



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 06/15/2020 | Report No: ESRSA00884



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Togo	AFRICA	P174166	
Project Name	Togo COVID-19 Education Response Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	6/16/2020	7/31/2020
Borrower(s)	Implementing Agency(ies)		
Ministry of Economy and Finance	Ministry of Primary and Secondary Education - MEPS		

Proposed Development Objective(s)

The Project Development Objective is to increase access to distance learning in grades 1-9 and support the safe and effective re-opening of schools

Financing (in USD Million)	Amount
Total Project Cost	7.00

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]

Overview of Country Context

On March 6, 2020, the Ministry of Health announced the first confirmed cases of COVID-19 in Lomé. Since March 17, 2020, Togo has instituted an action plan from the Ministry of Health to address the pandemic. This includes surveillance of air, land and maritime borders, limits on the size of gatherings, sensitization and information sharing, clinical and para-clinical screening and intensified management of hospitals' human resources, infrastructure, and equipment resources. Government has reinforced measures to prevent the spread of COVID-19, including enforcing a curfew, revising working hours to allow workers to return home before the curfew and the suspension of all cultural



and sporting events. All air travel from high-risk countries (e.g. France, Italy, Germany, Spain, among others) has been suspended until further notice.

Sectoral Context

At the beginning March 2020, Togo rolled out a series of school closure measures to prevent the spread of the COVID 19 pandemic. On March 20, 2020, the Government closed all schools (preschool, primary, secondary, vocational training centers) and universities until further notice. Measures taken included auto-quarantine for fourteen days, social distancing, assembly ban, etc. According to the latest national education statistics, over 2.5 million children are out of school in Togo and 68,733 teachers unable to teach. The Togolese's education system will be impacted by the crisis over the short- to medium-term in numerous ways, including an increase in learning inequalities, deterioration of children's nutritional and health status, an increase in the number of dropouts, especially among disadvantaged populations, decreases in parents' investment in education, reduced government spending on education, the closing of private schools, a deterioration in the quality of teaching and a decline in the overall quality of education. Before the crisis, the learning poverty in Togo was 86 percent meaning that 86 percent of children in Togo at late primary age today are not proficient in reading, adjusted for the out-of-school children.

To mitigate negative impacts of the COVID-19 crisis on the Togolese's education system, the Ministry of Primary and Secondary Education (MEPS), in collaboration with the Ministry of Technical Education and Vocational Training (METFIF), developed a strategic plan which was shared with the Local Education Group (LEG) on April 30, 2020 and took into account the priorities of the ESP being finalized. Its three main objectives are to: (i) ensure continuity of learning, assuming that schools would remain closed beyond April 14, 2020; (ii) anticipate measures to be taken for schools reopening and supporting safe practices in schools; and (iii) reinforce system resilience. The sector's national preparedness and response plan is based on a scenario envisaging the prolonged closure of educational and other establishments until the state of health emergency is lifted at the end of June 2020. Also, it is important to note that the government recognizes that ensuring school continuity is crucial to preventing learning losses and a reduction to the risk of school dropouts. The school year in Togo is split into three trimesters taking place from September to June. The second semester for this school year (2019/020) was planned from January 6 to April 10, 2020. Hence, when schools were closed in late March 2020, the ministry maintained the policy that about two thirds of the program was to be delivered in schools and colleges. However, the policy is predicted on a hypothesis that establishments will reopen by end-May 2020 prior to the lifting of the state of health emergency. In either case, it is necessary to rearrange school and university calendars with the reprogramming of exams.

Relevance to Higher level objective

The Education COVID-19 Response Project is fully aligned with the Government response plan both at the national and sector levels. The proposed Project will support the implementation of urgent interventions identified in the education sector COVID-19 response strategy, considering the available budget for the operation. Project activities will address immediate impacts of school closures and ensure recovery of school system. Activities related to the resilience of the education system are expected to be covered under the GPE/IDA project (P172674) in the pipeline. At the national level, the Government of the Republic of Togo has also developed a National COVID-19 Preparedness and Response Plan. It focuses on scaling-up and strengthening all aspects of preparedness and response including surveillance, laboratory, point of entry, risk communication, case management, infection control and safety, coordination, and research. Where appropriate, the project design also takes into consideration measures under the national preparedness and response action plan. Moreover, schools re-opening options will be discussed and approved in line with the national action plan led by health sector as well as the Framework for Reopening Schools ,



published in April 2020. Other partners from the LEG, led by the United Nations Children’s Fund (UNICEF), are also expected to contribute to the funding of the Government education action plan.

Summary and brief explanation of the proposed Project components

The Project is an Investment Project Financing (IPF) which will be processed as an emergency operation. In response to the COVID-19 pandemic, all Bank-financed emergency operations will benefit from fast-track processing procedures and move quickly to make funds available to governments. Furthermore, a direct contracting arrangement with UNICEF will serve as an implementation arm. The Project will partner with UNICEF (direct contracting through output-based payment and delegated management contract) to execute some key activities based on their comparative advantage in providing emergency support to the education sector. The project will also collaborate with other UN agencies and/or NGOs in order to better support the effective and just in time implementation of this emergency operation.

Component 1: Ensuring Education continuity (US\$4.036 million): The objective of this component is to ensure schooling continuity through distance learning to prevent learning losses and reduce risks of repetitions and dropouts. This component will (i) support distance learning for grades 1 to 9 to ensure schooling continuity during school closures, and (ii) provide support to teachers, parents and caregivers for effective distance and home-based schooling.

Component 2: Supporting safe re-opening and re-entry (US\$5.282 million): The objective of this component is to support Government in the re-opening of schools and keeping learners safe. The Government’s education action plan is based on gradual and/or partial reopening of schools depending on the spread of COVID-19. There will be a checklist of the minimum requirements for the re-opening of schools that will guide schools and communities as schools begin the process of reopening. In this regard, two main considerations have been identified for project support: access to water, sanitation and hygiene (WASH) and equipping schools and staff with prevention tools and measures. To achieve this, the component will support (i) safe reopening of schools through the provision of water, sanitation and hygiene (WASH) to ensure schools are able to follow basic hygiene standards and that measures are in place for students and teachers and (ii) remedial programs for at-risk students and back-to-school campaigns. UNICEF has a comparative advantage in the provision of health and safety measures and WASH activities. Therefore, the government will explore options for partnerships with organizations such as UNICEF who have an established reputation of successful implementation globally of integrated WASH for schools.

Component 3: Project Coordination, Capacity building and Monitoring and Evaluation (US\$ 0.494 million): The objective of this component is to support project management costs, including staffing of the Project Coordination Unit (PCU), supervision, and project audits, as well as technical assistance, monitoring and evaluation and system strengthening to tackle the COVID-19 crisis.



D. Environmental and Social Overview

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

The project is an emergency operation that is fully aligned with Togo's government response plan at the national and sectoral levels. It is also aligned with World Bank commitments to providing a fast and flexible response to the COVID-19 epidemic, utilizing all its operational and policy instruments, and working in close partnership with the government and other agencies. This project, in line with the Country Partnership Framework (CPF), will be the Bank's first response to the impact of COVID-19 on the education sector following the Togo COVID-19 Emergency Response and System Preparedness Strengthening Project (P173880) approved to support the country's COVID-19 health response. The Togo Education COVID-19 Response Project's (174166) activities will focus on: (i) ensuring learning continuity and the tracking of student progress by supporting remote learning for grades 1 to 9, and teacher training in distance learning in both academic content design and pedagogical skills, community sensitization programs for effective learning continuity, and disease control and prevention (for parent and community engagement to support home-based schooling, gender sensitization campaigns, and media campaigns for disease control and prevention); (ii) supporting the safe re-opening of schools and student re-entry into schools by establishing a gradual and staggered school reopening process, ensuring safe and healthy school environments, deploying back-to-school media campaigns, providing financial incentives, such as small grants to support vulnerable householders and ensure children quickly go back to school; and providing psychological support for students and school staff, as well as catch-up programs for students at risk; (iii) and strengthening system resilience by establishing contingency plans to manage future education shocks better, making a case for greater resource allocations and learning lessons from the COVID-19 crisis.

The project will rely on radio, television, school management committees, teachers, educational staff, and the internet to disseminate clear and precise information.

In addition to COVID19, the country is in a post-electoral environment with a tense social climate. It has just shifted out of a fragility, conflict and violence (FCV) context, according to World Bank classification. It is in this context that the current project will be implemented.

D. 2. Borrower's Institutional Capacity

The Government of Togo has an acceptable legal and regulatory environmental and social framework, with a national Environment agency (ANGE, Agence Nationale de Gestion de l'Environnement) that oversees the approvals of environmental and social studies and the monitoring and evaluation of such studies. This agency is not well staffed, but its capacities for social risk management are considered acceptable by the World Bank.

The COVID-19 pandemic response plan in the education sector will be managed by an entity called "COVID-19 Project Coordination Unit - COVID-19 PCU," which will be created by a ministerial decree. The PCU will be placed under the administrative authority of the Coordinator of the Interdepartmental Committee for the Management of the COVID-19 Pandemic Crisis in the Education Sector. The PCU will be under the responsibility of a Project Coordinator. With regards to Environmental and Social (E&S) aspects of the project, the PCU will integrate E&S-dedicated specialists. However, for project preparation needs, the ministry requested (and got support from) the previous environmental



specialist under PER12 to draft all the required documents. That environmental specialist will be supported by a social consultant, who will be hired.

The implementing agency will be the Ministry of Primary and Secondary Education (MEPS), which has proposed to recruit staff for the PCU COVID-19 from among the team of the Second Education and Institutional Reinforcement Project (P146294), closed last late December. This team also supports the TOGO - Quality and Equity Enhancement of Education Project (P172674) currently under preparation. Although the PCU has substantial experience working on World Bank operations, it has no previous experience with the World Bank's Environmental and Social Framework (ESF). Given that there is limited experience in developing and implementing educational activities and safety measures aligned with the physical distancing measures of the COVID-19 pandemic, the Environmental and Social Commitment Plan (ESCP) of the project includes targeted mitigation measures based on existing technology platforms and examples of best practice from reopening schools following on health crisis. The PCU must prioritize the hiring of a full time environmental specialist and a social specialist to properly manage the environmental and social (E&S) impacts and risks associated with this new operation to meet the objectives of the project's relevant ESSs including the Good International Industry Practice (GIIP). The ESCP will include targeted support to build PCU capacity, including training and support from third party entities to deliver on the objectives of the operation.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

Although the project is expected to have a positive impacts, several environmental, health, and safety risks are to be taken into account during the implementation of certain activities, such as those relating to sub-component 2.1 (Support safe reopening and re-entry of student to schools). These activities will require that special attention and procedures are in place to ensure that schools are ready to safely receive students again. The project will prepare an Environmental and Social Management Plan (ESMP) to further identify and assess the anticipated risks, as well as to develop mitigation measures as necessary to manage them.

Social Risk Rating

Moderate

The social risks associated with the project's expected activities are considered Moderate. The proposed project will include no construction or rehabilitation activity. Key social risks of the project are: (i) the potential exclusion of learners from the low income families and from poor families living in very remote areas who may not have access to the internet, television, and radio fast being adopted as mediums of learning during COVID-19 lockdowns; (ii) learners in these settings are also more likely to face violence and abuse arising from parents who may, for example, expect children to engage in more income-earning activities to contribute to family income within the context of the many restrictions due to the Covid-19 preventive measures; (iii) the granting of school materials to all learners, including vulnerable groups like girls and persons with disabilities, may also awaken traditional societal biases against members of vulnerable groups, leading to further exclusion and abuse; (iv) competition to access these resources could lead to mild tension within local communities; (v) the role of teachers may also be threatened by alternative learning methods provided by the project, which could lead to anxiety and mental stress for teachers, students, and families overall. Therefore, the ESCP must include, among others, a communication strategy mainly oriented towards parents to allow children access to the study materials availed by the project and the study time at home, as well as mitigation measures to ensure the most culturally appropriate and convenient way to provide learning materials and



to reduce their exposure to violence against children (VAC), sexual exploitation and abuse, and sexual harassment (SEA-SH). The Borrower will also develop and set up a participatory citizen engagement strategy plan as part of its Stakeholder Engagement plan. Psycho-social support for teachers, parents, and learners during the lock-down and transition to the reopening of schools should be done through sensitization activities that include stakeholders' views and concerns.

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 large majority of activities are capacity building with a huge, anticipated positive impact on the education system in Togo. However, activities such as disinfecting classrooms, distribution of masks to all targeted students, teachers and school staff, hand-washing, and waste management related to printing teaching materials such as books, could induce some effects that entail environmental, health and safety concerns. The project will not finance any construction or rehabilitation works.

To avoid or mitigate risks related to the project, the Borrower will prepare an Environmental and Social Management Plan (ESMP) to provide adequate measures to be implemented during operations. These will include provisions relating to the use of products that will be used for the deep cleaning and disinfection of schools and their storage and use by qualified personnel to avoid any risk of damage to human health. World Health Organization (WHO) guidelines should be used as a reference for carrying out activities, especially those related to disposal of masks, disinfecting classrooms and hand-washing. Furthermore, to mitigate social risks, the ESMP will include a VAC/SEA/SH assessment plan with a Grievance Mechanism (GM) accessible to vulnerable groups, including young girls and students with disabilities. The VAC/SEA/SH will include effective, accessible, and inclusive communication measures about its existence and use. The Stakeholder Engagement Plan (SEP) will also include GM provisions that will be set up for receiving grievances and providing support to SEA/SH survivors. The GM will be accessible and take into consideration the required social distancing measures so that students from mainly vulnerable groups, such as girls, students with disabilities, and students from the lowest income families and from poor families living in very remote areas, may have appropriate means to access GM measures. The ESMP will identify measures to ensure the provision of technological equipment and materials for students, including the most vulnerable, with equitable access for girl/boy children, learners with disabilities, and other vulnerable households/children, so that support is targeted and monitored.

The ESCP will set out substantive measures and actions with an effective calendar, listing the Borrower's institutions responsible implementing measures to meet environmental and social requirements.

ESS10 Stakeholder Engagement and Information Disclosure

In consultation with the Bank, the Borrower will prepare and disclose an inclusive SEP that outlines the main characteristics and interests of the relevant stakeholder groups including potential affected people and vulnerable groups, as well as the timing and methods of engagement envisaged throughout the project life-cycle. The SEP will include an outline for the establishment of a project Grievance Redress Mechanism. The SEP will also outline the



ways in which the project team will communicate with key stakeholders and includes a mechanism by which they can raise concerns, provide feedback, or make complaints about the project and any activities related to it.

After project approval, and no later than sixty (60) days after the start of the project going into effect, the SEP will be updated to include more detailed information regarding the methodologies for information sharing, more robust stakeholder mapping, and the identification of existing community-based platforms that can be used to facilitate effective community engagement and participation, as well as the monitoring and evaluation plan. The Borrower will engage in meaningful consultations on policies, procedures, processes and practices (including grievances) with all stakeholders throughout the project life cycle, and provide them with timely, relevant, understandable and accessible information. A project-wide Grievance Redress Mechanism (GRM), proportionate to the potential risks and impacts of the project, will be established. This will include a functioning GRM that is accessible and that students (including those with disabilities) living in lock-down situations have the appropriate means to access. The SEP will include measures to ensure effective and appropriate communication about the existence of the GRM, especially to students, teachers, parents and other vulnerable groups, in accessible formats and appropriate languages. The SEP will be drawn up in line with the guidance provided by the Bank related to public consultation for projects under COVID-19.

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 activities will be carried out mainly by the PCU team, school management committees, teachers and other educational staff, the majority of whom are government civil servants who fall under the provisions for workers' safety outlined in ESS2. The individuals making up the staff responsible for ensuring the thorough cleaning and disinfection of schools need to be protected; they may fall under a provider who will work as part of the project. The main potential risk will be exposure of these staff to chemical products for schools' cleaning and disinfection that could lead to skin irritations or other damage if individual members of the cleaning staff are not qualified for this type of cleaning or do not have adequate Personal Protective Equipment (PPE). The project will ensure the application of Occupational Health and Safety (OHS) measures to be described in the ESMP to mitigate these risks. This includes raising staff awareness, making available safety data sheets for the products used providing suitable PPE, and respecting procedures for carrying out tasks. The project will call on specialized service providers to ensure the improvement and monitoring of water quality, and ESS2 will apply to these workers. The PCU will need to develop and implement procedures that respond to the specific health and safety issues posed by project activities and protect workers' rights as set out in the ESS2. This shall include Labor Management Procedures (LMP), to be included in the ESMP to establish a procedure for the protection of workers' rights. It will provide guidance regarding the policies and procedures that will govern teachers, project staff and other workers hired under the project, including the management of OHS and SEA/SH risks. No large-scale labor influx is expected as part of this project. Per the requirements of ESS2, it is prohibited to employ children or use forced labor or conscripted labor in this project. The project will be required to meet the standard requirements for employees' working terms and conditions, equality of opportunity, and workers' associations. The project will ensure a basic and responsive grievance mechanism to allow workers to inform management of labor issues such as the lack of PPE or unreasonable amounts of overtime.

ESS3 Resource Efficiency and Pollution Prevention and Management



The cleaning and disinfection of schools, as well as distribution of masks to targeted students and school staff, under the component 2 of the project, "Supporting the safe re-opening of schools and student re-entry in schools," could generate the production of waste due to product containers, contaminated materials, used masks, ordinary waste and so on. The impact is not expected to be significant on environment and human health. The ESMP will assess risks associated with waste likely to be generated by the project and if such waste cannot be avoided, appropriate mitigation measures will be proposed and implemented throughout the project cycle.

ESS4 Community Health and Safety

The project will put in place measures to avoid any form of Violence Against Children (VAC), and Sexual Exploitation and Abuse/Harassment (SEA/SH) risks from workers towards local communities, mainly children and parents. The PCU staff, as well as other workers involved in the project, must also sign Codes of Conduct with clear and unambiguous language as to what constitutes SEA/SH, its prohibition, and the sanctions for breaching this conduct.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

Not relevant as no physical or economic displacement is expected in this project.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not relevant. However all personnel involved in the project must following the requirements delineated in the ESMF to ensure the safe handling of waste.

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

There are no Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities in the project area.

ESS8 Cultural Heritage

This standard is not relevant according to the activities planned under the project.

ESS9 Financial Intermediaries

This standard is not relevant for this operation.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways

No

The project is not expected to affect international waterways.

OP 7.60 Projects in Disputed Areas

No

The project is not located in Disputed Areas.

Public Disclosure



III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
ESS 1 Assessment and Management of Environmental and Social Risks and Impacts	
A ESMP with a social baseline of vulnerable groups will be prepared & implemented including the SEA/SH risk assessment/monitoring with the GRM to address risks, the mapping of services and a communication plan to sensitize students, parents, teachers and vulnerable groups about its existing and using. An Environmental Specialist and a Social Specialist will be hired to strengthen the PCU’s capacity to manage E&S risks. These measures must be met no later than 30 days after the effectiveness.	08/2020
The ESCP will be prepared and disclosed within the country prior to approval. The activities included will be implemented during the project life cycle.	06/2020
An Environment Specialist and a Social Specialist will be hired by the project no later than 30 days after Project effectiveness and maintained throughout Project implementation.	08/2020
ESS 10 Stakeholder Engagement and Information Disclosure	
Preparation, consultation, and disclosure of the SEP, including GRM, should take place prior to board approval. It will be updated no later than 60 days after Project effectiveness to include further details and implementation arrangements.	06/2020
ESS 2 Labor and Working Conditions	
The Labor Management Plan (LMP) to be included in the ESMP will be prepared no later than 60 days after Project effectiveness.	08/2020
ESS 3 Resource Efficiency and Pollution Prevention and Management	
Considered under the ESMP .	08/2020
ESS 4 Community Health and Safety	
Considered under the ESMP and SEP.	08/2020
ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	
Not applicable.	
ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources	
Not applicable.	
ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	

Public Disclosure



Not applicable.	
ESS 8 Cultural Heritage	
Not applicable.	
ESS 9 Financial Intermediaries	
Not applicable.	

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework?

No

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

N/A

IV. CONTACT POINTS

World Bank

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Borrower/Client/Recipient

Borrower: Ministry of Economy and Finance

Implementing Agency(ies)

Implementing Agency: Ministry of Primary and Secondary Education - MEPS

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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Public Disclosure



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