the provision of equipment and training, and (d) school internet connections.

### Environmental and Social Standards Relevance

#### E. Relevant Standards

ESS Standards		Relevance
ESS 1	Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10	Stakeholder Engagement and Information Disclosure	Relevant
ESS 2	Labor and Working Conditions	Relevant
ESS 3	Resource Efficiency and Pollution Prevention and Management	Relevant
ESS 4	Community Health and Safety	Relevant
ESS 5	Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
ESS 6	Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7	Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
ESS 8	Cultural Heritage	Relevant
ESS 9	Financial Intermediaries	Not Currently Relevant

### Legal Operational Policies

Safeguard Policies	Triggered	Explanation (Optional)
Projects on International Waterways OP 7.50	No	
Projects in Disputed Areas OP 7.60	No	



Summary of Screening of Environmental and Social Risks and Impacts

The project environmental and social risks are rated as Moderate as the potential adverse risks and impacts on human populations and/or the environment are not likely to be significant and can be easily mitigated in a predictable manner, low in magnitude and site-specific. The project activities will involve small civil works interventions within the facilities of existing schools and will thus generate impacts associated with small civil works (i.e. dust, vibration, waste). The project will also generate a small quantity of generic and electronic wastes during exploitation. Key social risks associated with the project include the possible exclusion of disadvantaged and vulnerable groups from the benefits of the project, such as disabled children or students without access to internet, the transversal risks of exposure of SARS-Cov-2 during project activities and moderate risks associated with sexual abuse and harassment. The Environmental and Social Management Framework (ESMF) prepared under the ongoing project, Expanding Opportunities for Learning project (P166059), will be updated within two months after project effectiveness to include the Emergency project activities, additional risks and impacts and mitigation measures. The ESMF will include: measures to ensure that disadvantaged and vulnerable students can access to project benefits (such as universal designs), environmental and social (E&S) management templates and relevant provisions to be incorporated into the bidding documents and civil works contracts, sanitary measures to prevent the spread of SARS-cov-2, and prevention and mitigation measures to prevent the risk of sexual abuse and harassment. The ESMF will also include Environmental Health and Safety guidelines for food handling, the management of schools' latrines, and water points. The Labor Management Procedures (LMP) and the Stakeholder Engagement Plan (SEP) of the existing education project will also be updated to take into account the activities of the emergency project.

**CONTACT POINT**

**World Bank**

Contact :	Samira Halabi	Title :	Senior Education Specialist
Telephone No :	5220+33044 /	Email :	shalabi@worldbank.org

**Borrower/Client/Recipient**

Borrower : Republic of Djibouti

**Implementing Agencies**

Implementing Agency : MENFOP

Contact :	MOHAMED ABDALLAH MAHYOUB	Title :	Secrétaire Général au Ministère de l'Education nationale et
Telephone No :	25377817006	Email :	mohamedabdallahmahyoub@gmail.com





**FOR MORE INFORMATION CONTACT**

The World Bank

1818 H Street, NW

Washington, D.C. 20433

Telephone: (202) 473-1000

Web: <http://www.worldbank.org/projects>