Project Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 23-Jun-2020 | Report No: PIDA29494

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Project Name	Parent Project ID (if any)
Ethiopia	P174206	Ethiopia: COVID-19 Education Response Project	

Region	Estimated Appraisal Date	Estimated Board Date	Practice Area (Lead)
AFRICA	05-May-2020	09-Jul-2020	Education

Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Federal Democratic Republic of Ethiopia	Ministry of Education	

Proposed Development Objective(s)

Maintain students' learning during school closures in response to the COVID-19 pandemic and after school re-openings, and enable education system recovery and resilience

Components

Component 1. Maintaining learning trajectories and safety during school closure
Component 2. Supporting readiness for school reopening and mitigating learning loss
Component 3. System-level resilience and project coordination

The processing of this project is applying the policy requirements exceptions for situations of urgent need of assistance or capacity constraints that are outlined in OP 10.00, paragraph 12.
Yes

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

Total Project Cost	14.85
Total Financing	14.85
of which IBRD/IDA	0.00
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	14.85
EFA-FTI Education Program Development Fund	14.85

Environmental and Social Risk Classification

Moderate

Decision

Other Decision (as needed)

B. Introduction and Context

1. The COVID-19 pandemic threatens education progress worldwide through two major shocks: (1) the near-universal closing of schools at all levels, and (2) the economic recession sparked by the pandemic-control measures. Without major effort to counter their effects, the school closings shock will lead to learning loss, increased dropouts, and higher inequality; the economic shock will exacerbate the damage, by depressing education demand and supply as it harms households; and together, they will inflict long-run costs on human capital and welfare. But if countries do move quickly to support continued learning, they can mitigate the damage and even turn recovery into new opportunity.

2. The first case of COVID-19 was recorded in Ethiopia on March 13, 2020 and as of June 17, 2020 there were 3,759 confirmed cases and 63 confirmed deaths from the disease. A state of emergency was declared on April 8th and parliamentary and presidential elections planned for August have been postponed indefinitely. The disruption and loss of livelihood resulting from the pandemic has exacerbated existing strains resulting from the refugee and IDP crises and severe loss of agricultural output as a result of locust swarms in early 2020.

3. The World Bank Group is supporting the Government's overall COVID-19 response through the Ethiopia COVID-19 Emergency Response (P173750, US$82.6 million), which aims to prevent, detect and respond to the threat posed by COVID-19 and strengthen national systems for public health preparedness in Ethiopia; the International Monetary Fund has also agreed to provide US$411 million in emergency assistance to help the country meet the urgent balance of payment needs stemming from the pandemic, as well as debt service relief.

4. The Government of Ethiopia's response to the COVID-19 pandemic included the indefinite closure of all schools on March 15, 2020, impacting more than 26 million students. Provision of alternative teaching, through remote means, is essential to minimize loss of learning and maintain student engagement during the period of school closure. Low levels of access to digital media among the population (an estimated 38 percent of households in Ethiopia lack access to radio, TV or cellphone service) pose challenges to the provision of remote learning. Furthermore, low standards of connectivity between woreda, regional and national levels pose challenges for rapid and effective coordination

between officials, necessary for a robust emergency response. In addition, low levels of availability of adequate handwashing and hygiene infrastructure and materials at schools pose a risk of resurgence of COVID-19 infections when schools reopen; additional capacity is also required among teachers for accelerated learning following the reopening of schools to support students to catch up lost learning time.

Country Context

5. Ethiopia is a large, landlocked, and diverse country with a population of over 99 million and more than 90 ethnic and linguistic groups. Its population, with an annual growth rate of 2.5 percent, is expected to reach 130 million by 2025.

6. **Ethiopia's strong economic growth over the past decade has helped to achieve impressive progress in social and human development that is important to sustain.** The poverty headcount ratio declined from 29.6 percent in 2010/11 to 23.5 percent in 2015/16. To realize national aspirations for attaining lower middle-income country status by 2025, enhanced human capital will be needed to drive economic development. In 2015, the Government launched its latest development strategy, the Second Growth and Transformation Plan (GTP II). A central objective of GTP II is to accelerate structural transformation through enhanced productivity and production in several key sectors including industry (particularly manufacturing), improve physical infrastructure and build human capital, the critical requirements for becoming a hub for light manufacturing.

7. **Despite the impressive gains, significant headwinds to growth and socio-economic transformation remain.** Ethiopia is at the center of multiple humanitarian emergencies and at a very vulnerable position threatening children's survival, well-being and exposure to harm and abuse. In particular, the country has large populations of internally displaced persons (IDPs - 1,733,628 as of December 2019, of which around 30 percent are of school age) and refugees (762,000 as of April 2020 , of which around 35 percent are of school age) who face particular challenges of vulnerability and access to services.   On the other hand, Ethiopia is at high risk of transmission of the coronavirus (COVID 19) and the pandemic poses serious economic and public health threats to Ethiopia. Poverty incidence is expected to worsen as nearly half of the population would fall into extreme poverty under acute and protracted economic downturn and prolonged pandemic duration. Moreover, the government will face declining tax revenues in an environment requiring additional spending to mitigate the public health crisis and this in turn will exacerbate the damage on other sectors by shrinking the budget heading to those sectors.

Sectoral and Institutional Context

8. **Ethiopia's basic education system has made rapid progress in recent years, but challenges remain.** A child born in Ethiopia will be 38 percent as productive as an adult as she could be if she enjoyed complete education and full health, according to the World Bank's Human Capital Index, in which the country ranks 135th out of 157 countries. As of 2017/18, while 88 percent of enrolled students remain in school until grade 5, the primary completion rate (PCR) in grade 8 is only 57.7 percent. In learning-adjusted years, which consider both attainment and learning, an Ethiopian child can expect to complete only 4.5 years of learning. Moreover, over 3 million school-aged children are estimated to be out of school and are excluded from learning. There are persistent low learning outcomes, and 90 percent of children at 10 cannot read or write a simple sentence.

9. **This overall poor performance masks significant inequity:** girls' dropout rates are consistently higher than boys', and only 56 percent of female students complete grade 8, versus 59 percent of boys. Issues of equity are particularly severe in several emerging regions, home to Ethiopia's pastoralist communities. While 80 percent of enrolled students in Addis Ababa survive to grade 5, the proportion in Gambella and Afar regions, for example, were 49 percent and 29 percent respectively, as of 2016/17. These disparities reflect inequities in service provision, with levels of textbooks, classrooms and staffing per student varying considerably between regions. In addition, large populations of refugees (758,000 as of March 2020) and internally displaced persons (3.1 million as of July 2019), many housed in emerging regions, face further challenges in equitable access to schools and inequitable learning outcomes.

10. **Temporary school closures due to COVID-19 may lead to permanent drop-out of children from vulnerable households**, especially in rural areas where early drop-out is common even in ordinary circumstances. Girls are more likely to permanently leave the schooling systems after a disruption than boys, and teenage pregnancy rates can be expected to increase. The long-term impacts of lost months of schooling and nutrition will be particularly severe for children in poor families, adversely affecting their human capital development and earning potential, presenting an urgent need for efforts to support and encourage re-enrollment once schools reopen.

11. **In addition, inadequate availability of handwashing and hygiene infrastructure and materials at schools pose a risk of resurgence of COVID-19 infections when schools reopen**. Only 27 percent of primary schools, and 84 percent of secondary schools, have a water supply. Only 79% of primary schools have toilets, and 96% of secondary schools, and a large minority are traditional toilets.[1] The One WASH—Consolidated Water Supply, Sanitation, and Hygiene Account Project (P167794), is expected to construct advanced WASH facilities at 1,370 schools by 2025 as part of a US$45 million investment in WASH at school and health facilities; however, in the short term, there is a need for rapid provision of low-cost COVID-19 specific WASH and health materials including cleaning materials, water transportation, face masks, thermometers and first aid kits.

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

To maintain students' learning during school closures in response to the COVID-19 pandemic and after school re-openings, and enable education system recovery and resilience.

Key Results

13. Project Development Objective (PDO) Level Indicators:

- School age children with access to COVID-19 distance/homebased learning programs (%, broken down by gender).
- School age children previously enrolled in grant-supported schools who return to school once the school system is reopened (%, broken down by gender)

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[1] 34% of primary and 23% of secondary toilets are traditional rather than improved toilets.

D. Project Description

14.   The Ethiopia GPE COVID-19 Education Response is being prepared as a new project, with an objective to maintain continued learning during school closures and after school re-openings and education system recovery and resilience. The grant financing is in the amount of US$15 million, including supervision fees of US$150,000, expected to be financed from an allocation from the Global Partnership for Education COVID-19 Accelerated Funding Window over an 18 months implementation period. The proposed project activities are intended to mitigate the impact of COVID-19 on the education system and help recovery when schools reopen. The project will have three components (with subcomponents), and below is a brief explanation.

A.   ***Component 1. Maintaining learning trajectories and safety during school closure***: This component supports activities to maintain learning during the closure of schools through provision of distance learning, as well as communication regarding the COVID-19 pandemic and the reopening of schools. The component has two subcomponents:

- ***Sub-Component 1A: Remote Learning.*** The MoE's COVID-19 Emergency Response Plan includes extensive support to distance learning to maintain student learning trajectories during school closures. The project will support regional localization of distance learning materials, to be broadcast employing existing Government radio and TV infrastructure, to support continuity of learning during school closure, with a focus on reaching the most vulnerable, in particular girls and children with special needs, including through delivery of printed learning packets to students without access to radio.

- ***Sub-Component 1B: Communication***. Distance learning activities are unlikely to reach all students without concerted effort to communicate their availability and support access. This subcomponent supports communication around the availability of, and how to access distance learning resources, as well as additional messaging on safety and awareness of COVID-19, GBV, and disabilities, and psychosocial support for students. The subcomponent also supports improved communication between teachers and students during school closures.

B.   ***Component 2: Supporting readiness for school reopening and mitigating learning loss***. This component supports accelerated learning activities to enable 'catching-up' of lost learning in the months immediately following the reopening of schools, including targeted remedial support to low-performing and vulnerable students; in addition to support to sanitation and facilities in schools. The component has two subcomponents:

- ***Sub-Component 2A: Support to catch-up learning***. No matter the effectiveness of distance learning strategies, learning loss during school closures is inevitable and likely to disproportionately impact the poorest. This component supports accelerated learning and remedial support for catch-up learning through preparation of guidelines and support to teachers.

- ***Sub-Component 2B: Enhancing hygiene and prevention of disease in schools.*** The reopening of schools is unlikely to be successfully conducted, and would be imprudent, without efforts to enhance standards of cleanliness and hygiene in schools. Only 35 percent of schools in SNNP region, and 15 percent in Somali region, have a functioning clean water supply, and only 83 percent of schools have toilets. This component will support investments and guidance to schools to ensure safe environments for students and teachers, likely to including, water transportation, disinfectants and sanitizing materials, and face masks, as well as support to community monitoring of hygiene in schools.

C.   ***Component 3. System-level resilience and project coordination.*** This component supports system-level capacity to respond to emergencies and monitor the functioning of schools through support to supervision capacity at regional and local levels. The component will also support overall project management, coordination and communication, including preparation and execution of the 18 months' work plan and budget (AWP&B), and procurement plan; monitoring of the results framework and quarterly reporting; facilitate project communication and ensure compliance with fiduciary and safeguards requirements.

Legal Operational Policies	
	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Assessment of Environmental and Social Risks and Impacts

15. The project activities can have significant positive environmental and health outcomes as the provision of safe sanitation and hygienic conditions is essential for protecting human health during infectious disease outbreaks including COVID-19. However, these benefits can be realized by safely managing water and sanitation services, and by applying good hygiene practices. The COVID-19 emergency response efforts demand the availability of safely managed sanitation systems such as improved latrines or toilets. Any failure to apply good sanitation and hygiene practices can have significant repercussions in the fight against COVID-19. This is because poor management of water supply, sanitation and hygiene (WASH) services may lead to COVID infections, transmission of the disease from the schools that will be used as a Quarantine centers and selected Level 1 Schools to communities and exacerbate the outbreak and the spread of COVID-19.

16. The client may apply chemicals for disinfection purposes. Despite their disinfectant and antiseptic functions, these chemicals, if used improperly, may lead to accidents and could pose risks to public health. Hence, taking appropriate precautionary and protective measures will be necessary while applying disinfectants. Targeted enhancements to Information Communication Technology (ICT) infrastructure could lead to an increase in e-waste in the long run. Given that the client has limited capacity to enforce the precautionary mitigation measures, the potential risks could be considerable unless: i) appropriate environmental and social risk management instruments are prepared and implemented; and ii) training and capacity building activities are planned and implemented.

17. The proposed project is not expected to lead to significant social risks and impacts. The key challenge is to ensure that no pupils or students are excluded by design and that the project ensures inclusive approaches; a challenge above all for students residing in pastoralist woredas and emerging regions as well as people in remote areas. The project will also have to ensure gender-equity in the provision of project benefits. The project will not require any land acquisition or lead to involuntary resettlement or lose of people's income. In summary, the main social risks of the project include: (i) social exclusion of beneficiaries in remote areas and the pastoral community, people with disabilities, and/or girls; (ii) insufficient community engagement, elite capture, and social tension; and (iii) gender-based violence. A challenge will also be effective monitoring and supervision as well as grievance redress.

18. To reduce and mitigate potential environmental and social risks and impacts, the Ministry of Education will prepare an Environment and Social Management Framework (ESMF). The client, as part of the ESMF, will

prepare Labor Management Procedures (LMP) assessing risks, regulations, and risk management measures for the different types of workers relevant for the different project component. Further, the client will conduct a social assessment with a focus on the most vulnerable people and people living in the pastoral and remote areas. Moreover, the client will update the Stakeholder Engagement Plan prepared prior to appraisal. All the mentioned documents need to be finalized within one month after effectiveness.

19. Given the restrictions imposed on public gatherings and meetings, the client will do the necessary planning to ensure that stakeholder engagement and consultation activities fully comply with local COVID-19 behavior protocols while enabling meaningful communication, consultation, and discussion. In this regard the client will update the draft stakeholder engagement plan that was prepared during project preparation. The updated stakeholder engagement plan should specify where and how the stakeholders affected by the project or related to it can be reached, and which resources are required to enable their meaningful participation. The Borrower will ensure that effective stakeholder engagement is in place and communities are appropriately informed in culturally appropriate manner with provisions included in the SEP.

20. The project will use, and if necessary adapt, the grievance arrangements established for GEQIP-E and ensure that the GRM has been made publicly available to receive and facilitate resolution of concerns and grievances in relation to the Project, consistent with Environmental and Social Standard (ESS) 10, in a manner acceptable to the Association.

E. Implementation

Institutional and Implementation Arrangements

21. Like the Ethiopia GEQIP-E, the project implementation will be mainstreamed into the government education management system. At the Federal level, the Program will be implemented by the MoE and MoF. The MoE will serve as the Executing Agency and will have overall responsibility for policy guidance and oversight for Program implementation. The Planning and Resource Mobilization Directorate (PRMD) of the MoE will be the main implementing agency with the task of preparing the Annual Work Plan and Budget (AWPB) and carrying out the Program activities, with the support of MoE directorates and agencies, and REBs. The existing GEQIP-E Program Steering Committee (PSC) will oversee the coordination, monitoring, and implementation of the Program. A Program Coordination Office (PCO) of GEQIP-E, which is under the PRMD will be responsible for day-to-day implementation and coordination of Program activities across MoE directorates and agencies, and REBs. Channel One Programs Coordination Directorate (COPCD), responsible for programs/projects financed by the World Bank, under MoF will be responsible for financial coordination of the Program's finances, and consolidation of financial reports of Regional Bureau of Finance and Economic Development (BoFEDs), Zonal offices of Finance and Economic Development (ZoFEDs) and Woreda offices of Finance and Economic Development (WoFEDs).

22. At the regional level, in each of Ethiopia's nine regions and two city administrations, the Program will be implemented by REBs and BoFEDs. REBs have responsibility for overseeing all regional and sub-regional program implementation, including CTEs and woredas. REBs report to MoE's PRMD. At the woreda level, the Program will be implemented by Woreda Education Offices (WEOs), WoFEDs, and schools. WEOs have responsibility for monitoring the Program's implementation in schools and report to REBs. Some Regions also have Zonal Education Offices (ZEOs) and ZoFEDs with oversight of Woreda-level implementation on behalf of the regional

administrations. At the school level, where most of the Program's expenditures are incurred, school management will be responsible for managing all school-level activities and the Parent-Student- Teachers Associations will have a monitoring role. Cluster Resource Centers in the field will provide training, management and monitoring support to schools.

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