

# Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW	
Country:	Ethiopia
Grant agent(s):	World Bank
Coordinating agency(ies):	USAID/RNE
Program name:	Ethiopia COVID-19 Response Project (P174206)
COVID-19 Accelerated Funding amount requested:	US\$ 20,000,000
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): <sup>1</sup>	US\$ 200,000
Agency fees as % of total COVID-19 Accelerated Funding requested:	1.00%
COVID-19 Accelerated Funding application date:	5/7/2020
Estimated COVID-19 Accelerated Funding program start date:	6/20/2020
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June <u>30</u> , 2021):	12/31/2021
Expected submission date of completion report (At the latest 6 months after program closing date):	6/30/2022
<b>Grant modality</b> - (please enter 'X')	<input type="checkbox"/> Sector Pooled
	<input type="checkbox"/> Project Pooled/ Co-financed
	<input checked="" type="checkbox"/> Project/ Stand-alone

<sup>1</sup> General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.

## **Note to the user**

### **Informing the Secretariat:**

→ Prior to submitting a COVID-19 Accelerated Funding application, the Government or the Coordinating Agency informs the Secretariat of the country's intention to apply and provides a timeline for the submission of their application to the GPE Secretariat.

### **COVID-19 Accelerated Funding Guidelines:**

→ Applicants should read the *GPE Guidelines for COVID-19 Accelerated Funding Window*, which explain the application development process, including timeline, and necessary steps. In case additional information is needed, the applicant can contact the Country Lead at the Secretariat.



**FOR OFFICIAL USE ONLY**

Report No:

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED GRANT

IN THE AMOUNT OF US\$14.85 MILLION  
FROM THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE)

TO THE

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

FOR A

COVID-19 EDUCATION RESPONSE PROJECT

30 JULY 2020

Education Global Practice  
Africa Region

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## CURRENCY EQUIVALENTS

(Exchange Rate Effective {Apr 29, 2020})

Currency Unit =

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= US\$1

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US\$ = SDR 1

FISCAL YEAR

January 1 - December 31

## ABBREVIATIONS AND ACRONYMS

APA	Alternate Procurement Arrangements
AWP&B	Annual Work Plan and Budget
BoFEDs	Bureau of Finance and Economic Development
CERC	Contingent Emergency Response Component
COPCD	Channel One Programs Coordination Directorate
COVID-19	Coronavirus Disease 2019
CPF	Country Partnership Framework
DRDIP	Development Response to Displacement Impacts Project
EMIS	Education Management Information System
EOP	Economic Opportunities Program
ESDP	Education Sector Development Programme
ESMF	Environment and Social Management Framework
ESRS	Environmental and Social Review Summary
ESS	Environment and Social Standard
FI	Financial Intermediaries
FM	Financial Management
GEID	General Education Inspection Directorate
GEQIP	General Education Quality Improvement Project
GEQIP-E	Ethiopia General Education Quality Improvement Program for Equity
GoE	Government of Ethiopia
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
GTP II	Second Growth and Transformation Plan
ICT	Information Communication Technology
IDPs	Internally Displaced Persons
IERCs	Inclusive Education Resource Centers
IFRs	Interim Financial Reports
IPF	Investment Project Financing
LRD	Licensing and Relicensing Directorate
LMP	Labor Management Procedures
MoE	Ministry of Education
MoF	Ministry of Finance
MPA	Multiphase Programmatic Approach
PAP	Program Action Plan
PCO	Program Coordination Office
PCR	Primary Completion Rate

PRMD	Planning and Resource Mobilization Directorate
PTAs	Parent-Teacher Associations
REBs	Regional Education Bureaus
SEA/GBV	Sexual exploitation and abuse / Gender-based violence
SMCs	School Management Committees
SOP	Series of Projects
SORT	Systematic Operations Risk-Rating Tool
SEP	Stakeholder Engagement Plan
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Health
WB	World Bank
WBG	World Bank Group
WoFEDs	Woreda offices of Finance and Economic Development
ZEOs	Zonal Education Offices
ZoFEDs	Zonal Offices of Finance and Economic Development



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DATASHEET

**BASIC INFORMATION**

Country(ies)	Project Name		
Ethiopia	Ethiopia: COVID-19 Education Response Project		
Project ID	Financing Instrument	Environmental and Social Risk Classification	Process
P174206	Investment Project Financing	Moderate	Urgent Need or Capacity Constraints (FCC)

**Financing & Implementation Modalities**

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input checked="" type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Enhanced Implementation Support (HEIS)

Expected Approval Date	Expected Closing Date
31-Jul-2020	31-Dec-2021

Bank/IFC Collaboration

No

**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 Name	Cost (US\$, millions)
Component 1. Maintaining learning trajectories and safety during school closure	3.59
Component 2. Supporting readiness for school reopening and mitigating learning loss	10.76
Component 3. System-level resilience and project coordination	0.50

**Organizations**

Borrower: Federal Democratic Republic of Ethiopia

Implementing Agency: Ministry of Education

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

**SUMMARY**

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

**DETAILS**

**Non-World Bank Group Financing**

Trust Funds	14.85
EFA-FTI Education Program Development Fund	14.85

**Expected Disbursements (in US\$, Millions)**

WB Fiscal Year	2020	2021	2022
<b>Annual</b>	0.00	10.00	4.85
<b>Cumulative</b>	0.00	10.00	14.85



**INSTITUTIONAL DATA**

**Practice Area (Lead)**

Education

**Contributing Practice Areas**

**SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)**

Risk Category	Rating
1. Political and Governance	● Substantial
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Low
4. Technical Design of Project or Program	● Substantial
5. Institutional Capacity for Implementation and Sustainability	● Substantial
6. Fiduciary	● Substantial
7. Environment and Social	● Moderate
8. Stakeholders	● Low
9. Other	
10. Overall	● Substantial

**COMPLIANCE**

**Policy**

Does the project depart from the CPF in content or in other significant respects?

Yes    No

Does the project require any waivers of Bank policies?

Yes    No



**Environmental and Social Standards Relevance Given its Context at the Time of Appraisal**

<b>E &amp; S Standards</b>	<b>Relevance</b>
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Not Currently Relevant
Financial Intermediaries	Not Currently Relevant

**NOTE:** For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

**Legal Covenants**

**Conditions**



## I. STRATEGIC CONTEXT

### A. Country Context

1. **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.
2. **Strong economic growth over the past decade as measured by real Gross Domestic Product (GDP) growth rates averaging 9.8 percent annually (2008-2018), contributed to the reduction of extreme poverty in the country.** Despite these impressive gains, Ethiopia remains the 13th poorest country in the world. Although urbanization is increasing as workers move from agriculture towards manufacturing and services jobs, more than 80 percent of the population continue to live in rural areas.
3. **Ethiopia has achieved 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.
4. **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, Ethiopia has large populations of internally displaced persons (IDPs - 1,733,628 as of December 2019, of which around 30 percent are of school age<sup>2</sup>) and refugees (762,000 as of April 2020<sup>3</sup>, of which around 35 percent are of school age) who face particular challenges of vulnerability and access to services.

### COVID-19 Context.

5. **The first case of COVID-19 was recorded in Ethiopia on March 13, 2020<sup>4</sup> and as of June 17, 2020 there were 3,759 confirmed cases and 63 confirmed deaths from the disease.**<sup>5</sup> A state of emergency was declared on April 8, 2020. 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.
6. **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

<sup>2</sup> International Organization for Migration, 2019. Available at: <https://dtm.iom.int/ethiopia>. Accessed: 1<sup>st</sup> May 2020.

<sup>3</sup> United Nations High Commissioner for Refugees, 2020. Available at: <https://data2.unhcr.org/en/country/eth>. Accessed: 1<sup>st</sup> May 2020.

<sup>4</sup> Al-Jazeera. Available at: <https://www.aljazeera.com/news/2020/03/stocks-collapse-coronavirus-global-pandemic-live-200312235606108.html>. Accessed: 1<sup>st</sup> May 2020.

<sup>5</sup> Ministry of Health. Available at: <https://tena.et/update?lang=en>. Accessed: 1<sup>st</sup> May 2020.



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.

## B. Sectoral and Institutional Context

7. **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.
8. **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.
9. **Multi-faceted education sector reforms are underway to address these inequities and raise learning outcomes through Government's Education Sector Development Programme (ESDP) V (2015/16 to 2019/20),** and the successor ESDP VI under development, supported by the Ethiopia General Education Quality Improvement Program for Equity (GEQIP-E) (P163050) and other programs supported by Global Partnership for Education, USAID, DFID and UNICEF. GEQIP-E is designed to assist the Government of Ethiopia in improving internal efficiency, equitable access, and quality in general education, through a range of interconnected reforms including enhancements to quality assurance and inspections; improvements in the distribution of grants to schools; development of a new strategic framework for teacher training and development; and a new school-based program for teachers' professional development.

## COVID-19 Education Context

10. **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 distance learning platforms, 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<sup>6</sup>) pose challenges to the provision of remote learning. Furthermore, low levels of connectivity between woredas,

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<sup>6</sup> 70% lack access to radio; 88% to TV; 43% to cellphone. 38% lack access to any of these. (Demographic and Health Survey, 2016)



regions and the center pose challenges for rapid and effective coordination between officials, necessary for a robust emergency response.

11. 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.
12. 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.<sup>7</sup> 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.
13. Even following the successful reopening of schools, and even with the successful implementation of learning maintenance activities during the closure, some loss of learning is inevitable from prolonged school closure. Additional support is required for teachers to execute accelerated learning programs following the reopening of schools to support students to catch up lost learning time.

Table 1: Number of students and school across regions (2019/20)

Regions	Preprimary <sup>8</sup> enrollment	Primary enrollment	Secondary enrollment	Total enrollment	Number of schools
Tigray	301,109	1,133,838	209,405	1,644,352	2,475
Afar	17,466	184,169	15,654	217,289	760
Amhara	771,039	4,292,424	743,753	5,807,216	9,581
Oromia	889,359	8,140,833	1,020,127	10,050,319	16,195
Somali	41,822	933,559	70,853	1,046,234	1,896
Ben.Gumz	32,817	252,619	37,515	322,951	673
SNNP	922,749	4,293,712	517,543	5,734,004	7,584
Gambella	17,758	119,032	25,694	162,484	336
Harari	14,950	51,345	8,154	74,449	111
Addis Ababa	199,052	564,722	158,450	922,224	1,025
Dire Dawa	14,131	80,104	12,987	107,222	144
<b>National</b>	<b>3,222,252</b>	<b>20,046,357</b>	<b>2,820,135</b>	<b>26,088,744</b>	<b>40,778</b>

14. *Government and Development Partner response.* The Government of Ethiopia’s Ministry of Education (MoE) has prepared a COVID-19 Emergency Response Plan (CERP) detailing a number of strategies to support

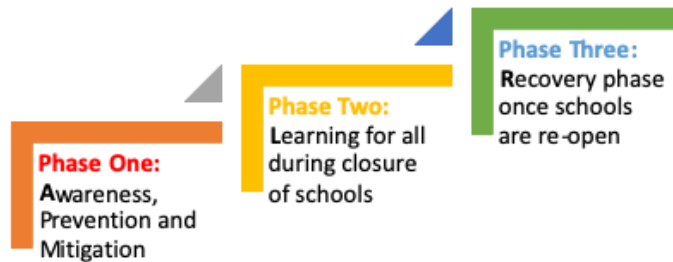
<sup>7</sup> 34% of primary and 23% of secondary toilets are traditional rather than improved toilets.

<sup>8</sup> As there is no readily available data for pre-primary enrollment for 2019/20, the 2018/19 EMIS data was taken as a proxy.



learning during the period of school closure; help reduce incidence of COVID-19 by raising awareness and keeping children at home; establish the conditions for safe reopening of schools; and support recovery of the education system once schools reopen (Figure 1).

Figure 1. Phased approach



Source: Ministry of Education, Proposal for GPE Accelerated Funding for Emergency Response to Covid 19

15. A number of activities are currently underway with DP support as part of Phase One. The World Bank is preparing to activate the Contingency Emergency Response Component (CERC) of GEQIP-E, which provides up to US\$5 million from the Investment Project Financing (IPF) component of the program in the event of emergencies. During Phase One, the CERC is expected to support strengthening of information connectivity within MoE and Regional Education Bureaus (REBs), to improve coordination within government; and procurement of radio and TV equipment to support student access to distance learning. Education Cannot Wait (ECW) has allocated \$1 million of First Emergency Funding to Ethiopia to support emergency education, communication regarding COVID-19 risks, and upgrading of Water, Sanitation and Hygiene (WASH) facilities in schools, implemented by UNICEF and Save the Children.
16. The planned COVID-19 response benefits from existing infrastructure for delivery of distance learning materials through public radio. At the time of writing, distance learning materials are being broadcast in eight regions over radio and TV; the proposed project supports development of materials specific to the COVID-19-related school closure and the extension of these activities to other regions, as well as complementary printed materials. The proposed project also complements these distance learning activities with support for accelerated catch-up learning after schools reopen; complements ECW WASH activities with low-cost COVID-19 prevention and hygiene packages for schools; and complements ECW's support to teachers for COVID-19 prevention and WASH with guidance and support to communities.

### C. Relevance to Higher Level Objectives

17. **The proposed Project is aligned with the World Bank Group (WBG)'s Country Partnership Framework (CPF)<sup>9</sup> for Ethiopia FY 2018-2022.** The CPF aims to promote structural and economic transformation through increased productivity (Focus Area 1) and to build resilience and inclusiveness (Focus Area 2). One of the objectives under Focus Area 2 is to improve basic education learning outcomes by addressing challenges of internal inefficiency, inequity and poor quality. The COVID-19 pandemic poses a severe threat to the

<sup>9</sup> World Bank (2017). World Bank Group Country Partnership Framework. Report No. 115135-ET.



efficiency, equity and quality of the education system, and more broadly to Ethiopia’s goals for strategic development and human capital growth.

18. **The Project will complement and leverage other relevant ongoing education projects supported by the World Bank and other Development Partners.** The project interventions complement ongoing national level interventions under the General Education Quality Improvement Program for Equity (GEQIP-E, P163050), which aims to assist the Government of Ethiopia in improving internal efficiency, equitable access, and quality in general education; as well as the main Ethiopia COVID-19 Emergency Response (P173750); additional projects supporting resilience and human capital development, including: Lowlands Livelihood Resilience Project (P164336), which aims to improve livelihood resilience of pastoral and agro-pastoral communities in Ethiopia; and One WASH—Consolidated Water Supply, Sanitation, and Hygiene Account Project (P167794), which aims to increase access to safe and reliable water supply and sanitation services and promote hygienic practices in selected rural woredas among others. In addition, the project complements investments in the education sector by Development Partners including Education Cannot Wait, implemented in Ethiopia by UNICEF, which supports a range of investments in education system capacity.

## II. PROJECT DESCRIPTION

### A. Project Development Objective

19. **PDO Statement:** 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.

20. **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)

### B. Project Components

#### Component 1. Maintaining learning trajectories and safety during school closure (US\$3.59 million)

21. The closure of schools is expected to pose severe negative impacts on student learning trajectories. 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:

##### *Component 1A: Remote Learning*

22. The Ministry of Education’s (MoE) COVID-19 Emergency Response Plan includes extensive support to distance learning to maintain student learning trajectories during school closures. Although Ethiopia has provided limited distance learning in the past, efforts in this area have been limited in recent years owing to an emphasis on expanding school participation. Planning of the provision of distance learning is underway with the support of ECW. The project will support regional localisation of distance learning materials, employing





existing Government radio and TV education and printed learning materials, to support continuity of learning during school closure, with a focus on reaching the most vulnerable, in particular girls and children with special needs. This subcomponent will support the following activities:

23. *Radio and TV learning content.* Under this component, MoE will rapidly convert existing curricula for the remainder of the current school year, across grades from pre-primary through to upper secondary level, and broadcast lessons over free radio and TV stations. Volunteer teachers and university professors are employed to record audio and video lessons and develop worksheets, exercises and tests/answer keys. Content is developed at central level and adapted where required for regional specificities, including minority languages. Technical support will be provided to Regional Education Bureaus to adapt content for regional needs, and to broadcast material using Government regional radio channels. In addition to pedagogical content, Regional Education Bureaus (REBs) will be supported to provide content supporting the psycho-social needs of students during the pandemic.
24. *Offline learning packets.* An estimated 65 percent of households in Ethiopia lack access to radio or TV, and 38 percent lack access to both these channels and mobile phones. Countries including Kenya, Namibia, Tonga, Uganda and Zambia have responded to COVID-19 school closures by providing instruction to out-of-school children in remote areas through textbooks or printed learning packets. Under the component, learning packets – providing materials for each grade and subject – will be prepared and distributed via the postal service; through teachers and school leaders; or through markets and community health workers. Given the scale of the population without access, this activity will prioritize the emerging regions of Afar, Benishangul-Gumuz, Gambella and Somali.
25. *Priority support for disadvantaged students.* Students with special needs face particular challenges from loss of schooling as a result of COVID-19. The component will support the development and delivery of specialized distance learning materials for these and other disadvantaged students, such as pastoralist girls and students from the poorest households; including radio and tablet hardware for selected students. Support will be targeted and provided through Inclusive Education Resource Centers (IERCs) whose development is already supported by GEQIP-E.

#### *Component 1B: Communication*

26. 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. The subcomponent also supports improved communication between teachers and students during school closures. This subcomponent will support the following activities:
27. *Communication on distance learning, safety, and psychosocial support during school closure.* Communication with parents, teachers and students is central to encourage the adoption of learning content through remote learning platforms supported by Component 1A. The availability of these resources will be publicized through information campaigns on radio, TV. The component will also support development and dissemination of: i) guidance to communities on hygiene and cleanliness practices, supporting Component 2B; ii) sensitization messages regarding sexual abuse and gender-based violence (SEA/GBV); underage pregnancy; protection of



children with special needs; and unequal social norms; and iii) messages to support the psychosocial wellbeing of students during school closure.

28. *Back to school campaign.* Prolonged school closures have been found to have long-term impacts on school participation, particularly in fragile and conflict-affected states where risks of child labor, sexual exploitation, and conscription into armed groups increases during school closures. Employing the same infrastructure and channels as employed for communication regarding distance learning and safety during school closures, the component will support messaging to announce the reopening of schools, prepare parents and students, and address concerns regarding safety and arrangements for reopening. Targeted SMS campaigns to parents can support child protection and learning during the crisis, and re-enrollment when schools reopen.

## **Component 2. Supporting readiness for school reopening and mitigating learning loss (US\$10.76 million)**

29. This component supports accelerated learning activities to enable ‘catching-up’ of lost learning in the months immediately following the reopening of primary and secondary 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:

### *Component 2A: Support to catch-up learning*

30. 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. The component will support the following activities:
31. *Accelerated learning.* Once schools reopen, there will be a need for accelerated instruction to mitigate the loss of learning from the prolonged school closure. Accelerated learning has proven effective in mitigating the impacts of school closures in countries including Sierra Leone in the wake of the Ebola epidemic. This component will support preparation and dissemination of guidelines for accelerated lessons to teachers in all public primary and secondary schools, adapting the curricula to be taught in accelerated fashion in the first few months after schools reopen.
32. *Remedial instruction and tutorials.* Students’ capacity to absorb accelerated lessons and ‘catch up’ will vary according to their personal characteristics and their level of success in accessing remote learning materials during school closures. Therefore, the component will also support widespread provision of remedial classes targeted to students with low performance during the accelerated learning phase. For both accelerated learning and remedial classes, lesson plans and guidelines will be developed at central level and adapted and disseminated by REBs to all public primary and secondary schools.
33. *Support to teachers.* Teachers will require support to provide accelerated and remedial classes. The component will support provision of training for selected teachers in all public primary and secondary schools in conducting learning assessments to establish the need for remedial teaching as schools reopen; delivering, and monitoring progress in, accelerated and remedial lessons. In addition, the training will guide teachers on how to identify and protect vulnerable children, supporting their re-enrollment and monitoring their re-integration into school; as well as in supporting school health and safety following a pandemic (supporting Component 2B), including information on handwashing, sanitation, and recognizing suspected cases as



children return to school. The training will employ a cascade model in order to reach all schools. A network of peer-to-peer learning for teachers will enable further remote learning within the teaching community.

*Component 2B: Enhancing hygiene and school environments*

34. 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 the Southern Nation, Nationalities and Peoples (SNNP) region, and 15 percent in Somali region, have a functioning clean water supply, and only 83 percent of schools have toilets.<sup>10</sup> This component will support investments and guidance to schools to ensure safe environments for students and teachers. The component will support the following activities:
35. *Support to schools for pandemic recovery.* Preventing a recurrence of COVID-19 will require improvements in water, sanitation and hygiene (WASH) facilities and practices at schools, as well as provision of health and personal protective equipment. The scope and timeline of emergency response does not support substantial improvements in WASH facilities; however, this component will provide low-cost WASH equipment at all public primary and secondary schools, including water tankers, portable handwashing stations, disinfectants and sanitizing materials; and health and personal protective equipment such as face masks, thermometers, first aid kits, and menstrual health management materials.
36. *Community support for school cleanliness.* In addition to possessing adequate WASH infrastructure, schools must take preventative measures to mitigate the risk of disease spread. This component will support preparation and dissemination to public schools of guidelines for School Management Committees (SMCs) and Parent-Teacher Associations (PTAs), encouraging: (a) the use of School Grants to improve the availability of handwashing materials (e.g. soap, disinfectant) at schools; and (b) SMC/PTA activities to encourage students to maintain good hygiene, including monitoring of student hygiene behavior in the period following schools reopening.

**Component 3. System-level resilience and project coordination (US\$0.50m)**

37. This component supports system-level capacity to respond to emergencies and monitor the functioning of schools. The component will support the following activities:
38. *Emergency helpdesk.* Schools must be able to communicate ongoing needs, particularly those related to school health and safety, in the aftermath of the pandemic. The component will support the setting up and staffing of centrally-operated helpdesks (with support where required from regional level for minority languages), using a toll-free number, to support the recovery of schools by enabling school management and families to report school-related emergency situations or distress. Reports will then be routed to the appropriate REB/woreda, using the equipment and channels supported by the component and other available infrastructure, for action within 48 hours. A response reporting system will support central monitoring of REB/woreda responses to reported emergency and distress situations. The M&E systems of GEQIP-E will be employed to conduct this monitoring as well as broader monitoring of implementation throughout the emergency response and recovery phases.

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<sup>10</sup> MoE. 2018. *Education Statistics Annual Abstract 2016/17*.



39. *Support to regional and local supervision capacity.* The timing of reopening of schools, and period following reopening, will require intensive monitoring and supervision by regional and woreda-level education officials to ensure safety and effective implementation of accelerated learning and safety activities. The component will support strengthening of monitoring capacity for REBs and selected woredas, both through increased frequency of school visits and low-cost remote monitoring through SMS and phone calls.
40. *Project coordination.* Although the project activities for this grant are delineated, overall, project management and coordination, will be implemented within the existing governance structures for GEQIP-E, within both MoE and REBs. The component will support overall project management, coordination and communication, including preparation and execution of the 18 months' annual 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.

### C. Project Beneficiaries

41. The Project will directly benefit school-age children accessing online and distance learning and communications (43 percent); as well as primary and lower secondary school students accessing accelerated and remedial learning and benefitting from enhanced hygiene and WASH facilities at school (all enrolled public primary and secondary students). Selected activities are targeted to specific populations (e.g. disadvantaged and special needs students). Across the supported activities, the project will benefit all enrolled public primary and secondary students.

### D. Results Chain

42. See Figure 1.

### E. Rationale for Bank Involvement and Role of Partners

43. **The implementation of Ethiopia's COVID-19 Education response will build upon frameworks and implementation arrangements developed with the support of successive GPE-supported education programs.** These include General Education Quality Improvement Project (GEQIP, 2008-13), GEQIP-II (2013-2018), and the current GEQIP-E. The IDA portfolio in the education sector of Ethiopia has expanded from US\$50 million in GEQIP-I, US\$130 million in GEQIP-II to US\$300 million in GEQIP-E, with additional financing of US\$60 million to GEQIP-E under preparation to support refugee education. The World Bank will bring expertise from across the globe on effective remote learning strategies and tools.
44. Procurement assessment has indicated that there is a serious procurement capacity limitation both at the MoE and the REBs, particularly in terms of manpower and knowledge and skills of public procurement procedures. The World Bank procurement team is well-placed to provide the required emergency project hand-holding support.



**Figure 1. Results Chain**

Component	Sub-components	Activities	Intermediate results	PDO Indicators	Objectives	PDO
<b>Component 1. Maintaining learning trajectories and safety during school closure</b>	<b>Remote Learning</b>	<b>Radio and TV learning</b>	% of children provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts and gender-based violence	<b>% of school age children with access to with distance/home-based learning programs, by gender</b>	<b>continued learning during the closure of schools</b>	<b>maintained students' learning during school closures pandemic and after school re-openings, and education system recovery and resilience</b>
		<b>Priority support for disadvantaged students</b>				
		<b>Offline learning packets</b>				
	<b>Communication</b>	<b>Communication during school closure</b>	% of radio and TV stations broadcasting emergency distance learning programs during school closure			
		<b>Back to school campaign</b>	Number of children in Inclusive Education Resource Centers provided with radios/other distance learning equipment			
			Number of children in appropriate-age group provided home learning kits			
<b>Component 2. Supporting readiness for school reopening and mitigating learning loss</b>	<b>Support to catch-up learning</b>	<b>Accelerated learning</b>	% of public schools equipped by the project with minimum hygiene standards for prevention of COVID-19	<b>% of school age children previously enrolled in grant-supported schools who return to school once the school system is reopened, by gender</b>	<b>accelerated learning after the closure of schools</b>	
		<b>Remedial instruction</b>				
		<b>Support to teachers</b>				
	<b>Enhancing hygiene and school environments</b>	<b>Support to schools for pandemic recovery</b>	% of grant-supported schools reopened			
		<b>Community support for school cleanliness.</b>	Number of teachers trained by the project to provide accelerated programs to mitigate loss of learning during school closure			
			% of children at grant-supported schools whose learning was assessed to evaluate loss of learning during school closure			
<b>Component 3. System-level resilience and project coordination</b>	<b>System-level resilience and project coordination</b>	<b>Emergency helpdesk</b>				
		<b>Support to regional and local supervision capacity</b>				



45. **Role of other partners in the COVID 19 Education response.** The COVID-19 pandemic is a catalyst for key stakeholders in the education sector to coordinate and mobilize resources to support learning continuity for children. Actors rapidly responding to the crisis include mainly the Government, development partners, civil society organizations, non-governmental organizations, and private sector. In particular, UNICEF and Education Cannot Wait are engaged in ongoing complementary infrastructure improvement activities, including those to expand access to Water, Sanitation and Hygiene (WASH) facilities and maintain the health and safety of school environments. Establishing partnerships and ensuring coordination amongst all these groups requires significant effort from both government and the partners. The MoE COVID-19 plan provides a framework for partners to support the government in a coordinated approach. MoE will continually update the plan to reflect actual commitment by key stakeholders for the specific activities in the plan.

#### F. Lessons Learned and Reflected in the Project Design

46. **Education professionals and policy-makers from around the globe have been working to identify good practices that can be applied to mitigate the impact of the COVID-19 pandemic.** The technical design of the project considers lessons learned and international good practices in establishing effective remote learning practices. The design borrows from both existing insights into distance education programs as well as lessons that have been rapidly learned and documented since the beginning of the COVID-19 pandemic.
47. *Understand how the impact of national COVID-19 response strategies is manifesting:* There is no one-size-fits-all model to respond to COVID-19. The measures implemented by governments to respond to the pandemic range considerably. How a country is responding can significantly impact the best way to approach education service provision. The response proposed under this project are tailored to the particularities of Ethiopia in terms of availability of existing Government infrastructure for distance learning; levels of access to technology; and the federal governmental system.
48. *Assess existing assets/infrastructure:* Many low- and middle-income countries do not have the budget flexibility to build new tools to support learning outside the existing system. Solutions must leverage existing assets and infrastructure to minimize costs. Leveraging existing assets has the additional benefit of quick mobilization and user familiarity. The project is augmenting and strengthening the existing systems of online and distance learning.
49. *Develop an understanding of available learning resources:* Mapping the resources available to support remote learning is an essential step in developing a remote learning strategy. These resources may be either online or offline. The focus should be on identifying those that are available in the language of instruction, cover topics in the national curriculum, and map easily to the national curriculum;
50. *Ensure high levels of awareness of distance learning resources through dedicated communications:* Distance learning requires a high degree of buy-in and participation from communities which is unlikely to be achieved without concerted effort. The project supports this through a specialized communication campaign to inform communities of the availability of distance learning resources and how to access them.
51. *Reopening of schools requires demand- as well as supply-side support:* Following the reopening of schools it is unlikely that participation will return to pre-pandemic levels immediately. Prolonged school closures have been found to have long-term impacts on school participation, particularly in fragile and conflict-affected states. A multi-country study that students in fragile and conflict-affected states are less likely to return to school, are more likely to work, and are more likely to be conscripted into armed groups following school



closures. Following the Ebola epidemic, many girls in Sierra Leone didn't return to school and sexual exploitation increased.

52. *Support continues to be needed following the reopening of schools:* There can be no return to 'business as usual' once the closure of schools comes to an end. The experience of countries such as Sierra Leone following the Ebola outbreak of 2014-16 suggests that carefully planned accelerated learning activities can mitigate learning loss as a result of school closures.
53. *The crisis deepens challenges of equity in learning:* The burden placed on students by COVID-19 is likely to be greatest in the poorest households, as will the capacity of students to access distance learning activities. As a result, after schools reopen, teachers will likely face classrooms with larger disparities in terms of both academic and socioemotional skills.<sup>11</sup> The project supports learning assessment and remedial education, in addition to general accelerated learning, to provide targeted support to those students facing the most severe learning loss and socioemotional impacts.
54. *Monitoring, evaluation and regular readjustments are required:* While a rapid and effective response to the pandemic based on international good practices is required, it is important to note that the world has not been through a situation like this in recent memory. Even with the most careful design, it is likely that implementation of COVID-19 response will require intensive monitoring and iterative adaptation in response to unexpected events, not least the considerable uncertainty regarding the timeline for reopening of schools. The project is designed to include necessary flexibility to allow such iterative adaptation as required.

### III. IMPLEMENTATION ARRANGEMENTS

#### A. Institutional and Implementation Arrangements

55. The Project will be implemented by the MoE who will have overall responsibility for Project implementation. The Program Steering Committee of GEQIP-E will oversee the coordination, monitoring, and implementation of the Project across ministries, with additional members added as required. The Planning and Resource Mobilization Directorate (PRMD) of the MoE will be the main implementing entity with the task of preparing the Annual Work Plan and Budget (AWPB) and carrying out the Project activities, with the support of MoE directorates and agencies, universities and regional education bureaus (REBs). A Program Coordination Office (PCO) under the PRMD will be responsible for overall implementation and coordination of Project activities across MoE directorates and agencies, universities, 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 Project'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).
56. At the regional level, in each of Ethiopia's nine regions and two city administrations, the Project 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.

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<sup>11</sup> World Bank. 2020. "The Covid-19 Pandemic: Shocks to Education and Policy Responses." Mimeo.



57. At the school level, 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.
58. The project will use the existing structure of emergency Education Clusters for coordination with other COVID-19 response activities, and with other DPs, UN Agencies and stakeholders. This structure is already employed in Ethiopia for coordination EIE activities relating to refugees and IDPs, and has been selected by Government as the forum for cross-collaboration for the education COVID-19 response.

## B. Results Monitoring and Evaluation Arrangements

59. REBs will have the main responsibility for monitoring Project implementation with the MoE providing oversight, primarily through the national and regional M&E capacity supported by GEQIP-E. In addition, REBs will play a critical role in the collection of data from school and woreda levels. The MoE, specifically the Education Management Information System (EMIS), General Education Inspection Directorate (GEID) and Licensing and Relicensing Directorate (LRD) directorates will be responsible for the aggregation, quality assurance and analysis of the data at the national level. The findings from the data analysis will then be used to assess progress against indicators in the results framework.

## C. Sustainability

60. **The project interventions are building on existing Government priorities and initiatives to mitigate the impact of COVID-19 in the education sector.** The GoE, through MoE, has led the design of the project, ensuring that the proposed interventions are aligned with the overall priorities of ESDP V and the MoE's Education Sector COVID 19-Preparedness and Response Plan. The proposed remote learning interventions will provide materials and capacity for improvements in distance learning capacity beyond the lifetime of the project and of the COVID-19 pandemic, providing valuable continuity of learning for out-of-school children from refugee, IDP, pastoralist and other at-risk communities. The increased capacity for remedial instruction is also expected to have lasting benefits for equity and quality of schooling.

## IV. PROJECT APPRAISAL SUMMARY

### A. Technical, Economic and Financial Analysis

61. A Technical Assessment was completed for GEQIP-E in 2017 and an addendum prepared as part of the preparation of the AF to GEQIP-E for Refugee Integration in 2019. The Technical Design Risks for the COVID-19 response will be similar to those for GEQIP-E, with additional challenges and risks arising from the emergency nature of the project and the context of the pandemic. The Technical Design Risk is therefore Substantial.
62. The Technical Design of the project includes measures to mitigate the additional challenges and risks arising from the emergency context. The project adopts a three-phase approach in line with that recommended by the World Bank, with activities to help the system cope and maintain learning trajectories during the closure of schools; to promote learning recovery as schools reopen; and to strengthen the resilience of the education





system in the medium term.<sup>12</sup> In the coping phase, the project supports a layered approach employing multiple channels to reach the largest possible share of students, including radio, TV and printed materials, with specialized support for disadvantaged children such as those with special needs and pastoralist girls. To address safety, reassure communities and prevent recurrence of COVID-19 in schools, the project supports improvements to school WASH facilities and hygiene supplies. An emergency helpdesk and support to REB supervision capacity will strengthen the resilience of education system in the medium term against potential COVID-related or other shocks.

63. **Justification of public provision.** As described in the technical assessment, primary schools face severe shortages in resources and often poorly trained and underqualified teachers. While the private rates of return to primary education are substantial, the health and financial shocks associated with the pandemic will limit available household credit. This credit constraint and the potential loss of human capital as a result of the closures are the market failures that justify harmonization of service delivery.
64. **World Bank's value-added.** The World Bank has been a close partner of the Government and its effort to strengthen the education sector for a long time most recently through the GEQIP-E and its predecessors, GEQIP and GEQIP II. This, as well as the World Bank's extensive expertise in education provides the World Bank substantial comparative advantage for supporting the Government implement the proposed Project.
65. **Summary of development impact.** The Government's COVID-19 education response plan is projected to have a positive net benefit. The maintenance of learning, health, and safety during the pandemic is expected to improve education quality and strengthen health outcomes. By modelling the effects of the educational inputs according to international evidence, the internal rate of return is estimated to be between 27 and 39 percent for a student staying in primary school.

## B. Fiduciary

### Financial Management

66. **Implementation arrangement.** The MoF, through its Channel One Program's Coordinating Directorate (COPCD), is responsible for the overall Financial Management (FM) of the project whereas MoE, through the Planning and Resource Mobilization Directorate (PRMD), supervised & guided by the GEQIP-E Steering committee chaired by Minister of Education, will be responsible for project implementation. The Project will follow the Government's Channel One fund flow mechanism whereby resources will directly flow from IDA to the MoF and from there to the regional finance Bureaus, woreda finance offices, and federal level implementer (MoE).
67. This FM arrangement assessment was made in line with the World Bank's Policy and Directives on Investment Project Financing requirements. The proposed project will use the Bank-financed General Education Quality Improvement Program for Equity (GEQIP-E) project's system for implementation. This is one of the many projects under COPCD and implemented by MoE. Hence, the Bank has existing knowledge of the Channel One FM arrangements and the experience from ongoing projects at the MoE will also benefit the proposed project.

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<sup>12</sup> World Bank. 2020. "The COVID-19 Pandemic: Shocks to Education and Policy Responses." Washington, DC: World Bank Publications.



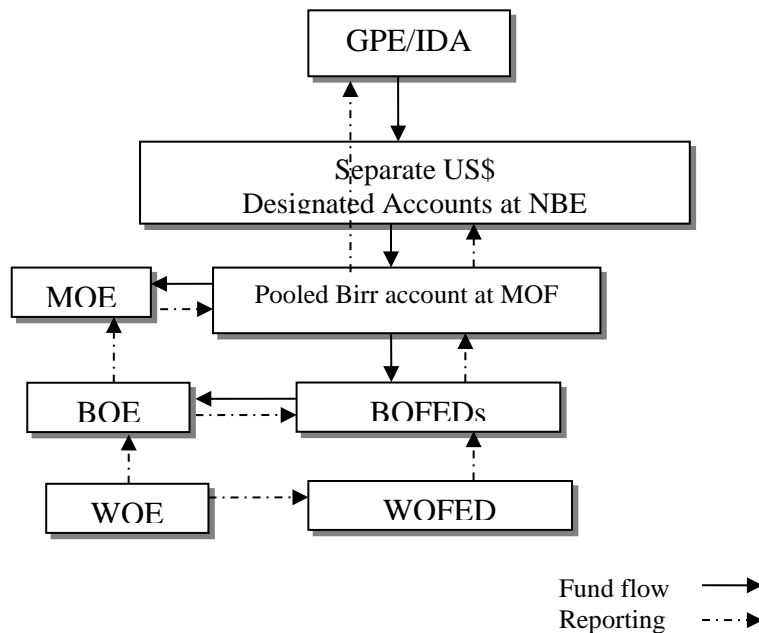
Regular biannual FM supervisions are being conducted for all Bank financed projects under COPCD and the MoE.

68. **Risks.** Based on the description of the components to be supported by the Project, it is noted that the Project will involve distribution of various goods and supplies to students and teachers although major procurements will be conducted at the MoE and Regional level. Taking into account the nature and context of the proposed project and based on the experience from existing projects, key risks identified include: i) decentralized implementation involving multiple implementing entities at woreda and school levels which will be working with limited capacity due to the pandemic; ii) distribution of various materials to schools, students and teachers as these may be delayed as noted in distribution of text books or not reach the intended beneficiaries; and iii) weaknesses in internal audit functions across all levels which will not efficiently support the activities to be implemented by the lower level. The MOE as mitigation of this risks, proposed to outsource major procurement activities for firms that can efficiently manage and administer procurement related issues. Given the above risk factors, the nature of activities involved in this specific emergency operation, and the context in which they might be implemented, the financial management risk is considered High.
69. **Mitigating measures.** Mitigating measures include (i) closely supporting the COPCD and MoE finance officers, regular follow-up and communication (via phone and email and additional reporting as may be required) with lower level implementers; (ii) preparing clear guidance note indicating the responsibilities at all levels, targeting, distribution, reporting, auditing and accountability measures on distribution of the goods which takes into accounting the current pandemic; iii) incorporating a goods distribution reporting template as part of the Interim Financial Report (IFR) and publishing this quarterly on the websites of MoF and MoE and (iv) Having quarterly interim audits and incorporating a special opinion clause in the external audit TOR for verification of the distribution made to beneficiaries.
70. **FM arrangement.** MoE will be responsible for preparing and consolidating the project's budget. The Government's budget procedures will be followed, and the budget will be proclaimed under the MoE. The implementing entities will apply modified cash basis of accounting. Although the Government's accounting manual will be used, project specific arrangements will follow the GEQIP-E financial management manual. The standalone Government's accounting software will be used to record the transactions of the project. The existing finance officers at the COPCD, BoFEDs and REBs will be handling this project. Most financial controls within the internal control system of the government function well although the internal audit function is not reviewing schools and providing the necessary support to due to capacity and human resource gaps. Notwithstanding the low internal audit coverage with capacity gaps and staffing constraints, the internal audit units at all implementing entities should review the project given the risk paused by the operation being emergency and the involvement of goods transfer to students, teachers and schools. To supplement the weakness in the internal audit function, the external auditors will conduct quarterly interim audits to identify gaps and provide timely remedial action.
71. Clear procedures will be laid out for distribution of various goods to be distributed to beneficiaries. The guideline should describe in detail roles and responsibilities at the various levels; the identification and targeting criteria of the students, teachers and schools; distribution templates; reporting formats; internal and external audit arrangements and procedures in case of misappropriation. This guideline must be prepared within one month of project effectiveness and must be reviewed and cleared by the Bank before being used by the MoE. COPCD will prepare quarterly consolidated IFRs and submit to the Bank within 60 days of the end



of the reporting quarter. this reporting will have a section on the status of the distribution of the various goods to final beneficiaries. this part of the IFR will be disclosed on the websites of MoF and MoE.

72. MoF will open a separate USD Designated Account and local currency account with financial institutions acceptable to the WB. The other implementing entities will also open separate local currency accounts. All disbursement methods will be allowed, and disbursements to the DA will be based on a cash forecast as per the instructions laid out in the DFIL. As this is an emergency project, the direct payment method will be used for procurement related payments. External audit should be conducted by the Office of the Federal Auditor General (OFAG) or by an auditor nominated by OFAG which is acceptable to the World Bank. Quarterly interim audit will be conducted starting from the time the procurement of goods are finalized and are ready for distribution. These interim audits will form part of the annual audit report. The Audit report should be submitted within 6 months of the end of the fiscal year and must be disclosed as per the Bank’s access to information policy. The audit TOR will include a section which will require the external auditors to quarterly review the goods transferred to final beneficiaries and provide assurance that the distributions were made according to agreed up on procedures. The fund flow arrangement is depicted below:



73. **Conclusion.** Subject to the successful completion of the actions recommended to address the risks identified, the proposed FM arrangements can be considered acceptable to the World Bank. An action plan is developed in this regard. The MoF is compliant to all financial covenants in Bank financed operations. To facilitate for the timely release of resources and commence the implementation, the project will open the designated accounts and take any other necessary action to start implementation without delay. IFR formats and updated audit TORs will be agreed during negotiation. Furthermore, the Bank will continue to provide its implementation support and supervision missions and update the risk and mitigating measures regularly.



## Procurement

74. **Applicable Procurement Procedures:** Procurement under the project will be carried out in accordance with the World Bank's Procurement Regulations for IPF Borrowers - Procurement in Investment Project Financing, Goods, Works, Non-Consulting, and Consulting Services', dated July 1, 2016 revised November 2017 and August 2018; and 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants', revised as of July 1, 2016; and the provisions stipulated in the Legal Agreement. The project will use the Systematic Tracking of Exchanges in Procurement (STEP) for planning and processing of procurement activities.
75. Procurable items under the proposed project include radio sets, educational tablets, smart thermometers, first aid kits, water tankers, face masks, disinfectant chemicals, sanitizers and other sanitary materials. Procurable items also include maintaining the school WASH facilities such as school toilets and tap-water.
76. The proposed procurement approach prioritizes fast track emergency procurement for the required goods, works services. While procurement methods that include National Approach, Open International Approach, RFQ and Direct Contracting can be used, key measures to fast track procurement include the use of methods that will ensure expedited delivery. These include direct contracting of firms as appropriate, and Request for Quotations (RfQ) with no threshold limit for this method as appropriate. The National Approach can be used for up to US\$2 million for goods.
77. Standard Procurement Documents issued by the World Bank to be used by the recipient for IPF-financed projects which include the General Procurement Notice, Specific Procurement Notice, Request for Expression of Interest, Request for Proposals, and Request for Bids documents, will be used for goods, consulting, and non-consulting services to be procured through international open competitive bids and for consultancy contracts. In addition, the implementing agencies will use Standard Bid Evaluation Forms for procurement of goods, and non-consulting contracts, and the Sample Form of Evaluation Report for Selection of Consultants.
78. Advance payment to contractors may be increased to 40% while secured with the advance payment guarantee. The time for submission of bids/proposal can be shortened to 15 days in competitive national and international procedures, and to 3-5 days for the Request for Quotations depending on the value and complexity of the requested scope of bid.
79. Procurement implementation for most of the procurable items shall be carried out centrally by the Ministry of Education as most of the procurable items are goods, supplies and services and need to be executed at central level. The maintenance of WASH facilities such as toilets, water taps etc. shall be procured by the REBs.
80. A procurement capacity assessment of the MoE and REBs was carried out. Assessments carried out in the MoE and the REBs indicate that the MoE has about 12 procurement staff whereas in the Regional REBs have 2-7 procurement staff are available. However, the assessment has indicated that there is a serious procurement capacity limitation both at the MoE and the REBs. The capacity constraints are reflected in terms of lack of adequate manpower and most importantly lack of the necessary knowledge and skills to carry out public procurement in accordance with agreed procedures. Most of the staff both at the MoE and the REBs are not familiar with the procurement procedures to be followed under Bank financed projects. The procurement staffs crucially require building their capacity through procurement training.



81. The assessment has generally indicated that procurement planning and processing at MoE can be considered inadequate. Main risks identified include: (i) inadequate capacity in the MoE and REBs in terms of qualified and proficient procurement and contract administration staff and inadequate compensation to attract qualified staff; (ii) delays in procurement planning and processing, delays in decision making, evaluation of bids, and delays in contract award and signing; (iii) gaps in the use of SPDs and in the preparation of bidding documents/RFPs, the preparation of evaluation reports, and the preparation of contract documents; (iv) inadequate procurement record keeping system; and (v) inadequate procurement oversight and weak internal control system. For the identified risks the main recommendations are: (i) Deploy qualified procurement and contract administration staff at MoE and REBs, as appropriate, for the emergency operation, (ii) all IAs to adopt procurement key performance indicators (KPIs), commence data collection activities, and report on procurement performance, (iii) implement capacity building program for procurement staff in the use of SPDs, preparation of BDs/RFPs, evaluation reports etc.; (iv) establish proper record keeping and procurement information tracking system; and (v) strengthen internal audit capacity with recruitment of qualified and experienced staff.
82. **Procurement Risk:** The COVID-19 disease and the disruption it has caused in the production and supply chain of goods and services is another major procurement risk to be reckoned with. The availability of equipment and supplies is likely to be negatively affected by the constraints on manufacturing effected by stay at home policies worldwide; the impacts of the virus itself on the workforce; and increased global and regional demand for relevant materials. Furthermore, in addition to the constraints on procurement capacity outlined above, MoE does not have past experience in emergency procurement.
83. **Procurement Plan (PP).** The MoE shall prepare the Project Procurement Strategy for Development (PPSD) which shall form the basis for a PP for the project and which also provides the basis for the procurement methods. The PSD shall be agreed between the Borrower and the project team and will be available at the MoE and in the project website.
84. **Procurement Oversight:** The procurement risk is High. Procurement oversight shall be carried out every six months. Because the project is an emergency response program hand-holding support shall be provided by the Bank to project staff.

### C. Legal Operational Policies

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



## **D. Environmental and Social**

### **Environmental:**

85. The project activities can have significantly 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.
86. 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.

### **Social:**

87. 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 loss 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.
88. 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.
89. 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.

90. 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.

## V. GRIEVANCE REDRESS SERVICES

91. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit [www.inspectionpanel.org](http://www.inspectionpanel.org).

## VI. KEY RISKS

92. **Political and Governance (Substantial).** The Political and Governance Risk is Substantial as a result of volatile political conditions in Ethiopia. Ethiopia is currently experiencing a powerful wave of reforms in a range of sectors following the resignation of Mr. Hailemariam Desalegn as Prime Minister and his replacement by Dr. Abiy Ahmed in April 2018. These reforms have been accompanied by periodic unrest. In July 2020 ethnic violence worsened and demonstrations occurred in Addis Ababa and other locations following the murder of a popular singer, resulting in a temporary shutdown in internet communications. These challenges pose risks of delays in implementation of the project. The national scope of the project, and emergency nature, is expected to mitigate the risk of opposition on ethnic grounds and the likelihood of policy reversal; nevertheless, careful monitoring by the PIU will be required of on-the-ground opposition to implementation.
93. **Macroeconomic (Substantial).** COVID-19 is expected to negatively affect economic growth. The Government is putting in place mechanisms to cushion the macroeconomic impacts. There is a likelihood of budget cuts to the education sector following the COVID crisis, which may lead to : (a) to reduced funding for development projects in schools; (b) reduced budgets for special programs such as the sanitary towels and the school meals programs; and (c) reduced allocation for recruitments of new teachers. The COVID situation and its impact on the economy is uncertain at this stage-these risks will be reviewed in the course of project implementation.



94. **Technical Design of Project (Substantial).** This is related to current and expected future operating environment, as impacts from COVID-19 are still unfolding. The proposed project interventions are aligned with the MoE COVID plan, which aims to mitigate the threat posed by COVID 19 to the basic education sub-sector. Potential delays in budgeting and disbursements from the national treasury, since the project is being prepared when the budget cycle , and the first supplementary budget process for FY 2019/20 has been completed.
95. **Institutional Capacity for Implementation and Sustainability (Substantial).** Implementation of education projects, including the COVID-19 response, is substantially devolved to regional level in Ethiopia, but REBs have widely differing levels of institutional capacity. In particular, emerging regions (Afar, Benishangul-Gumuz, Gambella, Somali) face particular challenges in terms of capacity at REB and woreda level.
96. **The Overall Risk Rating is Substantial,** owing primarily to High Political and Governance Risk and Substantial risks in terms of Institutional Capacity for Implementation and Sustainability. Fiduciary and Environmental and Social Risks are also rated Substantial.





**VII. RESULTS FRAMEWORK AND MONITORING**

**Results Framework**

**COUNTRY: Ethiopia**

**Ethiopia: COVID-19 Education Response Project**

**Project Development Objectives(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

**Project Development Objective Indicators**

Indicator Name	PBC	Baseline	End Target
<b>Support continued learning during the closure of schools</b>			
1. School age children with access to COVID-19 distance/home-based learning programs, (% , broken down by gender) (Percentage)		2.00	43.00
<b>Support accelerated learning after the closure of schools</b>			
2. School age children previously enrolled in grant-supported schools who return to school once the school system is reopened (% , broken down by gender) (Percentage)		0.00	100.00



Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	End Target
<b>Component 1: Maintaining learning trajectories and safety during school closure</b>			
1.1 % of children provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts and gender-based violence (Percentage)		7.00	43.00
1.2 Number of regions/states with radio and TV stations broadcasting emergency distance learning programs during school closures (Number)		1.00	11.00
1.3 Number of children in Inclusive Education Resource Centers provided with radios/other distance learning equipment (Number)		0.00	15,000.00
1.4 Number of children in appropriate age group provided home learning kits (Text)		TBC	2,100,000
<b>Component 2. Supporting readiness for school reopening and mitigating learning loss</b>			
2.1 % of public schools equipped by the project with minimum hygiene package for prevention of COVID-19 (Percentage)		0.00	100.00
2.2 % of grant-supported schools reopened (Percentage)		0.00	100.00
2.3 Number of teachers trained by the project to provide accelerated programs to mitigate loss of learning during school closure (Number)		0.00	40,000.00
2.4 % of children at grant-supported schools whose learning was assessed to evaluate loss of learning during school closure (Percentage)		0.00	100.00



**Monitoring & Evaluation Plan: PDO Indicators**

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
1. School age children with access to COVID-19 distance/home-based learning programs, (% , broken down by gender)	Number of people aged 6-18 who are able to access emergency COVID-19 related distance/homebased learning activities provided by the project / total number of people aged 6-18 *100, disaggregated by gender and also by level of education, age, disabilities, and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs and, in the case of radio and TV, validate it using data from stations	MoE
2. School age children previously enrolled in grant-supported schools who return to school once the school system is reopened (% , broken down by gender)	Number of people aged 6-18 previously enrolled in schools receiving direct support from the project who are re-enrolled in school after the school system is reopened / total number of people aged 6-18 previously enrolled in schools receiving direct support from the project *100, disaggregated by gender and also by level of education, age, disabilities, and region	Every six months	MoE	MoE will collect data from REBs	MoE



**Monitoring & Evaluation Plan: Intermediate Results Indicators**

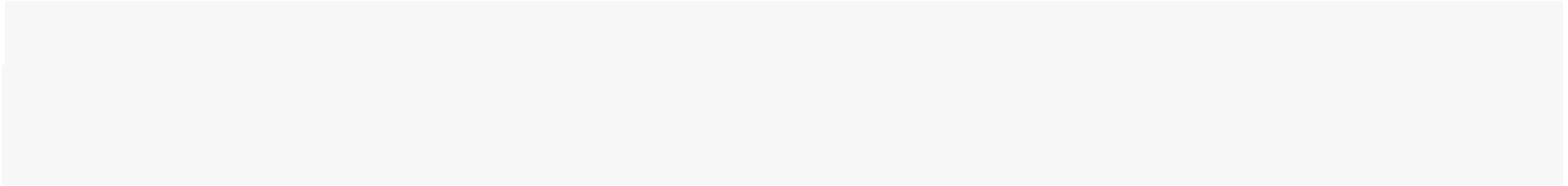
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
1.1 % of children provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts and gender-based violence	Number of people aged 6-18 who are able to access programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms / total number of people aged 6-18 *100, disaggregated by gender, level of education, age, disabilities, and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs, with validation via household surveys and World Bank phone surveys	MoE
1.2 Number of regions/states with radio and TV stations broadcasting emergency distance learning programs during school closures	Number of regions/states in which schools are closed with radio and TV stations broadcasting at least 100 hours of government emergency distance learning programming, disaggregated by level of education, language, and region. School closure defined as 80% of public	Every six months	MoE/REBs	MoE	MoE will collect data from REBs and validate it using data from stations



	schools in region closed.				
1.3 Number of children in Inclusive Education Resource Centers provided with radios/other distance learning equipment	Number of children in Inclusive Education Resource Centers provided with radios/other distance learning equipment, disaggregated by gender, level of education, age, disabilities, and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs	MoE
1.4 Number of children in appropriate age group provided home learning kits	Number of children aged 6-18 provided with printed home learning kits, disaggregated by gender, level of education, age, disabilities, and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs	MoE
2.1 % of public schools equipped by the project with minimum hygiene package for prevention of COVID-19	Number of public primary and secondary schools equipped by the project with minimum hygiene package for prevention of COVID-19 / total number of public primary and secondary schools, disaggregated by level of education and region (Cumulative). Minimum hygiene standards include sanitizer, detergent, thermometers and portable	Every six months	MoE	MoE will collect data from REBs	MoE



	handwashing station.				
2.2 % of grant-supported schools reopened	Number of public primary and secondary schools which are open and functioning and have been so for at least one month / total number of grant-supported schools * 100, disaggregated by level of education taught and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs	MoE
2.3 Number of teachers trained by the project to provide accelerated programs to mitigate loss of learning during school closure	Number of teachers trained by the project to provide accelerated programs to mitigate loss of learning during school closure, disaggregated by gender, level of education taught, and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs	MoE
2.4 % of children at grant-supported schools whose learning was assessed to evaluate loss of learning during school closure	Number of students enrolled at grant-supported schools whose learning was assessed to evaluate loss of learning during school closure / total number of students enrolled at grant-supported schools * 100, disaggregated by gender, level of education, age, disabilities, and region (Cumulative)	Every six months	MoE	MoE will collect data from REBs	MoE





## **ANNEX 1: Implementation Arrangements and Support Plan**

### **Implementation Arrangements**

1. 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).
2. 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.
3. The project will use the existing structure of emergency Education Clusters for coordination with other COVID-19 response activities, and with other DPs, UN Agencies and stakeholders. This structure is already employed in Ethiopia for coordination EIE activities relating to refugees and IDPs, and has been selected by Government as the forum for cross-collaboration for the education COVID-19 response.

### **Flow of Funds and Reporting**

4. MoF will open a separate USD Designated Account and local currency account with financial institutions acceptable to the World Bank. The other implementing entities will also open separate local currency accounts. All disbursement methods will be allowed, and disbursements to the DA will be based on a cash forecast as per the instructions laid out in the DFIL. Upon effectiveness, the MoE will prepare a cash flow forecast for the project based on an approved work plan and budget and thereafter submit a withdrawal application to IDA. IDA will process the withdrawal application and deposit an advance in the project's





account. Subsequent withdrawal applications will be made quarterly following approval of progress and accountability reports, work plans, and budgets.

- 5. Moreover, as this is an emergency project, there would be retroactive financing up to 40% and the direct payment method will be used for procurement related payments. Quarterly interim audit will be conducted starting from the time the procurement of goods is finalized and are ready for distribution. These interim audits will form part of the annual audit report. The Audit report should be submitted within six months of the end of the fiscal year and must be disclosed as per the Bank’s access to information policy.

**Table 1: Project Costs by Component**

Project Components	Project Cost (US\$)	GPE Grant Financing (US\$)	% Financing
<b>Component 1.</b> Maintaining learning trajectories and safety during school closure	3,590,000	3,590,000	100
<b>Component 2.</b> Supporting readiness for school reopening and mitigating learning loss	10,760,000	10,760,000	100
<b>Component 3.</b> System-level resilience and project coordination	500,000	500,000	100
<b>Total Costs</b>	14,850,000	14,850,000	100

**Procurement**

- 6. **Systematic Tracking of Exchanges in Procurement (STEP):** The Project will use STEP, a planning and tracking system, which would provide data on procurement activities, establish benchmarks, monitor delays and measure procurement performance.
- 7. **Record keeping and management:** The Procurement Specialist under the PCU will be responsible for record keeping and shall open a procurement file for each contract processed and upload the same information in the STEP. The file should contain all documents on the procurement process in accordance with the IDA requirements.



### Implementation Schedule

8. The nature of the COVID-19 response and the indefinite nature of the closure of schools prevents precise planning of the timing of activities relating to school reopening. The below schedule indicates the sequencing of activities and their relation to the reopening of schools; the schedule will be updated with precise dates as the timeline for reopening becomes clear as part of an iterative program adaptation methodology supported by the Learning From Evidence Approach (Annex 4). In the event of a longer closure of schools (after Sep/Oct 2020), it is likely that some activities labelled for completion within one month of reopening will be completed prior to reopening.

		July 2020 > Reopening of schools	One month prior to reopening	Within one month after reopening	Ongoing to project close
Radio and TV learning content development	Primary content development				
Radio and TV learning content development	Secondary content development				
Radio and TV learning content development	Technical support to REBs for localization of distance learning content				
Communication regarding distance learning and safety during school closure / Back to school campaign	Development of communication materials				
Radio and TV learning content development / Communication regarding distance learning and safety during school closure / Back to school campaign	Support to broadcast costs				
Priority support for disadvantaged students.	Procurement of radios				
Priority support for disadvantaged students.	Procurement of tablets				
Priority support for disadvantaged students.	Training of IERC staff				
Priority support for disadvantaged students.	Development of materials				
Offline learning packets.	Printing				
Offline learning packets.	Distribution				
Accelerated learning.	Development of guidelines and materials				
Remedial instruction and tutorials.	Development of guidelines and materials				
Support to teachers.	Training of trainers				
Support to teachers.	Support to cascade training				
Support to schools for pandemic recovery	Procurement of materials				
Support to schools for pandemic recovery	Distribution of materials				
Community support for school cleanliness.	Development of guidelines				
Community support for school cleanliness.	Dissemination of guidelines				
Emergency helpdesk.	Staffing and telecoms				
Support to regional and local supervision capacity.					
Project coordination					
Learning from Evidence	Bimonthly surveys and end-of-project evaluation				



**Implementation Support Plan**

9. Most of the Bank team members will be based in the Ethiopia Country Office (ECO), including technical, procurement, financial management, and safeguards specialists, which would facilitate timely, efficient, and effective implementation support to the client. Detailed inputs from the Bank team are outlined below:

**Table 2: Summary of Implementation Support**

Time	Focus	Skills Needed	Resource Estimate
First 6 months	Project launch: Informing all relevant stakeholders about the project.	Task Team Leader	10 weeks
		Education Specialist	6 weeks
	Induction of the project implementation teams - awareness on the PAD, and project results framework.  Enhancing existing capacity in monitoring, procurement, financial management, and safeguards.  Procuring and distributing home self-learning materials to students.	Economist	8 weeks
		M&E Specialist	2 weeks
		Procurement specialist	2 weeks
		Environment Specialist	2 weeks
		Social Development Specialist	2 weeks
		FM Specialist	2 weeks
6-18 months	All components. Implementation support and field visits.	Task Team Leader	20 weeks
		Education Specialist	12 weeks
	Monitoring and evaluation, collecting data / results.  Support MOES to creating a M&E system for remote learning and psychosocial support services.  Preparation of Implementation Completion Report.	Economist	16 weeks
		M&E Specialist	6 weeks
		Procurement specialist	4 weeks
		Environment Specialist	4 weeks
		Social Development Specialist	4 weeks
		FM Specialist	4 weeks
Procurement Specialist	6 weeks		
Administrative support	6 weeks		



**ANNEX 2: Indicative budget**

		Unit cost (US\$)	Units	Total (US\$)
<b>Component 1: Maintaining learning trajectories and safety during school closure</b>				
<b>Radio and TV learning content</b>	Primary content development	384,000	1	384,000
<b>Radio and TV learning content</b>	Secondary content development	244,000	1	244,000
<b>Radio and TV learning content</b>	Support to broadcast costs	500,000	1	500,000
<b>Radio and TV learning content</b>	Technical support to REBs for localisation of distance learning content	150,000	1	150,000
<b>Communication regarding distance learning and safety during school closure / Back to school campaign</b>	Development of communication materials	100,000	1	100,000
<b>Priority support for disadvantaged students.</b>	Procurement of radios	25	15,000	375,000
<b>Priority support for disadvantaged students.</b>	Training of IERC staff	200	400	80,000
<b>Priority support for disadvantaged students.</b>	Development of materials	1	245,000	245,000
<b>Offline learning packets.</b>	Printing	0.47	2,100,000	987,000
<b>Offline learning packets.</b>	Distribution	0.25	2,100,000	525,000
<b>Component 2. Supporting readiness for school reopening and mitigating learning loss</b>				
<b>Accelerated learning.</b>	Development of guidelines and materials	400,000	1	400,000
<b>Remedial instruction and tutorials.</b>	Development of guidelines and materials	400,000	1	400,000
<b>Support to teachers.</b>	Development of materials for teacher support to re-enrollment of vulnerable children	300,000	1	300,000
<b>Support to teachers.</b>	Training of trainers	100	4,000	400,000
<b>Support to teachers.</b>	Support to cascade training	25	40,000	1,000,000



<b>Support to schools for pandemic recovery</b>	Water tankers (procurement)	10	100,000	1,000,000
<b>Support to schools for pandemic recovery</b>	Portable handwashing stations	20	50,000	1,000,000
<b>Support to schools for pandemic recovery</b>	Disinfectant 1l	2.5	400,000	1,000,000
<b>Support to schools for pandemic recovery</b>	Sanitizer 500ml	2.5	400,000	1,000,000
<b>Support to schools for pandemic recovery</b>	Thermometers	3	40,000	120,000
<b>Support to schools for pandemic recovery</b>	First aid kits	20	10,000	200,000
<b>Support to schools for pandemic recovery</b>	Face masks	2	500,000	1,000,000
<b>Support to schools for pandemic recovery</b>	Menstrual Health Materials (package)	25	40,000	1,000,000
<b>Support to schools for pandemic recovery</b>	Distribution of materials	1	1,000,000	1,000,000
<b>Community support for school cleanliness.</b>	Development of guidelines	140,000	1	140,000
<b>Community support for school cleanliness.</b>	Dissemination of guidelines	8	100,000	800,000
<b>Component 3: System-level resilience and project coordination</b>				
<b>Emergency helpdesk.</b>	Staffing and telecoms, per month	10,000	10	100,000
<b>Support to regional and local supervision capacity.</b>		200,000	1	200,000
<b>Learning from Evidence</b>	Bimonthly surveys and end-of-project evaluation	100,000	1	100,000
<b>Project coordination</b>		100,000	1	100,000
<b>Grant Agent Supervision</b>				
<b>N/A</b>	GA Supervision	150,000	1	150,000
<b>Project</b>				
<b>PROJECT TOTAL</b>				15,000,000



## **ANNEX 3: Economic and Financial Analysis**

### **Introduction**

1. **Project summary-** The Covid-19 Education Response Project would support the government's programme on improving equitable access to and quality of education for vulnerable communities ESDP V and VI. The key components studied in this economic analysis promote the health, safety, and continued learning of students while schools are closed due to the pandemic, as well as the continuation of learning when schools reopen. This includes (1) Maintaining learning trajectories and safety during school closure through distance learning and awareness campaigns supporting ongoing learning and re-enrollment; (2) Supporting readiness for school reopening and mitigating learning loss through the provision of accelerated learning programmes, remedial instruction and tutorials, as well as ensuring that school environments remain safe following the pandemic; and (3) System-level resilience and project coordination including the implementation of an emergency dihelpdesk in the MoE, support to regional and local supervision capacity, and project coordination. These components are expected to increase human capital and protect the most vulnerable, including girls and children from the poorest households.
2. **Scope of the economic analysis-** The OPCS guidance for a technical assessment's economic analysis is to answer three questions: (1) what is the justification for public provision, (2) what is the expected development impact, and (3) what is the value-added of the World Bank? Forecasting the expected development impact is generally a cost benefit analysis. The cost benefit analysis compares the costs and benefits of the programme with and without the World Bank's intervention; in cases where the government's programme is new and being designed with the World Bank, then the cost-benefit analysis compares the costs and benefits of the government's programme. The latter case applies to the Covid-19 Education Response Project. The objective of this economic analysis is to assess the government's education response to the Covid-19 pandemic with a particular focus on (1) maintenance of learning and protection of students while schools are closed and (2) the readiness of schools to reopen and support for students to recover lost learning.

### **Relevant previous research**

3. **Previous research supporting emergency response.** Due to the emergency nature of these activities, there is limited rigorous evidence available to estimate precise cost-benefit calculations. What we do know is that prolonged school closures can negatively impact long-term school participation, learning, and safety of vulnerable students. Research from several countries in sub-Saharan Africa suggests that the longer students are out of school, the less likely they are to return (Hadley, 2010). Decades of research shows that learning loss is a consistent side effect of school closures (Cooper, et al., 1996). A study in Sierra Leone of villages impacted by Ebola found that school closures were correlated with a 10.7 percentage point increase in pregnancy and sexual exploitation of adolescent girls (Bandiera et al., 2019). The pandemic is also causing a major financial shock to many families, which will make it more difficult for children from poor families to return when schools reopen. This body of evidence suggests that without coordinated emergency response efforts, students will be at-risk of dropping out of school, learning may decrease, and long-term health and safety may also be at risk, particularly for girls and other disadvantaged students.
4. **Previous research on distance learning, awareness campaigns, accelerated and remedial learning, and school health and safety.** A significant cost of the proposed programme is the provision of distance learning for



students without connectivity and those with disabilities; support to improve or implement school WASH facilities; and the implementation of accelerated and remedial learning programs. The evidence on specific distance learning modalities is mixed outside of high income countries, though we do know it is important to minimize learning loss while schools are closed.

### **Cost-benefit analysis**

5. This Project will support mitigating the adverse effects the COVID-19 pandemic can have on education outcomes, which are a critical component of human capital. As the nature of work evolves in response to rapid technological change, investing properly in human capital is considered not only desirable but necessary in the pursuit of economic development and wealth. To illustrate this concept, the World Bank developed the Human Capital Index (HCI), which measures the impact of underinvesting in human capital on the productivity of the next generation of workers. It is defined as the amount of human capital that a child born today can expect to achieve in view of the risks of poor health and poor education currently prevailing in the country where that child lives.
6. Education is a major component of the HCI, an index on which Ethiopia ranks 135th out of 157 countries. The key drivers of these returns are the quality of education and the average years of schooling that a child may benefit from. According to the HCI, 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. 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. The current pandemic represents a risk to any gains associated with education and, therefore, the importance of this Project to mitigate those risks.
7. Private returns to education are high in SSA, where one additional year of education represents on average a 12.4 percent increase in expected income, higher than the global average of 9.7 percent. These returns also increase with education level. For higher education the regional average is 21 percent, while the returns to primary and secondary education are 14.4 and 10.6 percent, respectively. We use the global average 10 percent annual return.
8. Beneficiaries from this Project include (i) 9.9 million students in primary and secondary schools who have access to distance learning through radio, television, or project-supported home learning materials; (ii) approximately 40,000 teachers; and (iii) parents and other key stakeholders. The main goal is to ensure learning continuity. The expected positive outcomes are therefore prevention and recovery of learning loss, as the pandemic may lead to learning loss, affecting particularly harder to reach children from poorer households, children with disabilities, and young girls.
9. Costs are equivalent to the total cost of the Project, which will disburse US\$14.85 million over a period of 18 months.
10. The analysis assumed that without the Project, up to one year of learning could be lost. This would impact long-term earnings and could result in drop-out. Due to the current uncertainty regarding



treatments/vaccines, duration of the lockdown, economic impacts on households’ income, and students’ dropouts and learning outcomes, a few different scenarios were considered with regard to amount of lost learning.

- 11. It was assumed that with no intervention, learning loss would be equivalent to the length of school closures for all beneficiaries. The NPV and IRR are currently estimated assuming schools are closed for half of one academic year. The dual activities of providing distance learning opportunities while schools are closed, and accelerated learning when schools re-open could recover all potential learning loss for all students (scenario 1). It possible that not all students who have access to distance learning and accelerated programs will use them, particularly disadvantaged students with facing competing obstacles. To address this we also estimate scenarios reflecting 50 (scenario 2) and 25 percent (scenario 3) learning loss prevention and recovery.
- 12. In Ethiopia, basic education lasts twelve years, from ages 6 to 18. It was assumed that students would join the labor market the year after graduating and work for 35 years. The discount rate used to calculate the present value of costs and benefits was 12 percent.
- 13. The economic analysis confirms the feasibility of the Project, with net present values (NPV) ranging from US\$612 million to US\$142 million, and internal rates of return (IRR) between 27 and 39 percent. The table below provides the economic evaluation under the three different scenarios considered. It is important to emphasize however that they do not exhaust all the possibilities under the uncertainty of the current COVID-19 pandemic.

**Table 1: Expected benefits of the project**

	Learning loss prevented / recovered (% of students)	Number of students supported	NPV	IRR
Scenario 1	100 percent	9,882,074	US\$ 612,135,562	39%
Scenario 2	50 percent	4,941,037	US\$ 298,642,781	33%
Scenario 3	25 percent	2,470,518	US\$ 141,896,390	27%

**Summary of the economic analysis**

- 14. Justification of public provision- As described in the technical assessment, primary schools face severe shortages in resources and often poorly trained and underqualified teachers. While the private rates of return to primary education are substantial, the health and financial shocks associated with the pandemic will limit available household credit. This credit constraint and the potential loss of human capital as a result of the closures are the market failures that justify harmonization of service delivery.
- 15. World Bank’s value-added- The World Bank is currently implementing the parent project, GEQIP-E and implemented its predecessors, GEQIP and GEQIP II. This as well as the World Bank’s extensive expertise in refugees and education provides the World Bank substantial comparative advantage for implementing the proposed programme.
- 16. Summary of development impact- The government’s Covid-19 education response plan is projected to have a positive net benefit. The maintenance of learning, health, and safety during the pandemic is expected to improve education quality and strengthen health outcomes.





#### **ANNEX 4. Learning from Evidence Approach**

17. The project design supports the development and implementation of a Learning From Evidence Plan (LFEP) in order to i) learn continually from evidence and apply that learning adaptively to enhance program effectiveness; and ii) generate knowledge and evidence on the relevance, effectiveness, and efficiency of grants.
18. The LFEP will be developed by the GEQIP-E M&E facility within MoE, in consultation with REBs and the Education Cluster. It is anticipated that the LFEP will include bimonthly sample-based phone surveys in order to support bimonthly reporting by the Grant Agent to GPE of implementation progress. Selected sub-samples will receive physical visits on a reduced schedule to validate phone data and address any indicators which cannot be obtained through phone surveys (e.g. inspection of quality of goods procured) and to reach any respondents who cannot be reached through phone surveys (e.g. beneficiaries without phone access). The exact scope and frequency of surveys will be confirmed as part of the LFEP.
19. The LFEP survey activities will be complementary to the primary M&E plan and conducted by the GEQIP-E M&E facility and equivalent facilities within REBs, with additional information and validation from external surveys including World Bank-implemented phone surveys.
20. The survey population will include representation of all regions/states, and the loci of all project activities, including: out-of-school children; enrolled students following the reopening of schools; disadvantaged students including students with special needs, pastoralist girls, and students from the poorest households; teachers receiving training; and REB/woreda officials receiving supervision capacity building.
21. Within six months of Effectiveness, the findings from the first two batches of surveys will be used to prepare a Learning From Evidence Report in order to support iterative adaptation of project activities where required.
22. Before project close, an expanded sample-based physical survey will be conducted to and generate evidence on the project's relevance, efficiency and effectiveness. It is anticipated that this will include a competency-based test of core subjects (Language of Instruction, Mathematics, and English ) will be administered to a sample of students in selected grades in project-supported schools to validate findings on the learning impacts of the project. Test items will be added from Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) to benchmark the performance of Ethiopian pupils in the post-COVID context against those tested elsewhere.

Questions explored by the LEFP will include, but not be limited to:

Relevance:

- Do grant stakeholders (children/teachers/caregivers/school leadership/education administrators etc.) feel the grant is meeting/met their needs? Why or why not?
- Were the interventions supported by the grant targeted at the areas and children most in need?
- Were the interventions supported by the grant (e.g. educational and instructional materials provided) perceived as meeting the specific needs of girls and the most marginalized children?



Efficiency:

- The extent to which grant resources (inputs) translated into intermediate results (outputs) and whether the same intermediate results could have been achieved with fewer resources.
- What was the speed of delivery of education services?
- Have grant components been delivered within the planned timeline? Why or why not?
- What were the unit costs of delivering the outputs? How do the unit/program costs compare across interventions in terms of reaching the beneficiaries (children/teachers/caregivers etc.)?

Effectiveness:

- To what extent has the grant achieved its output and outcome targets?
- Did the grant address specific barriers to learning faced by girls and the most marginalized children due to COVID-19? How?
- To what extent did grant components mitigate learning loss that may have resulted from school closure due to COVID-19?
- What factors have inhibited or facilitated the achievement of grant goals, objectives, and expected results?
- Which programs/interventions (if different interventions are deployed) were comparatively more/less effective? Why?
- Did grant interventions improve the availability of data required to plan and implement sectoral responses to COVID-19? How?
- Did grant interventions support coordinated responses (between external funders, government, and other stakeholders) to COVID-19? How?
- Did grant interventions build government capacity to respond to COVID-19 and for future response and recovery efforts? How?



ANNEX 5. Map of Ethiopia

