



# Concept Environmental and Social Review Summary

## Concept Stage

### **(ESRS Concept Stage)**

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**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Djibouti	MIDDLE EAST AND NORTH AFRICA	P174128	
Project Name	Education Emergency Response to COVID-19		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing		10/30/2020
Borrower(s)	Implementing Agency(ies)		
Republic of Djibouti	MENFOP		

Proposed Development Objective

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.

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>3.36</b>

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

Yes

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

The proposed project aims to promote learning continuity for students who have suffered from the COVID-19 school closures in Djibouti. Its main objectives are : (a) expanding access to and improve quality of remote learning; and (b) strengthening the education system by fostering resilience to COVID-19 and to other shocks. The Project will be financed by a recipient-executed grant of US\$3.36 million from GPE’s COVID-19 Accelerated Funding Window and is expected to be implemented over an 18-month period.

Component 1 will improve access and quality of remote learning by strengthening distance learning and inclusion for students in primary and lower secondary school.



Component 2 will support a healthy and safe re-opening of schools. This component will ensure that schools can open safely after the lifting of COVID-19 restriction, with a package of activities in place that promote student well-being, enrolment and retention. In addition, this component will address drop-out risks of vulnerable groups, including girls and children with disabilities. It will include the rehabilitation of latrines and improvement of WASH infrastructure to improve school health.

Component 3 will strengthen the resilience of the education sector in the country and will enhance its capacity to respond to future emergencies. More specifically, this component will build the long-term capacity and resilience of the sector through digital learning in case of COVID-19 schools closure or other emergencies.

#### **D. Environmental and Social Overview**

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

Djibouti is characterized by a desert climate with sporadic rainfall. The climate change and disaster screening instrument reveals that the country is extremely vulnerable to climate risks such as flooding and extreme weather events. The dry season can be very hot with temperatures generally above 40 ° C with implications on environmental challenges and on water scarcity. Scarcity and poor quality of water resources, particularly in Djibouti city, is a severe constraint for the population and its health. The small-scale rehabilitation of school facilities (water points, latrines) will mitigate some of these climatic constraints in the education sector.

Djibouti's education system is currently not on track to meet the Millennium Development Goals (MDGs) although Djibouti has achieved some progress in expanding access to education. About 70 percent of the total population is illiterate, and the rate goes up to 85 percent when it comes to women. There are huge inequalities in access to education by regions, gender, and income levels. According to the preliminary findings of the 2018 household survey, enrollment rates in primary education is 74 percent, with 46 percent for girls. The gender gap widens during the secondary education years. Enrollment rate in lower-secondary school is 63 percent. The Out of School Survey conducted by MENFOP in 2019 reveals that 18 percent of girls are not attending secondary school (compared to 13 percent for boys). The rate goes up to 47 percent in rural areas (compared to 31 percent for boys).

According to the United Nations High Commission for Refugees (UNHCR) records, in February 2019 the country hosted 29,214 refugees and asylum seekers as well as a significant population of economic migrants and pastoral nomads (for which population estimates vary). There are four groups of refugees: Somalis (43 percent, Yemenis (16 percent), Ethiopians (36 percent) and Eritreans (3 percent). There are refugee camps (called villages) that host 80 percent of the refugee population: two for Somalis in the south of the country and one in the north for Yemenis. In 2017, a new National Refugee Law came into force and decrees were enacted that ensure the integration of refugees into national systems such as health, education and the labor market. Activities under this project are expected to benefit also the refugee populations.

#### **D. 2. Borrower's Institutional Capacity**

The Ministry of Education and Professional Training (MENFOP is its acronym in French), at the national level, has the overall project preparation and implementation responsibilities. The project management unit (PMU) currently implementing another project under the ESF, "Expanding Opportunities for Learning Project" (P166059), will carry out the planning, preparation and execution of the various activities of the Project.



MENFOP has nominated an environmental and social focal point for the Expanding Opportunities for Learning Project (P166059). However, the stakeholder engagement focal point and the E&S focal points at the regional/educational establishment levels have not yet been designated. The regional/educational establishments focal points play an important role in monitoring the implementation of E&S aspects and stakeholder engagement activities in the field, including supervising the mitigation measures implemented by the contracted companies for the rehabilitation works, and drafting periodic reports to the central E&S focal point.

However, MENFOP’s capacity to manage E&S risks remains limited, especially at the regional level. The ESCP will incorporate an adequate E&S capacity-building and training measures.

## II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

### A. Environmental and Social Risk Classification (ESRC)

Moderate

#### Environmental Risk Rating

Moderate

The key environmental risks and impacts of the project are predictable, temporary, reversible, of low magnitude and site-specific. The project as currently designed is not complex. The project activities will involve small civil works interventions within the facilities of existing schools and will also generate a small quantity of electronic wastes during the implementation of activities under component 3. Occupational and Community Health and Safety and small scale construction solid waste generation during latrines construction/rehabilitation and the preparation of school meals are the key risks anticipated at this project preparation stage. The project is rated 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.

#### Social Risk Rating

Moderate

The key social risk associated with the project are considered moderate and they mainly consist in failure of Project benefits to reach poor and vulnerable students, such as those living in the rural areas (in particular rural girls), refugee children and their families, and children with disabilities. Risks of exclusion have been to a great extent mitigated by project design and planned activities under component 2, such as through the financing of school meals programs, take-home rations for girls to encourage their re-enrollment, the distribution of refresher lessons to cover missed content, and the provision of school kits for refugee children. The project will only finance minor rehabilitation civil works and will not generate labor influx. The Sexual Abuse and Exploitation (SEA) screening tool has been applied and the risks are expected to be moderate. However, the risk of propagation or contraction of Covid-19 as a result of project activities has been identified as a transversal risk.

### B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

#### B.1. General Assessment

##### ESS1 Assessment and Management of Environmental and Social Risks and Impacts

##### **Overview of the relevance of the Standard for the Project:**

The project activities will include some small civil works interventions (supporting the rehabilitation of latrines and improvement of WASH infrastructure) and will support the digitalization for school use, which may generate risks and



impacts that are mainly linked to the construction phase. The key anticipated environmental risks associated to the project are those related to Occupational Health and Safety risks, Community Health and Safety, solid waste generation, noise and vibration, wastewater discharges and dust, and hygiene safety management. The project will also generate small scale of electronic waste that are mainly related to the activities under component 3 designed to support the purchase of hardware and software's for school use.

The project is expected to generate positive social outcomes, such as improving the public schools' capacity to provide for a continuous education during the pandemic through remote learning. The project also aims at providing targeted services to the poor and most vulnerable student populations that do not have access to the Internet through the preparation and distribution of teaching materials. The project entails moderate social risks, such as the potential exclusion of vulnerable students due to poor targeting and ill-adapted activities. These may include students who live in poor areas that are not connected to internet or disabled students. Another key risk is the unintended propagation of Covid-19 as a result of project activities. There are potential risks of sexual abuse and exploitation and sexual harassment, although these risks are expected to be low to moderate.

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 relevant additional risks/impacts and mitigation measures. The ESMF will include environmental and social provisions to be incorporated into the bidding documents and civil works contracts. Special attention will be given to the provision of separate sanitation facilities for boys and girls and to universal access for children with physical disabilities. For site-specific civil work activities, the ESMF will provide an ESMP template that will guide the implementing agency during project implementation. In addition, the ESMF will incorporate detailed Guidelines for efficient Environmental Health and Safety for managing schools' latrines, food handling and water points to insure the construction and operation of these facilities comply with international norms and standards.

The updated ESMF will describe the eligibility criteria for students for benefitting from project activities, will propose materials suitable to vulnerable students that may not have access to technology or internet, or who may have physical disabilities. The updated ESMF will include sanitary measures to minimize the risks of propagating COVID-19 during the implementation of project activities, both in terms of exposing the community or project workers to the virus, in line with the WHO guidelines and the Presidential decree N° 2020-080/PR/PM. Mitigation measures will include the provision of handwashing stations, obligation of respecting social distancing measures and wearing masks. The existing Labor Management Procedures (LMP) and Stakeholder Engagement Plan (SEP) will also be updated.

MENFOP will also develop and implement an Environmental and Social Capacity building plan that includes a clear timeline and budget.

This small GPE-financed grant is applying emergency procedures (paragraph 12) to quickly provide much needed financial resources to ensure continuity of learning for all students during school closure as a response to the pandemic. According to GPE rules, the grant must be disbursed in 18 months. Deferral of the instruments will allow MENFOP to commence procurement of key inputs within the time frame of the project duration.

**Areas where “Use of Borrower Framework” is being considered:**

The Borrower Framework is not being considered for this project.



### **ESS10 Stakeholder Engagement and Information Disclosure**

Key project stakeholders include beneficiary students and their parents, the Ministry of Education, teachers and school administrative personnel. Vulnerable stakeholders include the refugee student population, female students, in particular in rural areas, students who are from households below the national poverty level and disabled students. Other affected parties include representatives from civil society, the public at large and other Ministries, such as the Ministry of Health.

A preliminary Stakeholder Engagement Plan (SEP) specific to the emergency activities will be prepared and will be used initially. Within two month following the project effectiveness, the PMU will update the preliminary SEP and consolidate it with the SEP from the ongoing project Expanding Opportunities for Learning (P166059) into a single document, which will be implemented throughout the project life cycle. In addition to disseminating and engaging stakeholders about the environmental and social risks associated with the project, the SEP will also include a communication campaign for parents and students to prevent infection from COVID-19, and targeted back-to-school campaigns to motivate students at high risk of drop-out to pursue avenues of remote learning. Finally, the SEP will also include a project-level grievance mechanism to respond to public inquiries and concerns.

### **B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

#### **ESS2 Labor and Working Conditions**

Project workers include civil servants working for the Ministry of Education, contracted workers to support the remote learning curriculum and software development and local labor (ex. manual labor, masons, electricians, painters and plumbers) for the rehabilitation of latrine and wash facilities. Labor influx is not expected.

Occupational health and safety (OHS) risks are expected to be low to moderate. However, the risk of contraction and propagation of Covid-19 as a result of project activities is a reality that requires careful mitigation measures.

The PMU of the Ministry of Education has already prepared a labor management procedures (LMP) for the ongoing Expanding Opportunities for Learning project (P166059). The LMP sets out the way project workers will be managed in accordance with the requirements of national laws and ESS2. The LMP includes requirements for: working conditions and terms of employment; nondiscrimination and equal opportunity; worker’s organizations; child labor and minimum age; forced labor; grievance mechanisms; maintenance of training records and documentation and reporting of occupational accidents, diseases and incidents, emergency prevention and remedies for injuries, disability and disease. This LMP will be updated to include mitigation measures to prevent the spread of Covid-19. The Ministry of Education will incorporate the requirements of the updated LMP into contractual agreements with contractors together with appropriate noncompliance remedies.

#### **ESS3 Resource Efficiency and Pollution Prevention and Management**

The project may present risks and impacts linked to the management of construction waste, dust emission, noise and vibrations during rehabilitation works. Provisions for risk mitigation during construction will be included in the



bidding documents, ESMPs prepared, including by contracted firms, and implemented before the start of and during the rehabilitation. Other Risks/impacts are linked to the management of solid and electronic wastes and water discharge pollution from latrines. The updated ESMF will assess all these risks/impacts and propose the relevant mitigation measures that will be incorporated in the ESMP template.

#### **ESS4 Community Health and Safety**

Communities health and safety risks associated with this project are expected to be moderate. Typical risks associated with the rehabilitation and improvement of WASH facilities and latrines (dust, noise and vibrations) are expected to be moderate and easily mitigated. The project is not expected to generate labor influx as the contractors are expected to use a small number of local workers.

The risks of exposing community residents to COVID-19 as a result of project activities will require health and sanitary mitigation measures to be included in the revised ESMF. The project has been screened for risks of sexual exploitation and abuse and sexual harassment, which have been deemed as moderate. Preventative and mitigation measures to minimize such risks will also be integrated into the updated ESMF. As for security personnel, since they will not be used for the implementation of the emergency education project nor the ongoing education project, this risk is not considered to be relevant to this project.

As part of the ESMF, specific Guidelines will be prepared regarding hygiene and health of school children and other users in canteens (in the case of the preparation of meals for students) and latrines (cleanliness) to insure that facilities comply with international norms and standards. A canteens' disinfection program will be prepared and personnel protective equipment (PPE) provided to students, teachers, janitors, and administrative personnel while using the school facilities or distributing the material for remote learning. The Project will also apply the concept of universal access where technically and financially feasible to take in account the needs of disabled or limited mobility people accessing the rehabilitated facilities. The updated ESMF will assess all these risks/impacts and propose the relevant mitigation measures that will be incorporated in the ESMP template. Health and safety measures around WASH facilities to prevent the spread of COVID-19 and minimize incidents of sexual harassment and sexual exploitation and abuse will also be integrated into the ESMF.

#### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

This standard is not relevant for the proposed project interventions.

#### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

This ESS is not expected to be relevant to this project. The project is not allowing interventions in natural critical habitats or sensitive ecosystems. Despite the fact that the project will support the provision of meals to encourage student participation, it is not anticipated that food that will be used in this activity originates from areas where there is significant degradation of natural or critical habitats.

#### **ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**



There are no communities in Djibouti that fulfill this ESS' definition of indigenous people.

**ESS8 Cultural Heritage**

The standard is relevant as the project will involve minor earth movement during the school latrines construction which will take place in-situ of existing facilities. It is not anticipated that the project activities will generate adverse impacts on tangible and intangible heritage. The project activities will ensure that Djibouti cultural heritage as defined under this ESS is preserved. The ESMF will include a chance find procedure to be followed during project implementation.

**ESS9 Financial Intermediaries**

There is no financial intermediary involved in this project.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways** No

**OP 7.60 Projects in Disputed Areas** No

**III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE**

**A. Is a common approach being considered?** No

**Financing Partners**

The common approach is not being considered.

**B. Proposed Measures, Actions and Timing (Borrower's commitments)**

**Actions to be completed prior to Bank Board Approval:**

Adopt and disclose the Environmental and Social Commitment Plan (ESCP) and the preliminary Stakeholder Engagement Plan (SEP)

**Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):**

- \* MENFOP will designate focal points for the ESMF implementation at the school establishments benefitting from the project - Two months after project effectiveness.
- \*MENFOP will update and implement the Environmental and Social Management Framework (ESMF) of Expanding Opportunities for Learning Project (P166059) to integrate the environmental and social risks and impacts of the Emergency Project and their appropriate mitigation measures -Two months after project effectiveness.
- \*MENFOP will update and implement the Labor Management Procedures (LMP) of Expanding Opportunities for Learning Project (P166059) to include the activities of the emergency project and the relevant risks and mitigation measures - Two months after project effectiveness.



\*MENFOP will update and implement the Stakeholder Engagement Plan (SEP) of Expanding Opportunities for Learning Project (P166059) based on the preliminary SEP prepare for this specific project - Two months after project effectiveness.

\*MENFOP will put in place and operate a grievance redress mechanism for the project.

**C. Timing**

**Tentative target date for preparing the Appraisal Stage ESRS**

30-Nov-2020

**IV. CONTACT POINTS**

**World Bank**

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**Borrower/Client/Recipient**

Borrower: Republic of Djibouti

**Implementing Agency(ies)**

Implementing Agency: MENFOP

**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

Task Team Leader(s):	Samira Halabi
Practice Manager (ENR/Social)	Lia Carol Sieghart Recommended on 07-Oct-2020 at 17:49:33 GMT-04:00

Public Disclosure