18 MARS 2021

DIRECTRICE GÉNÉRALE DU SECRÉTARIAT

RESTRUCTURATION CHIFFRÉE DE L'ESPIG DE DJIBOUTI

Référence	Décision
CEO/2021/03-02	**Allocation au titre d'une restructuration chiffrée du Programme sectoriel de l'éducation** **Financement de mise en œuvre en faveur de Djibouti** La directrice générale, en vertu des pouvoirs que le Conseil d'administration lui a délégués : 1. Approuve l'allocation à Djibouti d'un financement supplémentaire (USD 2,5 millions) au titre de l'ESPIG en cours (USD 5 millions) et du Fonds à effet multiplicateur (USD 5 millions), tel que décrit dans la requête soumise et résumée au Tableau 1. 2. Demande au Secrétariat: a. de mentionner dans sa notification à Djibouti de l'approbation du financement les observations et la demande de comptes rendus énoncées dans le Tableau 2 ; b. de faire le point sur les questions soulevées à la rubrique « comptes rendus » dans le rapport annuel sur la performance des financements, conformément à l'échéancier défini.

Tableau 1 : Résumé de la requête et allocations recommandées (en USD) :

Pays : Djibouti		
a.	Allocation maximale par pays supplémentaire au titre de l'ESPIG	2 500 000
b.	Allocation sollicitée (100 %)	2 500 000
c.	**Allocation recommandée**	**2 500 000**
d.	Agent partenaire	Banque mondiale
e.	Commission de l'agent partenaire (% – montant)	1,75 % ou 43 750
f.	Coûts encourus par l'agent partenaire au titre du soutien à la mise en œuvre	200 000[1]
g.	Durée	3 ans et 8 mois
h.	Date de démarrage prévue	1er mai 2021
i.	Source de financement	Fonds du GPE

Tableau 2 – Observations de la réunion d'examen et demande de comptes rendus

Pays : Djibouti	
Observations	Le Secrétariat salue les efforts déployés par le gouvernement et le GLPE pour préparer le « Schéma directeur » du Plan sectoriel de l'éducation (PSE) pour 2021-2035 ; il prend note des progrès accomplis malgré les contraintes liées à la pandémie de COVID-19, et il invite à persévérer dans cette voie de sorte que le PSE soit finalisé dans les délais prévus. Le Secrétariat encourage le gouvernement à pérenniser les initiatives transformationnelles appuyées par les fonds du GPE, en particulier celles destinées à promouvoir l'apprentissage et l'enseignement à distance, et à élargir le dialogue avec le GLPE en vue d'un engagement accru qui favorise leur viabilité à long terme. Les comptes rendus se rapportant à l'ESPIG existant restent en place pour la durée du programme. Dans le même esprit, le Secrétariat encourage le gouvernement à promouvoir un dialogue inclusif qui associe les organisations de la société civile, en veillant à ce que celles-ci participent à la fois au Groupe local des partenaires de l'éducation (GLPE) et à la prochaine revue sectorielle conjointe, avec le soutien de l'agence de coordination pour le compte du GLPE.

[1] Ce montant doit être couvert par le financement et ne vient pas s'ajouter à celui-ci.

Comptes rendus	Depuis son entrée en vigueur le 16 février 2020, l'ESPIG affiche un taux de décaissement de 0 %, alors qu'aux termes de l'accord de financement entre l'agent partenaire et le gouvernement, les fonds de l'IDA sont les premiers à devoir être décaissés. Sachant que l'accès au prochain financement du GPE – dans le cadre de la nouvelle allocation-pays – est subordonné au décaissement du financement en cours, le Secrétariat invite le gouvernement et l'agent partenaire à revoir le calendrier de décaissement prévu. L'agent partenaire communiquera ce calendrier au Secrétariat et l'informera des progrès à cet égard.
Condition	Aucune

Annexe A – Rapport de l'étape III du processus d'examen de la qualité par le Secrétariat (uniquement disponible en anglais)

QUALITY ASSURANCE REVIEW – PHASE 3 (SECRETARIAT DELEGATED AUTHORITY)

MARCH 12, 2021

DJIBOUTI

ADDITIONAL MCA

Proposed GPE Grant Amount: US$2,500,000
Fixed Part: US$2.5 million, of which US$200,000 for Grant Agent's Implementation Support Costs
Parent project financing:

- GPE ESPIG: US$10 million (including US$5 million Multiplier)
- Grant Agent: US$18.8 million (US$10 million IDA credit; US$5 million IDA sub-window for refugees grant
- Education Above All Foundation[1]: S$3.8 million

Implementation period: 3 years and 8 months
Projected implementation start date: May 1 , 2021
Grant Agent: The World Bank

1 BACKGROUND AND EDUCATION SECTOR OVERVIEW

1.1. COUNTRY BACKGROUND

One of the smallest countries in Africa and located in the Horn of Africa, Djibouti has witnessed economic growth since 2000, mainly driven by the presence of military bases, port-related activities and transport services. The country has experienced a Gross Domestic Product (GDP) growth around 7 to 8 percent (8.4% in 2018 and 7.5% in 2019)[2]. Growth is expected to reach only 1.3 percent in 2020[3] compared to an initial projection of 7.5 percent due to COVID-19. Despite the pandemic, growth is expected to average 7.1 percent per year in 2021–2022, driven by a rebound in Ethiopia, which will underpin free zone reexports and exports of transportation, logistics, and

[1] The contribution by Educate A Child/Education Above All Foundation from Qatar is linked to results in enrolling additional children in primary education.
[2] https://www.worldbank.org/en/country/djibouti/overview
[3] Idem.

telecommunication services. Ongoing infrastructure projects are also expected to boost growth[4].

However, close to 21 percent of the population still lives in extreme poverty (Djibouti Household Survey 2017), of which 45 percent live in remote areas and others in densely populated districts of Djibouti city, such as Balbala (32 percent). Djibouti has a high youth population (180,000 residents between the ages 15 to 24 in 2018)[5], with 51 percent of the population under 25 years old. A high share, 47 percent, of people aged 15 and older are unemployed. Women tend to be among the most vulnerable, with a lower labor force participation and higher unemployment, and limited access to services[6].

Djibouti faces recurring climate-related crises, which increase internal displacement and exacerbates its already weak education system. Since the GPE-funded program was approved in 2019, Djibouti has been affected by floods twice. In November 2019, an estimated 250,000 people were affected, and in April 2020, 110,000 people were impacted across Djibouti–Ville and the suburb of Balbala, underlining the vulnerability of both refugees and low-income population, as their shelters could not withstand heavy rain[7].

The COVID-19 pandemic has impacted Djibouti by worsening the already precarious living conditions of vulnerable households with job loss, price shocks, and other adverse factors. GDP growth contracted in 2020 for the first time in two decades and share of the population living in extreme poverty is expected to increase from 14.5 percent in 2019 to 15.3 percent in 2020. MENFOP took early measures to close all schools mid-March 2020 which reopened end of September 2020. As a consequence, the pandemic puts unprecedented pressure on the education sector, with protracted school closures deepening learning loss and inequalities, as well as a higher risk of school drop-out, for girls, refugees, and vulnerable children[8].

As of October 31, 2020, Djibouti hosts 31,420 registered refugees and asylum-seekers mostly from Somalia (13,562), Ethiopia (11,245), Yemen (5,449), and Eritrea (921), which constitutes about three percent of the total population in Djibouti, making it one of the countries with the highest ratios of refugees/population in the world[9]. Djibouti has demonstrated its commitment to providing adequate protection to refugees over the last forty years, including access to public

[4] Idem.
[5] Out of a population of 959 thousand: http://uis.unesco.org/en/country/dj
[6] Enquête djiboutienne sur la santé de la famille (2003/2004).
[7] WB PAD November 2020, p. 9
[8] WB PAD, p. 10
[9] WB PAD page 9-10 (World Bank)

schools. Djibouti is party to several international conventions and has enacted national laws related to addressing refugee issues.

	Djibouti
Population	973,560[10] (2019, World Bank)
Human Development Index Ranking	166 out of 189 countries[11] (2019, UNDP)
Expected Years of School	10.3[12]
GDP	US$3.325 billion[13] (2019, World Bank)
GDP per capita	US$3,414[14] (2019, World Bank)
World Bank Income Classification Level	Lower middle income (2020, World Bank)

1.2. EDUCATION SECTOR OVERVIEW

Djibouti's education system is mainly composed of public and private schools[15]. Among private schools, francophone schools are structured like public schools, while Arabic-speaking private schools have a slightly different structure. More than 85 percent of primary level students attend public schools. The public-school system is divided in three levels: basic education, secondary education and tertiary education. Basic education is compulsory and includes preschool (one year)[16], primary (five years)[17] and lower secondary education (four years). The government is expanding one-year pre-primary schooling (ages 4 and 5) in public schools.

[10] https://data.worldbank.org/indicator/SP.POP.TOTL?locations=DJ
[11] http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/fr/DJI.pdf
[12] Extracted from RESEN 2020 p.139; Expected years of school in HDR equals 6.8; Data on learning-adjusted years of school is not available for Djibouti (from WB Human Capital Index website)
[13] https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?locations=DJ
[14] https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?locations=DJ
[15] According to both the annual statistics yearbook (2018-2019) and the RESEN 2020, community schools are mainly at the preschool level representing 17% (RESEN p.17). There is no record of community schools.
[16] It is of three years (ages 3 to 5) in private schools.
[17] Private Arabic speaking schools have 6 years of primary and 3 years at the lower Secondary school

Between 2010 and 2019, the gross enrollment rate (GER) for basic education increased from 3 to 12 percent[18] for pre-primary, from 96 to 106 percent for primary[19] and from 75 to 84 percent[20] for lower secondary. However, the ESA (RESEN) notes that the high GER for primary does not mean that Djibouti has reached universal primary education. Instead, it means that the education system's absorption capacity for students to attend school is greater than the number of students at the corresponding age. Findings from the latest household survey in 2018 suggest that the Net Enrollment Rate for primary education is at 74 percent nationally, 79 percent for Djibouti Ville, and ranges between 60.6 percent and 74.6 percent in the regions (Arta and Ali-Sabieh respectively)[21].

The Education Action Plan 2017-2020 (PAE in French)[22] part of the 2009-2019 sector plan, "Schéma Directeur de l'Education", extended to 2020, was recently closed. The Government of Djibouti is currently preparing its new education sector plan "Schéma Directeur de l 'Education (2021-2035) under the umbrella of its National Development Strategy (2020-2035) and relying on the findings of a sector analysis validated in June 2020, as well as an independent evaluation of the previous sector plan. Challenges in terms of equity, learning outcomes, efficiency, and sector performance monitoring are summarized in the following.

1.2.1 Equity:

Despite an increase in student enrollment in the last decade, equitable access to education at all levels remains a challenge. Gross intake and completion rates for primary and secondary education indicate persisting challenges for the sector, particularly for girls and children living in rural areas.

The gross intake rate was at 89.8 percent (girls: 88.1% vs boys 91.4%) for primary and at 86.1 percent (girls: 83.9% vs boys 88.1%) for lower-secondary. Relatedly, the completion rate[23] was at 88.5 percent in 2018-2019 for primary, with a gender parity index (GPI) at 0.95 (girls: 86.3% vs

[18] According to the access rate indicator 48% are girls.
[19] An access rate for primary: girls: 88.1% vs Boys: 91.4%.
[20] Data from WB pointed that the gross enrollment rate (GER) stands at only 10.48 percent for pre-primary (GPI of 0.85), 73.84 percent for primary (GPI of 0.95). At the lower secondary level, the GER stands at 63.52 percent (GPI of 1.04)
[21] WB PAD, p.8
[22] Plan d'action de l'éducation
[23] Data from UIS pointed to a completion rate of 63.03 percent in 2020 with a gender parity index (GPI) at 1.06 (girls: 65.17% vs boys: 61.26%) for primary and 49.82 percent in 2020 with a GPI of 1.08 (girls: 52.01% vs boys: 48.04%) for lower secondary

boys: 90.6%). As for lower secondary education, the completion rate reached 73.3 percent in 2018 with a GPI of 0.93 (girls: 70.8% vs boys: 75.5%)[24].

Both access and completion rates show that girls are at a disadvantage compared to boys at both primary and lower secondary levels. Even though girls' repetition rates are lower in primary and they score slightly higher than boys at the primary school national examination scores[25], they experience higher dropout rates in fifth grade. The low enrollment rates for girls in lower secondary are especially prevalent in rural areas and poorer households. The top two reasons listed for the non-schooling of girls according to the study Out of School Survey (OOCS 2019) are: (a) their lack of interest; and (b) their parents' refusal to send them to school because they are girls[26].

Gross intake rate at primary education level varies between urban and rural areas: Djibouti-Ville (92.5%), Obock region (76.7%), Tadjourah (72.6%), Djibouti-Ville (88.8%), Obock region (73.6%), and Tadjourah (69.6%). Only 15 percent of students have a chance to complete secondary education in rural areas compared to 61 percent for urban students. Data show that regional disparities are more prevalent for girls living in rural areas where girls have fewer chances than boys to complete primary and lower secondary school: 90.4% and 75.4% in urban area versus 54.5% and 31% in rural areas, respectively[27].

Enrolment in pre-primary increased between 2009 and 2019, from 1000 to 4400 children[28] enrolled in preschool[29] and the private sector provides for almost 60 percent of enrolled preschool children. Disparities in terms of household income and region are persistent: only 2 percent among the poorest compared to 21 percent of the richest; and only 0.1 percent of preschool aged children in rural areas access preschool[30].

Since 2017-2018, MENFOP's statistics yearbook has been keeping track of the enrollment of students with a refugee status who attend schools following the national program from preschool to upper secondary. Although efforts have been made to provide access to

[24] UIS data trends: The completion rate was 65.6% in 2015 (1.04 GPI), 67.35% in 2016 (1.05 GPI) and 66.38% in 2018 (1.09 GPI) for primary and 44.57% in 2015 (1 GPI), 43.27% in 2016 (1 GPI), and 49.22% in 2018 (1.01 GPI) for lower secondary .
[25] WB PAD, p.8
[26] Adapted from WB PAD, p.8
[27] RESEN, p. 43
[28] Data collected from the administrative data MENFOP, RESEN 2020 p. 215
[29] According to RESEN 2020, enrollment in pre-primary was not well informed until a study was conducted in 2020 on 71 preschool structures.
[30] Data collected from the household survey 2017, RESEN 2020 p. 216

schooling[31], the OOSC study suggests that 42.4 percent of 6-10-year-old refugee children[32] and 40 percent of 11-14-year-old refugees[33] are not enrolled in school.

Over 80 percent of refugee populations live in three of the six regions, while about 18% live in Djibouti city[34] which partly explains the various factors identified as impacting out of school refugee children and youth. The most commonly cited reason by refugees for not attending school is the need to help the family (36% girls, 21% boys). Among other cited reasons: too young to attend school (17.8%), lack of school canteens (11%) and no value added to attend school (9%)[35]. One of the OOSCI study conclusions is the need for more data on refugee populations.

Although Djibouti is a member of the Convention on the Rights of Persons with Disabilities (by accession), data on the needs of children with disabilities is not sufficiently addressed. The MICS 2016 study estimates that 34.9 percent of 2-9-year-old children have special needs. It highlighted the most common disabilities as: 16.1 percent of children can't be understood, 13.7 are not able to follow instructions, 29.3 percent have speech problems, which are not frequently detected[36]. Although inclusive education is now part of teacher training, a strategy to support children with disabilities is still missing.

1.2.2 Learning outcomes:

The 2018 Early Grade Mathematics Assessment (EGMA) test results showed that on average, grade two students were only able to solve 1 out of 6 mathematics problems, and almost 60 percent had scores of zero. Although they represent slight improvements over the 2017 EGMA scores, weak performance in mathematics remains a major concern. An Early Grade Reading Assessment (EGRA) test was planned to be conducted in 2019-2020. Due to the COVID-19 pandemic, the test was rescheduled to this year and preparations are led by MENFOP (USAID funds). Furthermore, the MENFOP has established a coordination mechanism to ensure that current programs supporting learning assessment (USAID and World Bank) are joined up and complementary. Over the past few years, the Ministry has conducted sample-size evaluations of learning outcomes in reading and math at grade 4 which need be strengthened and systematized.

[31] In 2017, a new National Refugee Law came into force and decrees were enacted that ensure the integration of refugees into national systems such as health, education and the labor market.
[32] They represent about 1,759 children according to UNHCR, 2018
[33] They represent about 1,119 according to UNHCR, 2018
[34] UNHCR, 2018, in OOSCI, p. 68.
[35] OOSCI, p. 73.
[36] OOSC 2019 study, p.84

At the end of the second year (first cycle) and fifth year (second cycle) of primary school, students sit for the Objectifs Terminaux d'Intégration (OTI) exams which is an end of cycle formative evaluation[37]. To transition to lower secondary, students must pass their fifth year OTIs. Data from the RESEN indicate that in 2019, students were tested in three subjects French, mathematics, and Arabic. 12 694 students out of 12 943 passed the test (5795 girls, 45.6%) with an OTI score of 6.18 (on a 0-10 scale).

Similarly, at the end of the lower secondary school, ninth graders sit for the basic education certificate exam (brevet de l'enseignement fondamental - BEF). The 2019 average national score[38] is 10.6 (individual level, on a 0-20 scale) with 48 percent success rate. Differences in scores have also been noted across educational centers where the average scores range from 8 to 14.

1.2.3 Efficiency:

According to the latest comprehensive education sector analysis, dropouts are both relatively low and decreasing in primary education: from 8.3 percent in 2006 to 5.7 percent in 2016 and 3.4 percent in 2019. In lower secondary education, the figures are the most striking with a decrease from 32.4 percent in 2006 to 12.6 percent in 2016 to 10.9 percent in 2019. As for upper secondary, although dropout is low, it has been increasing (from 4.5% in 2006 to 7.4% in 2019).

Repetition rates are both relatively low and decreasing in primary education: from 7.6 percent in 2006 to 6.7 percent in 2019. In lower secondary and upper secondary education, the figures are also quite low and decreasing from 9.3 percent in 2016 to 6.8 percent in 2019 and from 10.8 percent in 2016 to 8 percent in 2019, respectively[39].

The internal efficiency coefficient (IEC) of primary education[40] is comparable to a country of similar level of development. It increased from 90.3 percent in 2016 to 92.2 percent in 2019, meaning that, in 2016, only 9.7 percent of resources invested in primary education either funded students who repeated their classes or those who dropped out of school before completing 5th grade. Similarly, the IECs for both lower and upper secondary levels increased from 85.4 percent to 88.4 percent and from 88.3 percent to 89.1 percent between 2016 and 2019, respectively[41].

[37] Basic analysis for the fifth grade OTI and BEF exam results are managed at the national level, while the second grade OTI results are managed at the school level.
[38] These students have validated OIT in 2015 or 2014, ESA (RESEN, 2020) p. 137
[39] ESA 2020, Chapter 4, p. 100
[40] The internal efficiency coefficient (IEC) of primary education provides an estimate of the proportion of resources that are "wasted" due to repetition and dropout, and more generally to provide a proxy for the inefficiencies of the system.
[41] Ibid, p. 101

Data show that students benefit from a seemingly favorable learning environment, with 100 percent of trained and qualified teachers at both the primary and the secondary level in 2018. For the years 2018-2019, there is an average of 27.4 pupils per trained teacher for primary. At the lower secondary level, there is an average of 33 pupils per trained teacher in 2017-2018.

1.2.4 Monitoring of Sector Performance:

The local education group (LEG) serves as a platform for dialogue between the Government and development partners in the education sector. UNICEF as the coordinating agency co-chairs the group with the Secretary General. The LEG is composed of the MENFOP, the ministry of Higher Education, and technical and financial partners. Participation of the civil society organizations (Teachers' Union, Parents' associations, and non-governmental organizations supporting the sector) in the LEG has not been confirmed yet, though they are engaged in regular dialogue with the MENFOP on a bilateral basis. Active collaboration between civil society organizations (CSO) and the MENFOP, since the beginning of the COVID-19 pandemic, is expected to positively impact CSO participation/membership in the LEG. This will also be facilitated by the current effort to resolve the question of representation of small organizations in the LEG [42].

Since the development of the Action Plan 2017-2020, the sector coordination has been strengthened with monthly LEG meetings to monitor the implementation of the multi-year costed action plan.

The first joint sector review meetings (JSR) were held consecutively in years 2015 and 2016. Then, they were held twice under the 2017-2020 action plan, in 2018 and 2019. These meetings have allowed the Government and its partners, as well as other ministries and civil society representatives, to closely monitor the implementation of the action Plan on a yearly basis. A JSR was scheduled in April 2020, but it was canceled due to the COVID-19 pandemic. The country is planning to conduct a virtual JSR in 2021. It will be an opportunity to present the findings of the independent evaluation of the 2017-2020 action plan and the sector analysis, and to engage dialogue during the preparation of the new sector plan. Efforts have been made to ensure regular JSR; however, improvements are still expected in terms of an equal review of all sub-sectors, the reinforcement of monitoring and policy-making instruments, according to the assessment of the 2019 JSR.

[42] A USAID financed program has contributed to reinforce capacity of civil society organizations (CSO).

2 ESPIG DESCRIPTION

2.1 CURRENT ESPIG PERFORMANCE

The current ESPIG titled *Expanding Opportunities for Education Project* ("Project de Renforcement des Opportunités d'Apprentissage" - PRODA) -parent project of the top up- was approved by the GPC in its delegated authority from the Board in the amount of US$5 million, a Multiplier of US$5 million and co-financing (US$10 million IDA funding and US$5 million grant from the Refugee Window) with the World Bank as grant agent in July 3, 2019. It became effective on February 17, 2020 with a closing date on December 15, 2024. Implemented by the Ministry of National Education and Vocational Training ("Ministère de l'Education Nationale et de la Formation Professionelle" - MENFOP), the PRODA aims to "increase equitable access to basic education, improve teaching practices, and strengthen MENFOP's management capacity". It is in direct support to the key reforms launched part of the ESP (2017-2020), which are in line with the National Development Strategy for 2035 for which an ESP is being developed. To achieve the objectives of the ESP, the program's four technical components support transformational changes in preschool education, retention in primary and lower secondary education with a special attention to refugee children inclusion, teaching and learning; while strengthening the MENFOP's management capacity and data systems. The Refugees Window is intended to support the Ministry to assume operation of refugee schools in camps formerly run by NGOs or UNHCR to become part of the national education system in line with the pledge in the Education Action Plan of the Djibouti Declaration.

The design of the parent project was innovative for Djibouti as it is partly an investment project financing (IPF) (US$10.8 million) that supports interventions that have already been defined and costed, and partly a results-based financing modality for US$18 million for eligible expenditures [43] to be reimbursed after targets of disbursement-linked indicators (DLI) have been reached. Most of the DLIs are at the sector level with process or outputs/outcomes indicators. The GPE grant will be used to cover a large share of the IPF budget with the US$7 million fixed part (out of the total US$10.8 million IPF), while the variable part is linked to a total of US$3 million financing (out of the total US$18 million DLI/RBF). The DLIs are integrated in the design of the first three components of the project, while the GPE variable part indicators are integrated in components 2 and 3 only.

[43] Expenditures include salaries, operational costs, and training costs, included in the government's annual budget, needed to implement key activities and reforms contributing to the achievement of targets.

The pandemic context has had immediate effects mainly in terms of timeline slippage, which has led to delays that are expected to be addressed throughout 2021. However, no major impact on the overall project implementation is reported. The most recent ISR rates the project as moderately satisfactory (February 2021). Since the program's effectiveness in February 2020, the first steps towards the implementation of activities have been undertaken (writing of terms of reference, setting and reinforcing implementation arrangements, pursue sector dialogue in line with variable part and DLI targets). The government's commitment remains high, and activity implementation has started: the civil work component is advancing relatively well; however, the quality education activities need to catch up on delays resulting from addressing distance schooling and school reopening, as well as remediation. The Secretariat notes that the disbursement letter stipulates a priority for disbursement of IDA funds which was not flagged in the original application. It invites government and grant agent to review this prioritization, considering that access to the next GPE grant will depend on the utilization of the current one, as well as financing cost of the prioritization options.

Status of report-backs:

Report-backs (Board decision, July 3, 2019)	Current status
Considering that the implementation of the project through a results-based financing modality will require close monitoring of interventions and attainment of disbursement-linked indicator targets, the Committee requests the Ministry of Education to share with the Local Education Group (LEG), via the joint sector review, the details of annual action plans of departments involved in the implementation of key activities and reforms. The Ministry should also report to the LEG on progress made, including challenges encountered.	**Ongoing.** The project became effective in February 2020. The ministry reports on execution to the LEG mainly through the GA supervision missions. It is only recently that the LEG managed to reconvene since October 2020 due to the Ministry's calendar constraints. The Coordinating Agency (CA), UNICEF, is following up closely to ensure that the LEG monthly meetings are scheduled again on a regular basis.
Considering that the current Education Action Plan is due to expire at the end of 2020, the Committee requests the coordinating agency on behalf of the LEG, to regularly inform the Secretariat of progress in developing the next education sector plan.	**Ongoing.** The preparation of an ESP was scheduled as of April 2020. Due to the pandemic, it is delayed by three months. Regular follow up is ensured with the CA who is also the ESPDG grant agent.
The Committee acknowledges the lack of representative teacher and civil society structures in the LEG. The Committee encourages the LEG to discuss the issue so that	**Ongoing.** The involvement of the CSO and teachers in the LEG has been discussed. The ministry has confirmed its willingness to have them represented, especially

strategies can be designed to increase inclusiveness of the sector dialogue and coordination. The Committee requests an annual progress update including evidence on efforts made in this regard via the joint sector review report.	following the COVID-19 pandemic: CSO have been active working in close collaboration with the ministry and communities to ensure learning continuity and return to school. The 2020 JSR had to be cancelled and is expected to take place in spring 2021. The CSO are expected to take part according to the MENFOP.
Regarding the variable part indicator on equity, the Committee approves the proposed increment in the gender parity index (GPI) by 0.08 by the end of the project. However, the Committee requests the grant agent to verify and adjust data used for the baseline and further adjust the final target, in keeping with the proposed increment in the GPI by 0.08.	**Completed.** Baseline 0.82 (GPI) and proposed increment by the GPI by 0.08 are confirmed by GA in its initial ISR (January 2020).

2.2 AF COVID-19 RESPONSE

The approval of GPE's US$3.5 million accelerated funding COVID-19 response grant on June 26, 2020 has enabled the MENFOP to pursue and to expand the initiatives it had engaged in upon school closure due to the pandemic. The project was developed with the World Bank as grant agent, in close collaboration with the LEG, in line with the country's 2020 COVID-19 Preparedness and Response action plan.

The effective disbursement of the GPE grant had been delayed by the financing agreement signature and related grant agent internal procedures. However, the government has been able to either temporally secure financing or put on hold payment of invoices. The COVID-19 grant became effective on January 26, 2021 upon signature of financing agreement. According to the Aide-mémoire (February 24, 2021), the related bank account is now open and fully operational.

To date it is estimated that more than U$ 1 million has either been disbursed or (about to be) engaged: U$370,000 has been allocated for retroactive financing; a further $210,000 has been engaged for purchase of computer equipment; and $500,000 is about to be engaged for latrine construction. The project contributes to improving access to and quality of remote

learning [44]; supporting healthy and safe re-opening of schools [45]; and strengthening the resilience of the education sector to respond to emergencies. The project has a strong focus on supporting the learning continuity, return to school of vulnerable children, including children who are refugees, and ensuring remedial actions to put back on track those left behind. Lessons learned from the implementation, as well as the preliminary actions launched by the MENFOP in response to school closing have been taken into account in the activities to be financed by the additional MCA/financing to further support distance teaching and learning assessment.

2.3 ESPIG DESCRIPTION

By continuing support to the parent project's (PRODA) PDO achievement, the additional MCA/financing ensures continued alignment with the objectives and goals of Djibouti's sector reforms and its investment focus on improving access, quality, equity, and efficiency. The proposed activities are aligned with the government strategies and ongoing reforms.

The additional MCA/financing further supports PRODA's objectives by scaling-up sub-components under component 3 "Building capacity to support teaching and learning"[46] to: (i) expand and deepen activities and results, and promote continuity of learning with additional activities to implement reforms, (ii) strengthen the system (modernization and capacity building for exam and assessment system) and address unexpected financing gaps (financing the revision of the curriculum); as well as, (iii) strengthen system resilience and preparedness to respond to COVID-19 and other shocks (strengthened parental engagement in supporting student and remote learning).

There are six key activities that will be implemented from May 2021 to December 2024 according to a timetable in coherence with the PRODA which supports the ministry's action plan of ongoing reforms: (i) strengthening the exam and assessment system and Department of Exams (DEC); (b) strengthening and expanding the inspection system and structure to support the adoption of new pedagogies at the school level; (c) expanding professional development of teachers

[44] This component includes lessons through TV, radio and e-learning platform; printed materials for vulnerable students; capacity building of teachers, pedagogical advisors and inspectors.

[45] This component includes rehabilitation of latrines, improvement of WASH infrastructure; psycho-social support programs; communication campaigns for disease transmission prevention and back-to-school campaign; school-meals programs and/or take-home rations; refresher lessons provision; school disinfection; school kits for vulnerable students; learning diagnostic when schools reopen; literacy courses for refugee families.

[46] As a reminder, the objectives of component 3 are: (a) improve and increase the use of learning assessments and establishing learning standards, (b) strengthen the competence of MENFOP's staff and school-level staff and the overall system for such staff's professional development, and (c) improve pedagogical resources, including teaching and learning materials.

and support to innovative tools to improve teaching practices; (d) supporting the completion of the ongoing revision of the basic education curriculum; (e) expanding capacity to create and print learning and teaching booklets as part of resilience for classroom and distance learning; (f) developing innovative approaches to build system resilience through a strengthened role of communities and parents in their support to learning and distance learning – including through a roll out of an SMS monitoring tool to generate real-time data on how policies are working and inform adjustments.

These activities will further contribute to the following outcomes defined in the PRODA: improved teaching practices, improved learning assessments are revised and administered, increased transition rates from primary to lower secondary school, decreased dropout rates, and increased gender parity in lower secondary.

Through the above mentioned activities gender inequalities will be addressed. The additional MCA/financing will enable an expansion of classroom observations, which include addressing gender stereotypes and support to teachers in addressing them. The curriculum review to be financed by the additional MCA/financing will include an appraisal of the gender sensitivity of materials. Local initiatives will address specific local gender barriers and encourage girls to continue schooling and stay in school.

Furthermore, the parent project includes a variable part indicator for equity, on gender parity at lower secondary school and additional students enrolled (disaggregated, inter alia, by gender) with result-based financing (US$2,300,000), and all indicators will be disaggregated by gender to the extent possible.

Following the parent program implementation arrangements, the additional MCA/financing will be implemented by MENFOP and integrated into existing arrangements for PRODA project management, oversight, financial management, procurement, and environmental and social safeguards. Activities will be integrated into the annual workplans of the relevant departments. To further build capacity in fiduciary management, managed by the project's service unit, additional fiduciary, M&E, and environmental and social specialists have recently been recruited.

To increase ownership and accountability within the government, a Steering Committee, chaired by the Minister and composed of leaders in the education sector, will be established to reinforce strategic oversight of the project[47].

2.4 VARIABLE PART DESCRIPTION

Not applicable.

[47] Project paper, para 53.

Table A: Additional MCA Components and Costs

		GPE Financing US$	%
	Total MCA	2,500,000	
A	**Component 3 of PRODA**[48]		
	Activity A: Modernize the examination system and reinforce the Examination Directorate (DEC)	320,000	12
	Activity B: Expand and reinforce the Inspectorate General capacity at the system level	720,000	29
	Activity C: Strengthen teacher and training competencies to support pedagogical practice and distance learning.	260,000	10.5
	Activity D: Complete the revision process of the basic education curriculum for primary and middle school	540,000	21.8
	Activity E: Reinforce the printing capacity of the CRIPEN for teacher and learning leaflets	140,000	5.7
	Activity F: Reinforce parents and civil society role in supporting distance learning including through use of SMS for learning assessment	120,000	5
	Monitoring and evaluation of project activities A to F by ministry staff	**100,000**	4.0
	Contingency costs related to activities A to F	**100,000**	4.0
	Sub-total of Component 3 (additional financing)	**2,300,000**	92.0
Grant Agent's Implementation Support Costs*		**200,000**	8.0
GRAND TOTAL (with Grant Agent's Implementation Support Costs)		**2,500,000**	**100%**
	Agency Fees (1.75%)**	43,750	

* Include Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.

** Agency Fee is not included in the MCA and is calculated as percentage rate (agreed with each GA) from the Total Fixed Part and Total Variable Part.

[48] Component 3 of the existing ESPIG is supported by 35% of the ESPIG and Multiplier grant, including US$1 million from the variable part.

3 RECOMMENDED DECISION

Based on a review of the domestic financing matrix submitted as part of the application, the Secretariat deems that requirement 2 is met. The other two requirements are not due to be reviewed with this application for additional financing.

The Secretariat considers that the proposed activities to be financed by the additional MCA/financing, as a complement to the ongoing program supported by the ESPIG and multiplier (PRODA)[49], are relevant in the context of Djibouti. The activities are aligned with the key national strategy, Vision 2035, and ongoing education reforms, as well as in coherence with the recent sector analysis (RESEN validated June 2020)[50]. Based on its assessment, the Secretariat recommends approving the request submitted by the Republic of Djibouti for additional MCA/financing funding in the amount of US$ 2.5 million observations and one report-back which are reflected in the CEO Memo (page 3).

[49] Expanding Opportunities for Education Project ("Project de Renforcement des Opportunités d'Apprentissage" - PRODA)

[50] A sector plan for 2021-2035 is being prepared with the support of the sector analysis, a simulation model, the evaluation of the previous transition sector plan closed December 2020; as well as strategies defined about a year ago for higher education, and technical and vocation education Delays have been faced due to the pandemic context.