

Federal Democratic Republic of Ethiopia
Ministry of Education

Environmental and Social Management Guideline And
Resettlement System Guideline (ESMSG&RSG)

FOR

General Education Quality Improvement Program for Equity (GEQIP-E)
PforR Program

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GLOSSARY OF RESETTLEMENT RELATED TERMS

Census	A field survey carried out to identify and determine the number of Project Affected Persons (PAPs) or Displaced Persons (DPs) as a result of land acquisition and related impacts. The census provides the basic information necessary for determining eligibility for compensation, resettlement, and other measures emanating from consultations with affected communities and the local government institutions.
Compensation	The payment in kind, cash or other assets given in exchange for the acquisition of land including fixed assets, is called compensation. These include other impacts resulting from activities to rehabilitate or cushion the impacts from displacement.
Cut-off Date	The cut-off date is the date of completion of the census of PAPs within the classroom construction area boundaries. This is the date on and beyond which any person whose land is occupied for AF project, will not be eligible for compensation.
Grievance Redress Mechanism	The RPF contains a grievance redress mechanism based on policies and procedures that are designed to ensure that the complaints or disputes about any aspect of the land acquisition, compensation, resettlement, and rehabilitation process, etc. are being addressed. This mechanism includes a procedure for filing of complaints and a process for dispute resolution within an acceptable time period.
Implementation Schedule	The RPF contains an implementation schedule that outlines the timeframe for planning, implementation, and monitoring and evaluation of the RAPs for projects, if applicable.
Informal Settlers/Non-titled/ Squatters	Person or group of persons recognized by custom, unwritten rules or other socially accepted processes as holding certain ownership or usufruct rights over a land or resource, although these usufruct rights are neither formalized in a legal document such as a title nor officially registered.
Land	Land refers to all types of agricultural and/or non-agricultural land and any structures thereon whether temporary or permanent and which may be acquired by the AF1(classrooms construction) activities.
Land Acquisition	Land acquisition means the possession of or alienation of land, buildings, or other assets thereon for purposes of the AF(classrooms construction) implementation.
Project Affected Persons (PAPs) or Displaced Persons (DPs)	Project affected persons (PAPs) or Displaced Persons (DPs) are persons affected by land and other assets loss as a result of AF(classrooms construction) activities. These person(s) are affected because they may lose, be denied, or be restricted access to economic assets; lose shelter, income sources, or means of livelihood. These persons are affected whether or not they will

	move to another location. Most often, the term DPs applies to those who are physically relocated. These people may have their: standard of living adversely affected, whether or not the Displaced Person will move to another location; lose right, title, interest in any houses, land (including premises, agricultural and grazing land) or any other fixed or movable assets acquired or possessed, lose access to productive assets or any means of livelihood.
Project Impacts	Impacts on the people living and working in the affected areas of the project, including the surrounding and host communities are assessed as part of the overall evaluation of the project
Project Implementing Unit (PIU)	Some projects make use of project implementing units (PIUs), which are generally separate units within the project recipient's agency. The PIU is often composed of full time staff devoted to implementing the project, and have been encouraged to have separate teams with environment and social specialists who can carry out the activities, for example, as outlined in the RPF or RAP.
Rehabilitation Assistance	Rehabilitation assistance is the provision of development assistance in addition to compensation such as livelihood support, credit facilities, training, or job opportunities, needed to assist PAPs or DPs restore their livelihoods.
Replacement Cost	Replacement cost refers to the amount sufficient to cover full recovery of lost assets and related transaction costs. The cost should be based on Market rate (commercial rate) according to Ethiopian laws for sale of property. It is normally calculated based on a willing buyer-willing seller basis, but also applies in Ethiopia to acceptable market valuation or from an assessment from the Land Commission and government value.
Resettlement Action Plan (RAP)	The RAP is a resettlement instrument (document) to be prepared when project locations are identified. In such cases, land acquisition leads to physical displacement of persons, and/or loss of shelter, and /or loss of livelihoods and/or loss, denial or restriction of access to economic resources. RAPs are prepared by the implementing agency and contain specific and legal binding requirements to resettle and compensate the affected people before the start of project implementation.
Resettlement Assistance	Resettlement assistance refers to activities that are usually provided during, and immediately after, relocation, such as moving allowances, residential housing, or rentals or other assistance to make the transition smoother for affected households.
Resettlement Policy Framework (RPF)	The RPF is an instrument to be used throughout the project's implementation. The RPF sets out the objectives and principles, organizational arrangements, and funding mechanisms for any resettlement, that may be necessary during implementation. The RPF guides the preparation of Resettlement Action Plans (RAPs),

	as needed, for projects.
Rights and Entitlements	Rights and entitlements are defined for PAPs and DPs (with the cut-off date) and cover those losing businesses, jobs, and income. These include options for land-for-land or cash compensation. Options regarding community and individual resettlement, and provisions and entitlements to be provided for each affected community or household will be determined and explained, usually in an entitlement matrix.
Stakeholders	Any and all individuals, groups, organizations, and institutions interested in and potentially affected by a project or having the ability to influence a project.
Vulnerable Groups	People who by virtue of gender, ethnicity, age, physical or mental disability, economic disadvantage, or social status may be more adversely affected by resettlement than others and who may be limited in their ability to claim or take advantage

LIST OF ACRONYMS

ABE	Alternative Basic Education
BoFEDs	Bureaus of Finance and Economic Development
CEDAW	Convention on Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of People with Disabilities
CSRP	Civil Service Reform Program
CTEs	College of Teachers' Education
DLIs	Disbursement-Linked Indicators
DPs	Development Partners
DRS	Developing Regional States
ECCE	Early Childhood Care and Education
EGRA	Early Grade Reading Assessment
EHS	Environment, Health and Safety
EIA	Environmental Impact Assessment
EMIS	Education Management Information System
EPA	Environmental Protection Authority
ESDP	Education Sector Development Program
ESIA	Environmental and Social Impact Assessment
ESMP	Environmental and Social Management Plan
ESMS	Environmental and Social Management System
ESMSG	Environmental and Social Management System Guideline
ESS	Environmental and Social Safeguards
ESSA	Environment and Social Systems Assessment
ESMU	Environmental and Social Management Unit
FDRE	Federal Democratic Republic of Ethiopia
FM	Financial Management
FMU	Financial Management Unit
GBV	Gender Based Violence
GCO	GEQIP Coordination Office
GEQIP-E	General Education Quality Improvement Program for Equity
GoE	Government of Ethiopia
GRM	Grievance Redress Mechanism
GTP	Growth and Transformation Plan
IE	Inclusive Education
IERCs	Inclusive Education Resource Centers
IPF	Investment Project Financing
IVAs	Independent Verification Agencies
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoFEC	Ministry of Finance and Economic Cooperation
NLA	National Learning Assessment
OHS	Occupational Health and Safety
PAD	Project Appraisal Document
PCDP	Pastoral Community Development Program
PCO	Program Coordination Office
PDO	Project Development Objective
PforR	Program-for-Results
PMEU	Program Monitoring & Evaluation Unit
PMU	Procurement Management Unit
POM	Program Operations Manual
PPE	Personal Protective Equipment

PRMD	Planning and Resource Mobilization Directorate
PSC	Program Steering Committee
PSTA	Parent, Student, and Teacher Association
QA	Quality Assurance
RAP	Resettlement Action Plan
REBs	Regional Education Bureaus
REPA	Regional Environmental and Forest Authority
RSG	Resettlement System Guideline
SIP	School Improvement Program
SNE	Special Needs Education
SNNPR	Southern Nations, Nationalities, and Peoples' Region
TA	Technical Assistance
TLM	Teaching and Learning Materials
WB	World Bank
WEO	<i>Woreda</i> Education Office
WEPA	<i>Woreda</i> Environmental Protection Authority
WEPO	<i>Woreda</i> Environmental Protection Office
WMP	Waste Management Plan
WoFEDs	<i>Woreda</i> Offices of Finance and Economic Development
ZEO	Zonal Education Office
ZoFEDs	Zone Office of Finance and Economic Developments

EXECUTIVE SUMMARY

The Government of Ethiopia (GoE) has implemented the General Education Quality Improvement Program (GEQIP) with the financial support of World Bank and other Development Partners (DPs), with the objective to improve the quality of general education. Building on the efforts and achievements of GEQIP I and II, GEQIP-E seeks to add greater emphasis on improving internal efficiency, equitable access among regions, gender and social-economic groups, and quality in general education.

The World Bank proposes supporting GEQIP-E with a new Program-for-Results (PforR) financing. The PforR aims at strengthening the government's systems in place and institutional capacity for implementation, with a shift from an input to results approach with defined accountability. As part of the preparation and appraisal of GEQIP-E, an environmental and social systems assessment (ESSA) was prepared.

The World Bank, in collaboration with the Government of Ethiopia, is developing GEQIP-E AF in the amount of a US\$122.5 million grant from the Global Partnership for Education (GPE), as a continuation of the Program for Result (PforR) operation of GEQIP-E AF I. The proposed AF will fill financing gaps and scale up support for implementation of the national Education Sector Development Program to accelerate learning and improve equity of basic education. Hence, this GEQIP-E Environmental and Social Systems Assessment (ESSA) has been updated to by the World Bank with an objective to review the systems and procedures followed by the Ministry of Education (MoE) and its regional implementing counterparts, including key stakeholders to address social, environmental safety related issues of the project.

As the proposed AF has additional activities involving land acquisition, the ESSA update includes updating the reviewed existing legal frameworks of GEQIP-E ESSA and identifies the proposed program's potential environmental and social benefits, risks, impacts and opportunities in the education sector. Specifically, the ESSA update was conducted to (i) identify environmental and social benefits and risks associated with the Program; (ii) assess the capacity of key implementing agencies of the proposed program, (iii) assess the strengths and weaknesses of the legal and regulatory frameworks of the country; and (iii) recommend mitigation measures or actions to strengthen capacity of implementing agencies to implement the PforR program in an environmentally and socially sustainable manner.

An ESSA was conducted to assess the capacity of implementing agencies and identify the potential environmental and social impacts and risks of the program. The ESSA requires a sound Environmental and Social Management System (ESMS) establishment to ensure the application of the required environmental and social management measures. To ensure this, the ESSA recommended the need to develop an Environmental and Social Management Systems Guideline (ESMSG).

Purpose of the Environment and Social Management System Guideline (ESMSG)

The Environment and Social Management Guideline is a comprehensive document which clarifies the organizational arrangements and the procedures to be applied during the preparation and implementation of program specific Environmental and Social issues. Its **key purposes** are to develop screening procedures and tools (checklists and formats) that will be used for screening potential environmental and social impacts/risks due to the program interventions.

- It specifies appropriate roles and responsibilities of various institutions/actors at different levels and outlines reporting procedures and mechanisms for managing and monitoring environmental and social concerns related to the program activities.
- It is also used to identify the capacity building activities (including training and technical assistance) for the realization of program objectives in compliance with safeguard standards and establishes methodologies as well as procedures for environmental and social screening and review, approval and implementation of program activities.
- Lastly, it outlines environmental and social safeguards implementation arrangements during program activities preparation and implementation to adequately address the national and World Bank environmental and social safeguard issues.

GEQIP-E Program Description

The Program Development Objective (PDO) of GEQIP-E PforR is to improve the internal efficiency, equity, and quality of the Ethiopian general education (O-Class to Grade 12). The GEQIP-E focuses on four main results areas: (i) Improving internal efficiency, (ii) Improving equitable access, (iii) Improving quality, and (iv) System strengthening for planning, policy formulation and reform.

The GEQIP-E is comprised of two different financing modalities: Program for Results (PforR)-a results-based program, that will be financed upon achievement of the Disbursement Linked Indicators (DLIs) within the four corresponding Results Areas; and Investment Project Financing (IPF)-a Technical Assistance based component that will support strengthening Government's capacity to implement the results-based operation and mitigate several of the identified implementation risks.

Organizational Responsibilities for GEQIP-E Implementation

Governmental institutions at federal (MoE), regional (REBs), *Woreda* (WEOs) and school levels are responsible to take key roles on supporting, directing, and monitoring of the proposed program to ensure sound implementation of the required environmental, social and safety management practices during the implementation of the GEQIP-E. The Program will use existing government systems for program implementation, oversight, Financial Management (FM), procurement, safeguards, Planning, M&E, and reporting and aims to strengthen these systems during implementation. The importance of integration and coordination of these key actors and timely follow-up, coordination and efficiency is significantly acknowledged for sound implementation of the GEQIP-E program and AFs. The roles and responsibilities of the above institutions and their performance and capacity related to implementation of activities under the proposed program, mainly on the management of environmental, social and safety matters are adequately discussed. The reporting procedures and communication channel from the school to the World Bank can be explained in the following diagram

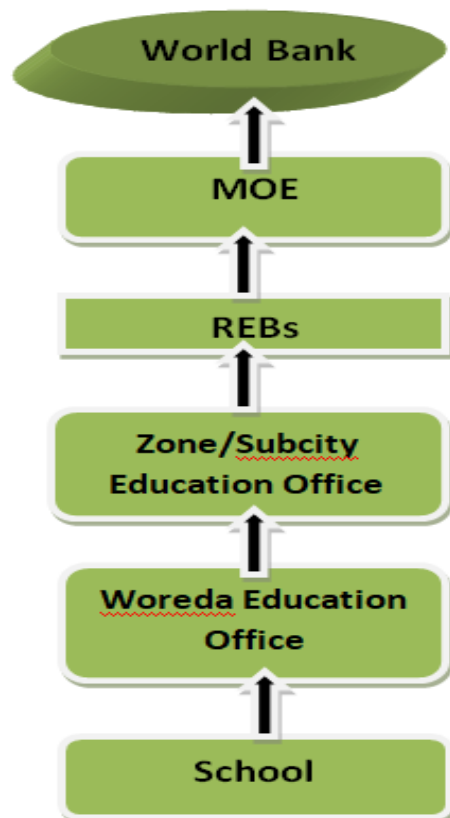


Figure 1 ESS Implementation reporting procedures and communication channel

GEQIP-E and AFs Environmental and Social Benefits and Impacts

a. GEQIP-E Environmental and Social Benefits

Positive GEQIP-E environmental impacts include access to better facilities, access to better and accessible classrooms, environmentally friendly schools and improved sanitation and enhanced awareness in waste management in the surroundings. There are also positive social impacts of GEQIP-E such as equitable access to education, support to pastoralist access to quality education, ensuring gender equality in general education, and support to mother tongue education. Even though these are the positive social and environmental impacts of GEQIP-E, there are several negative environmental and social impacts of GEQIP-E. Some of the negative environmental impacts indicated in the ESSA include minor dust and noise, occupational health and safety, and school laboratories wastes. A few negative social impacts also includes lack of considering cultural appropriateness while insuring quality education, lack of considering education in emergencies in pastoral areas, delay in disbursement of school grants and shortage of budget for implementation of environmental and social issues.

b. Environmental Benefits AF

The purpose of this ESSA is to update the existing ESSA for GEQIP-E AF, using existing information from GEQIP-E, AF I for refugee integration and a field assessment based on the scope of the proposed AF Program. Hence, the potential environmental and social impacts and proposed mitigation measures of the parent project GEQIP-E have been considered. Accordingly, this update has also explored the magnitude and scale of the potential environmental and social impacts and risks that could be emanated from additional subprojects/activities of the proposed AF Program.

It is expected that the potential environmental impacts associated with the proposed AF-II will mainly be positive. The likely positive environmental impacts of the AF-II will, among others,

include improved school sanitation and hence environmentally friendly schools. However, there are also likely negative environmental impacts which could be emanated from activities envisaged in the AF-II and the parent program such as construction of full-cycle primary and middle school schools, renovation of classrooms, construction of sanitation facilities, and equipping of laboratories.

C. Social Benefits

1. Ensure access to education in marginalized areas

The proposed AF under “Improve access, equity, and internal efficiency in general education” priority program, will include “expansion of access to full-cycle primary and middle school education”, and boarding school construction for marginalized areas of the country, building on school mapping to identify optimal areas for full-cycle primary and middle school construction. This will ensure access to education for the country’s marginalized and disadvantaged areas, particularly for girls in remote areas.

2. Inclusion of and access to education for children with special needs

The AF will develop training packages on inclusive education and deliver them to O-class teachers with school-based support, including early childhood assessment on children’s development and growth (starting from inclusive education resource centers currently established with GEQIP-E support). Additionally, the construction and design of schools will incorporate access points and facilities for students with special needs.

3. Improved transition of girls from Upper Primary to Middle School

The AF aims to achieve this objective through a combination of supply- and demand-side interventions in target areas. It includes: (i) construction of full-cycle primary and middle schools in line with Ethiopia’s School Wash Strategy, (ii) gender-sensitive school improvement planning supported with school grants, (iii) functioning gender clubs and safe spaces for girls, and (iv) support from school leadership and school management committees. Demand-side constraints to girls’ education will be tackled by complementary interventions to reduce the cost of education and to provide incentives for girls to stay in schools, particularly focusing on severe food insecure areas in Tigray and Amhara regions.

4. Improved health and sanitation for students and teachers

The Program boundaries will also include a “water, sanitation and hygiene” priority program. The AF will facilitate access to water, health and sanitation through construction of water points and new sanitary facilities, as well as rehabilitation of existing water and sanitation facilities in participating schools. This will improve health and sanitation conditions for students and teachers in targeted schools.

d. Key Social Risks

The main risks associated with the proposed AF are as follows:

1. Risk of economic and physical displacement due to land acquisition

Land acquisition has been raised as a concern for the proposed AF during site visits and consultations conducted at regional and local levels. As discussed above, under the “Improve access, equity, and internal efficiency in general education” priority program, the proposed AF includes “expansion of access to full-cycle primary and middle school education,” and boarding school construction for marginalized areas, building on school mapping identifying optimal areas for full-cycle primary and middle school construction.

2. Risks of public and worker health and safety and spread of COVID 19 in workplaces

a. **Occupational Health & Safety:** Operations related to the Program, particularly construction of schools may cause accidents unless workers and employers follow the necessary safety precautions and procedures, and adhere to GoE stipulations on building, occupational safety and health.

b. **Risk of COVID 19:** The occurrence of COVID-19 has made countries fall into unprecedented challenges. Projects involving construction/civil works frequently involve a large workforce, together with suppliers and supporting functions and services. This

workforce may comprise workers from international, national, regional and local labor markets. They may need to live in on-site accommodations, lodge within communities close to work sites, or return to their homes after work. There may be different contractors permanently present on site, carrying out different activities each with their own dedicated workers.

Given the complexity and the concentrated number of workers, the potential for the spread of infectious disease in projects involving construction is extremely high, as are the implications of such a spread. Projects may experience large numbers of the workforce becoming ill, which will strain the project's health facilities, have implications for local emergency and health services and may jeopardize the schedule and progress of the construction work. Such impacts will be exacerbated where a workforce is large and/or the project is in remote or under-serviced areas.

3. Increasing risk of Gender Based Violence (GBV) in schools

The field assessment and consultations conducted during this ESSA update show the prevalence of GBV, particularly sexual harassment, rape and early marriage at schools. Girls are the majority victims of GBV cases in schools. The proposed AF may escalate the prevalence of GBV due to school construction activities that would result in influx of workers. New workers will be hired for construction activities in the schools, which could result in GBV if workers are not properly managed. Standard code-of-conduct will be developed and all contractors' workers (temporal and permanent) will sign the code-of-conduct. The project will ensure that all workers are adequately trained.

4. Prevalence of conflict

As the proposed AF involves land acquisition for the construction of schools, minor complaints and conflicts may occur due to compensation and eligibility criteria. In addition, conflict and complaints may arise from communities impacted directly or indirectly by the project's activities, and stakeholders might have concerns regarding its operation. As a result, complaints and conflicts are expected during Program implementation at regional, Woreda, and school levels. Effective and functional grievance redress mechanism will be established at school, Woreda, regional and federal levels for managing grievances and complaints in a timely and transparent manner, ensuring accessibility for the complainants.

Stakeholders Constulation Process and Procedure

MoE and REBs will conduct proper and timely stakeholders' consultation and awareness raising workshops on environmental and social impacts of program activities, ESMSG, vulnerable groups, and the established GRM as well as the program objectives and components. This ensures that major stakeholders are aware of the objectives of the program and potential environmental and social impacts of the program are well thought of & taken into consideration and their views are incorporated into the program.

Mechanism of communication and public disclosure will include development of brochures and booklets on the activities, use of ICT materials, media and traditional media (local radio, television programs), presentations, organizing dialogue platforms, workshops on the program and safeguard activities; displaying information using the MoE website about the program and results of the program as well as environment and social safeguard issues which will be regularly maintained.

Throughout the GEQIP-E and AF implementation period, Occupational Health and Safety (OHS) risk is one of the concerns that need to be considered and managed properly to minimize risks and ensure efficient implementation of safety management practices measures.

The potential occupational health and safety impacts that could be generated from the program implementation are accident/injury in workers and school community, exposure to laboratory chemicals used in school from school grants, pollution and exposure to liquid laboratory wastes exposure to dust and noise during ramping as well as toilet and classrooms renovations and exposure to hazardous materials due to expired chemicals, among others.

To escape and/or lessen the expected occupational health and safety (OHS) risks and impacts associated with the school grant activities, all the schools to adopt and customize the SMP to their context and defining potential OHS issues and respective mitigation measures. There were the constructions of toilet and school fence in the school compound. Theoretically; ESS focal people assigned at the Woreda Education Office have been closely working with the schools to follow up every activity that was related with environmental and social issues. More specifically, the schools and contractor shall commit to prevent and manage these impacts and risks in an acceptable way and comply with the required OHS national and international standards during renovation period. Among others, measures expected: Effective implementation of safety prevention and control measures, develop safety training plan and conducting safety trainings, as necessary, raise awareness and sensitization to contract workers, teachers, students, and nearby community members and support staffs and other relevant institutions in managing the safety risks associated with the Program.

ESMSG Capacity Building Activities

During the assessment period, the ESSA identified that the existing technical capacity limitedness on environment, social and safety management practices as well as preparation and implementation of safeguard instruments at regional and *Woreda* levels. Therefore, provision of an induction before the commencement of activities related to environmental and social safeguards and a consecutive on job training throughout the program implementation period are vital to ensure the capacity of implementing parties at all levels as applicable at acceptable quality.

Training to GEQIP-E implementers (mainly environmental and social focal persons and experts) at different levels, and line agency staffs (such as regional education bureaus, *Woreda* bureaus, etc) at the MoE on environmental, social and safety risks management is required. This general training and awareness/sensitization on environmental and social issues will be given. The training will specifically aim to build awareness and sensitize a broad audience, particularly PCOs at federal and REBs levels and simultaneously cascading the training to ZEBs (if any) and WEBs levels and experts at school levels concerning the requirements and key aspects of ESMSG.

Monitoring, Annual Audit and Reporting of ESMSG Implementation

Monitoring is a continuing process throughout the life of the proposed program. Its purpose is to establish benchmarks so that the nature and magnitude of anticipated environmental, social and safety impacts can be continually assessed ensuring the achievement of the program development objectives in an environmentally sound and socially acceptable manner. Monitoring of environmental and social issues during implementation of the program will be continuous throughout program implementation or periodic review as annual monitoring to determine and guarantee the effectiveness of ESMSG measures and procedures. There was an annual environmental and social management performance review internally and it was already taken place for 2013 EFY. Additionally; there was an annual environmental and social management system compliance audit that can be done by consulting firm to verify the implementing activities performed.

The objective of monitoring is to alert program implementers by providing timely information about the success or failure of the environmental, social and safety management process outlined in the ESMSG and the ESSA. The ESM&RSG implementation indicators to be monitored during program implementation period include number of environmental and social field supervisions undertaken, reported and documented; number of GRM, community consultation, and screening checklist filled and reported; number of environmental and social concerns recommended from the supervisions, annual review and monitoring that have been implemented by the beginning of the following year and number of staffs and stakeholders trained on the ESM&RSG and ESSA at all levels and, the monitoring and evaluation of safeguard issues will be integrated with the GEQIP-E Monitoring and Evaluation Team within MoE.

The MOE and REBs shall take the full responsibility of the annual performance review/audit and biannual technical review meetings with program stakeholders: MoE, World Bank, MOFEC, REBs, ZEOs, WEOs, and other DPs as relevant. In order to conduct annual environmental and social safeguards audit, independent party will be assigned by the MoE so to confirm the proper implementation of environmental, social and safety measures recommended in the ESSA are properly addressed and to check the proper implementation of environmental and social mitigation measures of the program and the POM.

Annual audit report will include a summary of the implementation of program action plan on environmental and social issues of the Program and the recommended measures indicated in the Environment and Social Management System Guideline; presentation of compliance and progress in the implementation of the Environment and Social Management & Resettlement System Guideline (ESM and RSG) and other safeguards instruments; and a summary of the environmental monitoring results from individual program monitoring measures.

Overall, the Audit report will include a summary of the environmental and social performance of the GEQIP-E-MoE, based on a sample of visit at program activity sites; a presentation of compliance and progress in the implementation of the program and a summary of the environmental monitoring results from individual program monitoring measures.

The MoE will quarterly, biannually and annually report environmental and social safeguards implementation performance status including the ESSA and the ESMSG/RSG to the World Bank. This includes bi-annual and annual social and environmental safeguards reports. The bi-annual report will be submitted in one month after the end of second quarter and the annual report in one month following the end of the fourth quarter (Ethiopian physical year).

Schools will submit that status of implementation of recommended safeguard instruments based on their screening of school grants to the WEOs including the school grant screening report/completed checklist to get access to the next school grants or additional school grants.

1. INTRODUCTION

Ministry of Education (MoE) has started implementing the General Education Quality Improvement Program for Equity (GEQIP-E) as of December 2017 supported by World Bank and other Development Partners (DPs). GEQIP-E has aimed at improving internal efficiency, equitable access, quality and system strengthening for planning, policy formulation and reform in general education (from O-Class to Grade 12). An Environmental and Social Systems Assessment (ESSA) has been prepared and updated for GEQIP-E and AF with the aim to assess the capacity of the implementing agency (IA) - the Ministry of Education (MoE) - and other stakeholder's environmental, social, and safety management; review the existing operational legal frameworks; and identify potential environmental and social benefits, impacts, and opportunities in the education sector. Specifically, the ESSA was conducted and updated to (a) identify environmental and social risks associated with the Program; (b) assess the strengths and weaknesses of the legal, institutional, and implementation frameworks; and (c) recommend mitigation measures to strengthen national and regional systems and capacity to deliver the PforR sustainably.

The World Bank has been supporting GEQIP-E with a new Program-for-Results (PforR) financing. PforR basically aims at strengthening the government's systems in place and institutional capacity for implementation, with a shift from inputs to results with defined accountability. The Program Development Objective of GEQIP-E is *"to improve the internal efficiency, equity, and quality of general education."* The Program will focus on three key result areas: (i) Internal efficiency, (ii) Equity (iii) Quality.

The GoE has requested the World Bank to prepare an Additional Financing II (AF) operation (P170943) to the General Education Quality Improvement Program for Equity (GEQIP-E) (P163050) in the amount of a US\$122.5 million grant from the Global Partnership for Education (GPE). The parent program GEQIP-E was approved with a financing gap of approximately US\$300 million. The financing gap stems largely from the increasing number of students and teachers in the system. To fill this gap, several financing sources were considered at appraisal, including: (i) additional financing from the GPE; (ii) IDA additional financing for refugees; and (iii) gradual financial contributions to school grants from GoE.

The Education Technical Working Group (ETWG) endorsed the World Bank to be the Grant Agent of GPE in January 2019. The Program Development Grant to support the preparation of AF was approved by the GPE on May 28, 2019. In addition, a GPE multiplier fund in the amount of US\$20 million is expected to be mobilized together with IDA's AF I to GEQIP-E for Refugee Integration. Hence, GEQIP-E ESSA is updated to meet World Bank PforR financing operation. The ESSA requires a sound Environmental and Social Management System (ESMS) establishment to ensure the application of the required environmental and social management measures. To ensure this, the ESSA recommended the need to develop an Environmental and Social Management Systems and resettlement system Guideline (ESM and RSG). Thus, this ESM&RSG is prepared to put in place the procedures for environmental and social risk management measures to mitigate the identified environmental and social impacts and risks of the program activities.

Therefore, this ESM&RSG presents:

- i. The purpose of ESM&RSG including the methodology and the approaches used for preparation;
- ii. The summary of the GEQIP-E program and AF description, its components and subcomponents as well as program implementation arrangements;
- iii. Applicable policies and legal framework related to environmental and social management of GEQIP-E and AF activities;
- iv. Identified positive and negative GEQIP-E and AF environmental and social impacts and risks in the ESSA including the proposed mitigation measures;
- v. The environmental and social management screening, appraisal and implementation procedure & process;
- vi. The required community consultation procedures and grievance redress mechanism;
- vii. Safety management issues for workers and the community members in the program operation area; and
- viii. Environmental and social safeguards capacity development activities to meet the intended objectives of the ESMSG including its monitoring and evaluation plan.

1.1. Purpose of the ESM&RS Guideline

The objective of the GEQIP-E and AF PforR ESMSG is to provide an all-embracing guiding document which clarifies the organizational arrangements and the procedures to be applied during the preparation and implementation of program specific environmental and social issues. In so doing, the MoE endeavors to ensure transparency, predictability and accountability in its commendation of environmental and social deliberations.

The key purpose of this ESMSG is to:

- ✚ Develop standard guidelines pertaining to the legal requirements for getting the different environmental and social clearances.
- ✚ Develop screening procedures, tools (checklists and formats) that will be used for screening potential environmental and social impacts due to the program interventions, particularly the school grant;
- ✚ Specify appropriate roles and responsibilities of various institutions/actors in different levels, and outline reporting procedures and mechanisms for managing and monitoring environmental and social concerns related to the sub-project activities;
- ✚ Present stakeholders consultation and compliant redress procedures and documentation formats
- ✚ Determine the capacity building activities (including training and technical assistance) for the realization of program objectives in compliance with safeguard standards;
- ✚ Establish methodologies and procedures for environmental and social screening and review, approval and implementation of sub-projects activities;
- ✚ Outline environmental and social safeguards implementation arrangements during program activities preparation and implementation to adequately address the national and World Bank environmental and social safeguard issues;

1.2 Approaches to the ESMSG Study

This ESMSG is prepared and updated based upon the updated ESSA study outcomes and incorporates information from the national, international, MoE, policy and legal reviews related to environmental and social impact assessment and proposed/recommended mitigation measures from the ESSA. Program Appraisal Document (PAD) and Program Operation Manual (POM) were also considered and reviewed to ensure consistency. World Bank guidance on producing and updating ESMSG has been taken into account. Moreover, consultation was conducted with staffs at MoE responsible for implementing GEQIP-E and AF, mainly Program Coordination Office (PCO), Special Support and Inclusive Education Directorate, Ethics and Anti-corruption Directorate, and Gender Directorate linked to environmental and social issues.

1.3 Information Disclosure

Information disclosure is an integral part of the whole process of the program implementation including identification and planning of program activities. Access to information disclosure includes informing the purpose, nature and scale of the program, the duration of proposed program activities, and any risks and potential impacts that occur early in the assessment process and/or on an ongoing basis. The Government of Ethiopia (GoE) and the World Bank procedures and policies require that the ESSA, ESMSG, and other relevant instruments should be prepared and publicly disclosed prior to appraisal and commencement of each program activities. Accordingly, MoE should welcome and disclose information provided by concerned organizations and stakeholders from federal-regional-zonal-*Woreda* to school levels, so that it may consider a diverse range of opinions and information in its environmental and social reviews and monitoring.

The draft and final ESSA has been disclosed both in-country and on World Bank's external website that made the information available for all stakeholders. GEQIP-E and AF1 budget including schools grant should be disclosed at *Woreda* and school levels to ensure information transparency and meet the requirement of the Bank's disclosure policy. Besides, as soon as the ESMSG is finalized, it will be publicly disclosed by the websites of MoE and the World Bank and in other public locations (specifically the executive summary and main section such as screening formats) at the respective regional, *Woreda* and school levels.

2. PROGRAM DESCRIPTION

2.1 Parent Program

The PDOs of the GEQIP-E, which were not modified during the restructuring process and approval of the two additional financing, *is to improve the internal efficiency, equity, and quality of the Ethiopian general education*. Within the selected programs and crosscutting issues of the Education Sector Development Program V (ESDP V), and with improved student learning as the core objective, GEQIP-E is designed to focus on the following four main Results Areas:

- (a) Results Area 1: Improving internal efficiency by addressing the chronic issue of repetition in the early grades;
- (b) Results Area 2: Improving equitable access by promoting access to general education, particularly for girls, children with special needs, and those in emerging regions;
- (c) Results Area 3: Improving quality by focusing on the improvement of teaching practices and learning environment; and
- (d) Results Area 4: System strengthening for improved planning, policy formulation and reform targeting cross-cutting areas that support other results areas to achieve the overall development objective of the Program.

Progress toward achievement of the PDO is being measured through the following KPIs:

- KPI 1: Improvement in Grade 2 to Grade 1 enrolment ratio (disaggregated by gender)
- KPI 2: Improvement in Grade 5 survival rate (disaggregated by gender)
- KPI 3: Improvement in girls-boys ratio in Grade 8 in Afar, Ethiopia Somali, and Benishangul-Gumuz
- KPI 4: Improvement in Gross Enrolment Ratio of Grades 1-8 in Afar, Somali, and Benishangul-Gumuz (disaggregated by gender)
- KPI 5: Improvement in Grade 2 learning outcomes in Mother Tongue Reading in Phase I schools (disaggregated by gender); and
- KPI 6: Improvement in Grade 8 learning outcomes in English and Mathematics in Phase I schools (disaggregated by gender)

The Program's Results Areas with the corresponding KPIs, DLIs and DLRs are described below. The table presenting the Results Areas (RAs), with their corresponding KPIs, DLIs and DLRs can also be found in Annex 1 to the Revised POM.

The Program is comprised of two parts, which are being funded by two different financing modalities:

- (a) Program for Results (PforR) - a results-based program, that will be financed upon achievement the annual targets agreed for each DLI known as DRIs within the four corresponding RAs; and
- (b) Investment Project Financing (IPF) - a Technical Assistance (TA) based component that will support strengthening Government's capacity to implement the results-based operation and mitigate several of the identified implementation risks.

2.2 The PforR part of the Program has the following Results Areas :

Results Area 1. Improved Internal Efficiency

RA 1 focuses on addressing the chronic issue of over-enrolment in Grade 1 and promoting progression of children through early grades. To improve student progression in early grades, the efforts are being aimed at: (i) improving school readiness of Grade 1 entrants so that they are able to progress to the next grade; and (ii) getting children enrolled on time and once they are enrolled, ensure their regular attendance throughout the year.

Results Area 2: Improved Equitable Access

This RA focuses on promoting equitable access to general education with the aim to: (i) improve gender equality in upper primary education; (ii) increase participation in schooling in pastoralist woredas and emerging regions; and (iii) ensure inclusive education in primary and secondary schools with support from the Bank and other Development Partners (DPs).

Results Area 3: Improved Quality

This RA focuses on the quality of general education, aiming to improve student learning outcomes in early grade reading as well as proficiency in English and mathematics at the end of each primary education cycle (grade 4 and Grade 8).

Results Area 4: System strengthening for planning, policy formulation and reform

The Program is supporting: (a) timely and accurate collection of valid and reliable data through existing systems on school (through the Education Management Information System (EMIS)) and student performance/learning outcomes (through the Early Grade Reading Assessment (EGRA) and the National Learning Assessment(NLA); (b) enhancement of capacity to aggregate, integrate and analyze data from different sources for better identification of learning gaps; and (c) strengthen the collaborative utilization of analytic findings for planning, designing of interventions as well as decision-making purposes.

IPF-based TA

IPF Component 1: Enhanced capacity for delivering sustained results

Under this component 1, TA is being provided to:

- (i) **Sub-component 1.1:** Develop the National Policy Framework for Early Childhood Care and Education (ECCE) in Ethiopia to ensure quality provision of early learning services in Ethiopia; and
- (ii) **Sub-component 1.2:** Integrate information communication technology (ICT) for improved service delivery.

IPF Component 2: Emergency response preparedness

The WB's recent regional study on the quality of education highlights evidence from a number of studies, which show that natural disasters reduce the educational attainment of the rural poor, particularly girls. Enabling the education system to cope-up with and respond efficiently to such disasters is an important area of ensuring that all of Ethiopia's children benefit from enhanced quality of schooling. Accordingly, the envisaged emergency response would be provided under the following two sub-components.

Subcomponent 2.1: Strategy for restoring education services in response to disaster – aiming at providing TA to enhance the capacity of the MoE, the relevant REBs and woreda offices to anticipate, prepare for and implement an emergency plan to cope with drought (food and water insecurity) and other disasters.

Subcomponent 2.2: Contingency emergency response component – aiming at providing the Government with the option of accessing up to US\$5 million when an emergency is declared in any of the country's regions as a result of a disaster.

IPF Component 3: GEQIP-E management and evaluation

This component is supporting program management, monitoring and evaluation activities, and financing of operating expenses. The Program is financing the costs associated with the effective implementation, monitoring and evaluation of the Program and the TA, including the procurement of goods, consultancy services, training and operating expenses. This is done through the following two sub-components.

Subcomponent 3.1: Program management providing support to improve Program management, implementation, monitoring and evaluation including support for operations, capacity building activities, and hiring of key consultants at the MoE and REB levels to effectively coordinate, implement and monitor the Program. Specifically, consultants will be hired for the PCO, technical directorates, financial management, procurement and contract administration, ethics and anti-corruption, and safeguards. This IPF sub-component will also enhance REBs' capacity in Program coordination; procurement management; and safeguards. The four emerging regions will receive increased capacity and technical support of this nature, given their tremendous needs.

Subcomponent 3.2: Program evaluation to finance comprehensive Program evaluations including the school improvement program (SIP) and school grant (SG) expenditures, at mid-line and end of the Program. The objectives of Program mid-line and end-line evaluations are: (i) to review implementation challenges and progress towards achievement of the PDO and result indicators, and provide guidance on necessary adjustments to Program interventions; (ii) to assess the effectiveness and impact of the Program; and (iii) generate evidence for improving effectiveness of the sub-programs, specifically SIP/SG. This sub-component will also finance the third party validation of results achievement under the PforR.

The Program is providing benefits at three levels:

- a) Most interventions including school grants, performance-based awards, textbook delivery and support for students with disabilities is being provided nationally

with all 27 million students and 520,000 teachers in 35,000 public primary and secondary schools in Ethiopia benefiting from the Program.

- b) Given that inequities mainly exist in the emerging regions of the country, interventions under the Equitable Access results area are being monitored and evaluated in Afar, Ethiopia Somali and Benishangul-Gumuz.
- c) Program interventions geared to improving quality are being rolled out in a phased manner¹, with a subset of randomly selected, nationally representative woredas receiving the interventions in Year 1 with gradual scale up to cover 50 percent of schools by the end of the operation.

The parent Program did not support physical construction activities involving civil works and land acquisition and loss of assets. Civil works will be introduced and financed by the AF1 under a new DLI/DLR 3-a, supported with relevant TA.

2.3. Additional Finance One (AF1)

The AF1 to the GEQIP-E amounts to US\$122.5 million from the GPE. The AF1 was approved by the WB on March 2, 2021 and is awaiting the declaration of effectiveness by the WB following the submission of the legal opinion by the Government of Ethiopia. The AF1 is expected to close on July 7, 2024, thus granting an extension to the parent Program original closing date of two years.

This AF1 will fill key gaps not addressed by GEQIP-E, scale-up successful interventions, and strengthen parent Program performance. Accordingly, the AF1 introduces the following seven changes and five new DLIs to the parent Program under the PforR reimbursement modality and four changes under the IPF reimbursement modality, all of them further detailed in the paragraphs below.

PforR modality by AF1

First, AF1 introduces effective and scalable educational technology (EdTech) solutions to accelerate equitable access and student learning by focusing on improving teachers' digital competences with the support of the EdTech Hub, launched in June 2019 by the Foreign, Commonwealth and Development Office(FCDO) in partnership with the WB and other international expertise. These innovations include updating teacher licensing assessment through a digital skills module, supporting the use of mobile phones and tablets to facilitate the work of cluster supervisors and primary school teachers in Phase 1 and 2 schools, and encourage the development of alternative approaches to teaching, especially through the use of digital and mass media broadcasting tools to enable remote learning during the crisis.

A new DLI 5b – *improved child development and learning* - associated with the above-mentioned fifth and sixth changes is being introduced under the AF1.

Seventh, AF1 will improve management capacity of the environmental and social safeguard (E&S) compliance and procurement systems. Existing E&S and procurement management systems will be strengthened and relevant arrangements maintained. The Program Action Plan (PAP) and Environmental and Social Commitment Plan (ESCP) are to be revised and updated based on past implementation experience and lessons learned. AF1 will support TA to give careful consideration with regard to services standards and infrastructure models. An experienced engineering consulting firm will be contracted to support the relevant work with due consideration to E&S compliance. Capacity building at the regional level will also be a focus to avoid implementation delays. The AF1 will also strengthen program management and support Internet connectivity, as well as provide vehicles, motorbikes and fuel to support monitoring, evaluating and supervising program activities in the regions.

A new DLI 10 – *enhanced environmental and social management system* – associated with the seventh change is being introduced under the AF1.

Notwithstanding that the definition, implementing entity and verification protocol associated to the eight original DLIs of the parent Program and the ninth DLI introduced during the restructuring remained unchanged, their DLRs needed to be amended through an extension of their timeline and a recalibration of their financial formula and yearly targets to address the COVID-19 school closure and the security situation in selected territories. Chapter 4 and Annex 1 to the revised POM provide the detailed information. The following table provides a summary of the parent Program and AF1 proposed DLIs

Table 1 Summary of current DLIs and proposed

Results	#	DLI	GEQIP-	AF1
RA 1: Improved Internal Efficiency	1	Quality enhancement and assurance program for O-Class	✓	✓
	2	Performance-based awards to school on a timely basis to improve internal efficiency	✓	
RA 2: Improved Equitable Access	3	Improved girls-to-boys ratio in grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz regions	✓	
	4	Improved availability of Basic School Grants (Basic SG) and Additional School Grants (Additional SG) in emerging regions	✓	

	3a 4a	Increased student enrollment in disadvantaged areas Number of children with disabilities and special needs in IERCs cluster schools		✓
RA 3: Improved Quality	5	Improved teachers' instructional activities	✓	
	5a 5b	Improved digital competences of teachers Improved child development and learning		✓
	6	Timely availability of textbooks	✓	
RA 4: System Strengthening for Planning, Policy & Reform	7	Improved availability, quality and use of data	✓	
	8	Improved preservice teacher training for English and mathematics	✓	
	9	Strengthened linkage between funding for regions and results achieved by each region	✓	
	10	Enhanced environmental and social management system		✓
Total, US\$ million			435.0	92.5

3. ORGANIZATIONAL RESPONSIBILITIES FOR GEQIP-E AND AF SAFEGUARDS IMPLEMENTATION

3.1 GEQIP-E and AF Implementation Arrangement

The Program uses existing government systems at federal, regional, *Woreda*, and School/University levels for Program implementation, oversight, Financial Management (FM), procurement, safeguards, M&E, and reporting and aim to strengthen these systems during implementation.

3.2 Federal Level Key Institutions for GEQIP-E and AF Implementation

At the Federal level, the Ministry of Education (MoE), Ministry of Finance (MoF), and Schools/university faculties of education/ will be in charge of implementing the Program. The overall responsibility of executing policy guidance and oversight for Program implementation is the MoE. A Program Steering Committee (PSC) will be established to oversee the coordination, monitoring, and implementation of the Program. 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 and carrying out the Program 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 program activities across MoE directorates and agencies, universities, and REBs. Channel One Programs Coordination Directorate, responsible for programs/projects financed by the World Bank, under MoFEC 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).

The Government has contracted the Ethiopian Central Statistical Agency (CSA) as an independent agency to verify achievement of DLIs following pre-agreed protocols. The verification process is expected to provide both quantitative and qualitative information on the implementation of key interventions and their impact.

The implementation of environmental and social issues to be verified by the third party or the consulting firm. Therefore; annual environmental and social management system compliance audit to be performed according to the agreement between MoE and WB.

3.3 Regional, Zonal and Woreda Level Key Actors for GEQIP-E and AF

The REBs are by and large responsible for adopting and implementing activities without major departure from the overall policy. At the regional level, in each of Ethiopia's nine regions and two city administrations, the Program will be implemented by REBs, BoFEDs, and Colleges of Teacher Education (CTEs). REBs have responsibility for overseeing all regional and sub-regional program implementation, including CTEs, *Woredas* and schools. REBs report to MoE's PRMD/PCO.

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 (PSTAs) will have a monitoring role. Cluster Resource Centers in the field will provide training, management and monitoring support to schools.

The AF1 will use largely the same overall institutional arrangements as the parent Program. Accordingly, and as mentioned above, it will continue using existing government systems for Program implementation, oversight, FM, procurement, E&S, M&E and reporting.

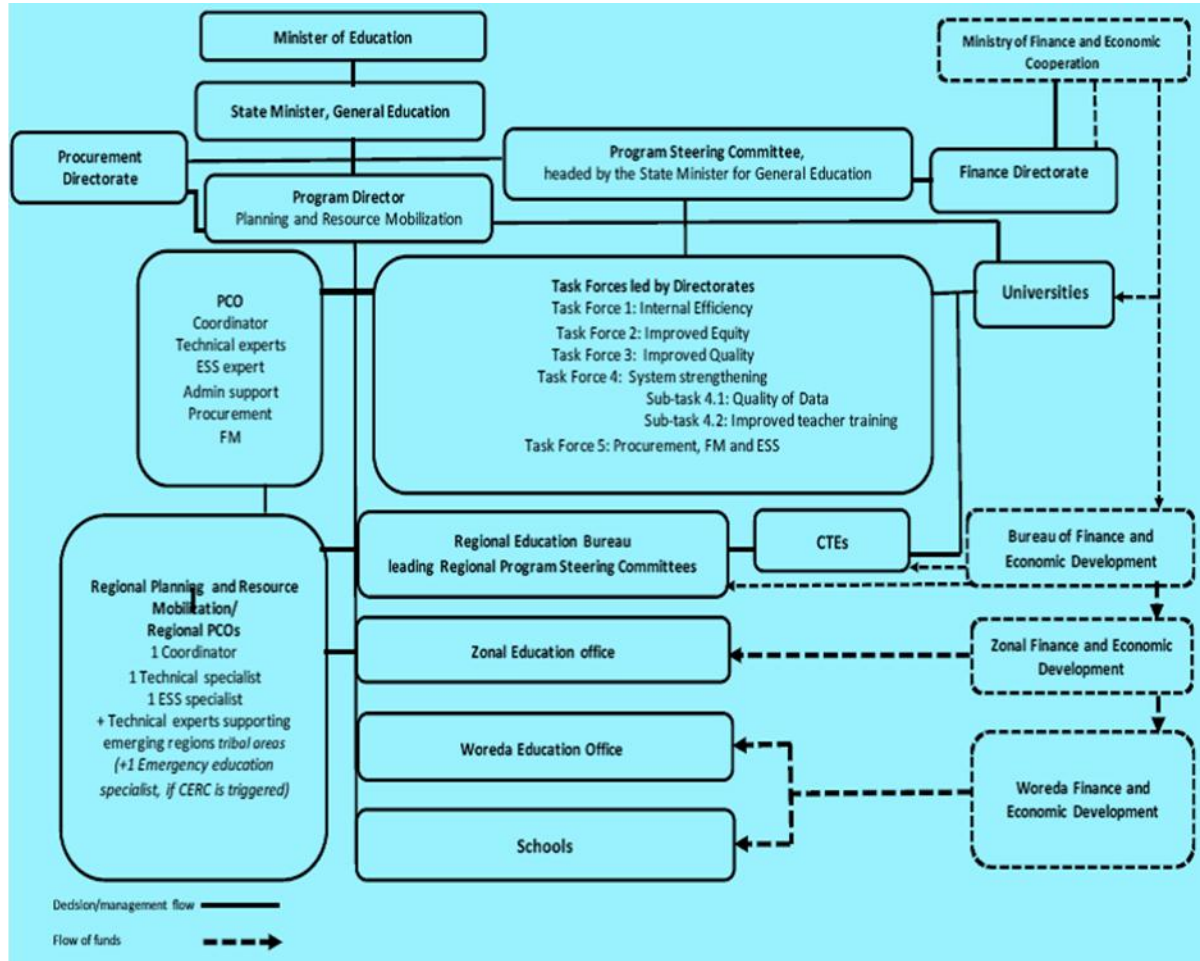
The MoE as the Executing Agency remains responsible for overall coordination of the Program and the AF1 and provides overall leadership and guidance. The current PSC will continue to oversee the coordination and monitoring and to verify progress of the implementation of the Program. The PRMD of the MoE, under the leadership of its Director, will continue to be responsible for overall implementation of the Program including the AF1 with the task of preparing the AWPB and carrying out the Program activities, with the support of MoE directorates and agencies, universities and REBs, and coordinate the day-to-day operation of the NPCO.

Due to the inclusion of school construction activities under the new DLI 3a introduced by the AF1, MoE and REBs will establish school construction management facilities at the national level as well as in each one of the REBs benefited by this new DLI 3a, to oversee and manage the process, provide the necessary support and quality assurance, and follow up on procurement, FM, technical, and E&S compliance audits. The detailed expected tasks to be undertaken by these school construction committees are listed below.

The construction management unit such as civil engineer, structural engineer and procurement engineers will be hired both at MoE and REBs levels. The school construction activities reports will be follow the trend of an environmental and social management system implementation report which engineers that are found at REB level collects every information the site and report to REBs school construction unit and this unit compile all the reports and sent to MoE/PCO construction management unit. The management unit at federal level compiles every report from the REBs and sent the World Bank safeguards team.

The responsible organization for monitoring or supervision and compliance monitoring will for MoE.

Figure 2: GEQIP-E and AF Institutional Arrangements



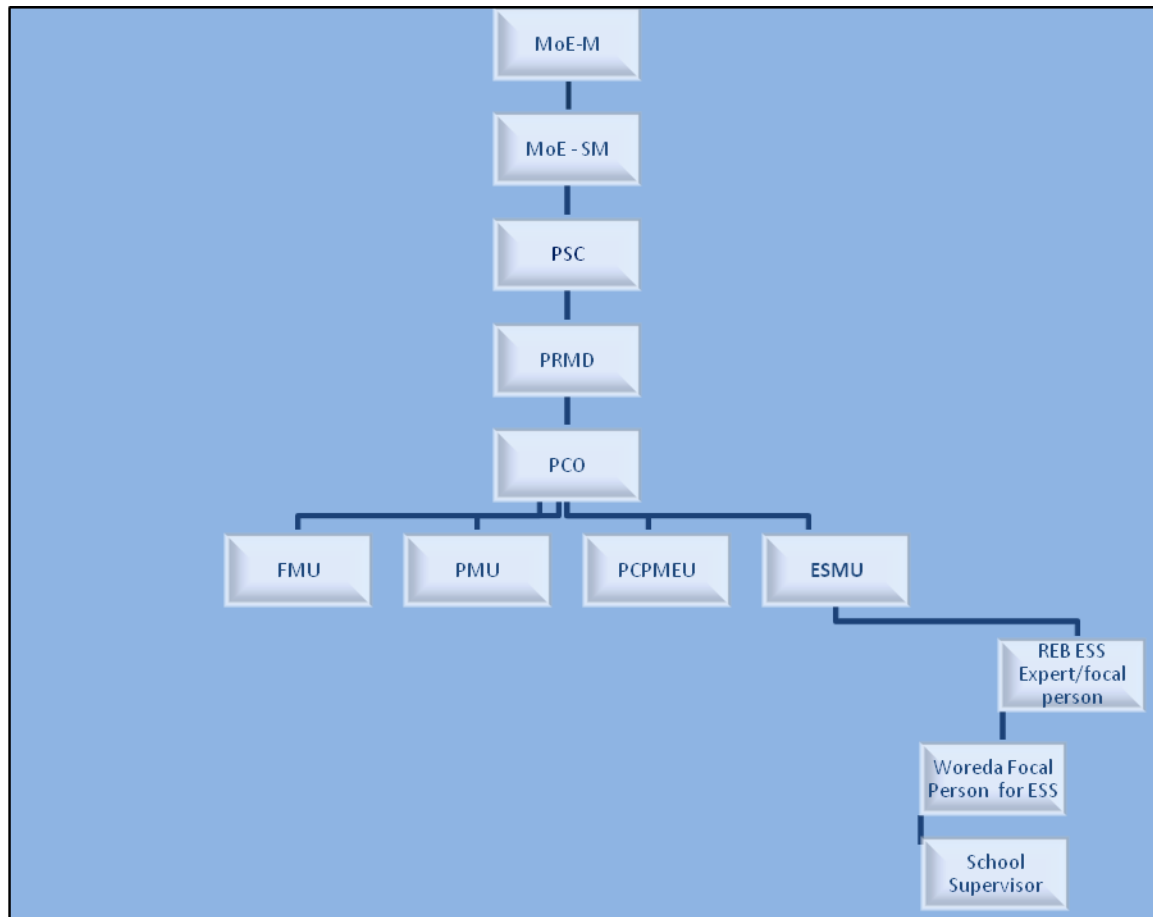
3.4 GEQIP-E and AF Environmental and Social Safeguards Implementation Arrangement

Governmental institutions at federal, regional, *Woreda* and schools levels are responsible to take key roles on supporting, directing, and monitoring of the proposed program to ensure sound implementation of the required environmental, social and safety management practices during the implementation of the GEQIP-E.

In the ESSA, it was suggested the need to establish a dedicated unit under the GEQIP-E Coordination Office (GCO) responsible for the management of environmental and social systems that would be set up three months before program effectiveness. The unit will also have to be structured at REBs and *Woreda*/ZEOs (as required) with relevant environmental and social safeguard experts or focal persons. The following figure (figure 2) outlines the proposed institutional arrangement for management of environmental and social issues.

The ESSA prepared for GEQIP-E required a sound Environmental and Social Management System (ESMS) establishment to ensure the application of the required environmental and social management measures. The establishment and strengthening of ESMS include preparation and implementation of environmental and social management and resettlement system guideline (ESM&RSG), staffing, furnished offices, strengthening grievance redress mechanism, developing consultation procedures and format, checklists as well as technical safeguard capacity development activities at all levels (including school level).

Figure 3: Proposed Institutional Arrangement for Environmental and Social Issues Management



Note: GCO=GEQIP-E Coordination Office; FMU=Financial Management Unit; PCO=Procurement Coordination Office; PCPMEU=Program Coordination, Planning M&E Unit; ESMU=Environmental and Social Management Unit.

4. APPLICABLE GEQIP-E ENVIRONMENT AND SOCIAL POLICIES, GUIDELINES AND LEGAL FRAMEWORKS

This section describes the policies, guidelines and legal frameworks required for Environmental and Social Impact Assessment and Management in Ethiopia, which is based on the previous

assessment conducted by MoE and WB to be integrated into the implementation of the Program. The applicable Ethiopia's environmental and social policies and legal frameworks are used in the ESMSG aiming to identify the range of required environmental and social impact and recommended management measures that need to be taken during the planning, design, implementation and operation phases of GEQIP-E activities to ensure compliance with the national (MoE) and WB policies requirement. On the basis of the policies, guidelines, and legal frameworks, this ESMSG defines the steps, processes, and procedures for screening, alternative analysis, monitoring and management related issues of the environment and societies.

4.1 National Policies, Regulations and Guidelines for Environmental Impact Assessment and Management

This section reviews the policies, laws, and regulations relevant to GEQIP-E implementation at the national level in Ethiopia, designed to manage environmental and social systems.

a. The Constitution of the Federal Democratic Republic of Ethiopia

The Constitution of Federal Democratic Republic of Ethiopia (FDRE), enacted in August 1995, provides a number of basic and comprehensive principles that consider environmental and social protection and management in the country. The issue of sustainable development and environmental rights are included in the Constitution. The basic articles include Articles 42, 43, 44, &92 and are described in detail in the following table:

Table 1: Articles describing sustainable development and environmental rights included in the Constitution

Article	Description
42	Recognizes the rights of workers to reasonable limitation of working hours, to rest, to leisure, to periodic leaves with pay, to remuneration for public holidays, and to a healthy and safe work environment.
43	The Right to Development considers peoples' right to: <ul style="list-style-type: none"> ✚ Improved living standards and sustainable development and ✚ Participation in national development and, in particular, to be consulted with respect to policies and projects affecting their community.
44	Environmental Rights, all persons: <ul style="list-style-type: none"> ✚ Have the right to a clean and healthy environment and ✚ Who have been displaced or whose livelihoods have been adversely affected as a result of state programs has the right to commensurate monetary or alternative means of compensation, including relocation with adequate state assistance.
92	Environmental objectives are identified as: <ul style="list-style-type: none"> ✚ The Government shall endeavor to ensure that all Ethiopians live in a clean and healthy environment; ✚ The design and implementation of programs shall not damage or destroy the environment; ✚ People have the right to full consultation and to the expression of views in the planning and implementation of environmental policies and projects that affect them directly; and ✚ The Government and citizens shall have the duty to protect the environment.

The aforementioned constitutional requirements are directly associated with the five Core Principles (1–5) of OP/BP 9.00 and put aside the basis to issue specific rules and regulations in subsidiary legislations (see annex 9 discussion on ESSA’s 6 Core Principles of World Bank).

b. Relevant National Policies of Ethiopia

Environmental Policy of Ethiopia (EPE)

EPE was ratified by the Council of Ministers in April 1997 depending on the policy and strategic findings and recommendations of the Conservation Strategy of Ethiopia. The aim of the policy is to guide the country in a sustainable social and economic development via conservation and sustainable utilization of the natural, man-made and cultural resources. The overall goal of the policy is to improve and enhance the health and quality of life of all Ethiopians and the environment as a whole so as to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The policy comprises of ten (10) sectoral and ten (10) cross-sectoral components. The activities of line ministries/agencies, including the provision of basic services are presented under the sectoral components of the policy while the cross-sectoral components include issues such as Environmental Impact Assessments (EIAs), social and gender affairs, community participation, and tenure and access rights to land and natural resources. Organizational and institutional frameworks are put in place from the federal to community levels for effective implementation of the policy. The policy with its specific focus underlines the EIA that:

- ✚ Reflects the impacts on human and natural environments;
- ✚ Provides for timely concern of environmental impacts in projects and programs design;
- ✚ Recognizes public consultation;
- ✚ Includes mitigation and contingency plans;
- ✚ Consider auditing and monitoring; and
- ✚ Take into account a legally binding requirement
- ✚ Conserve, develop, sustainably manage and support Ethiopia’s rich and diverse cultural heritage and
- ✚ Raise public awareness and promote understanding of the essential linkages between environment and development.

c. National Proclamations in Ethiopia

There are several national proclamations that were put in place in order to provide various actions in relation to environmental issues and impacts in Ethiopia. The major proclamations are described in the forthcoming Table 3 below:

Table 2: Various National Proclamations in Relation to Environmental Issues and Impacts

National Proclamations	Proclamation’s Description
Environmental Protection Organs Establishment	<ul style="list-style-type: none"> ✚ Proclamation No.295/2002 provides the responsibilities of various environmental protection agencies at the federal and regional levels and sector environmental units and their coordination defined as an objective. ✚ The goal of the proclamation is to lay down a system that promotes

	<p>sustainable use of environmental resources by avoiding potential conflicts of interests and duplication of efforts.</p> <p>✚ The former Environmental Protection Authority (EPA) was upgraded to the Ministry of Environment and Forest (MEF) by Proclamation No.803/2013. The duties and responsibilities of the former EPA and those of the Ministry of Agriculture relating to forests were accordingly entrusted to this ministry.</p>
Sectoral Environmental Units (SEUs)	<p>✚ By Proclamation No.295/2002, the concerned line ministries are required to establish or designate an environmental unit that will be responsible for coordination and follow-up of their activities.</p> <p>✚ This is to make sure that they are in harmony with the proclamation and other environmental protection requirements.</p>
Regional Environmental Protection Agencies	<p>✚ By Proclamation No.295/2002 decrees, national regional state shall establish an independent regional environmental agency or designate existing agencies to ensure public participation in the decision-making process, based on the Ethiopian Environmental Policy and the National Conservation Strategy.</p> <p>✚ The Regional Environmental Protection Agencies are responsible to:</p> <ol style="list-style-type: none"> Coordinate the formulation, implementation, review, and revision of regional conservation strategies; Environmental monitoring, protection, and regulation; Ensure the implementation of federal environmental standards, or as may be appropriate, issue and implementation regional standards; & Prepare and submit reports on the state of the environment and sustainable development of their respective regions
Definition of Powers and Duties of the Executive Organs	<p>Proclamation No.916/2015 redefines the mandates of several Federal Government agencies, including that of the environment. It makes amendments to previous laws and provides for expanded responsibilities to the MEF, adding ‘climate change’ to its naming and the responsibilities of climate change mitigation and adaptation to its mandate. Currently, the following responsibilities of the ministry include:</p> <p>✚ EIA and strategic environmental assessment of social and economic development policies, strategies, laws, programs, and projects designed by the Government or the private sector</p> <p>✚ Promote social, economic, and environmental justice and channel the benefit to affected communities, reduce emissions of greenhouse gases from deforestation and forest degradation</p> <p>✚ Coordinate actions on soliciting the resources required for building a climate resilient green economy in all sectors and regional levels and provide capacity building support and advisory services.</p> <p>✚ Establish a system for evaluation and decision making, in accordance with the EIA proclamation, the impacts of investment programs and projects on the environment, before their implementation on the approval of licensing organs.</p> <p>✚ Design programs and directives for the synergistic implementation and follow-up of environmental agreements ratified by Ethiopia pertaining to the natural resources base, desertification, forests, hazardous chemicals, industrial wastes, and anthropogenic environmental hazards.</p>

	<ul style="list-style-type: none"> ✚ Participate in the negotiations of international environmental and climate change agreements and, as appropriate, initiate a process of their ratification and play a key role in coordinating the nationwide responses to the agreements. ✚ Formulate environmental safety policies and laws on the production, importation, management and utilization of hazardous substances, and the management of wastes. ✚ The proclamation also envisages environmental cost-benefit analysis and the formation of an accounting system to be integrated in development plans and investment programs.
Environmental Impact Assessment	<p>Proclamation No.299/2002 makes EIA a mandatory requirement for the implementation of major development projects, programs, and plans. The proclamation is a tool for harmonizing and integrating environmental, economic, cultural, and social considerations into decision making processes in a manner that promotes sustainable development. The law clearly states:</p> <ul style="list-style-type: none"> i. Why there is a need to conduct EIAs; ii. What procedures are to be followed to implement the project's EIA; iii. The depth of environmental impact studies; iv. Which projects require full EIA reports; v. Which projects need partial or no EIA report; and vi. To whom the report has to be submitted. <p>Under the proclamation, development projects and programs that are likely to have negative environmental and social impacts are subject to an EIA process. Regarding development projects, the Articles are:</p> <ul style="list-style-type: none"> ✚ Article 3(1) of the proclamation stipulates that no person shall commence implementing proposed projects that are identified by a directive as requiring EIA, without first passing through an EIA process and obtaining authorization from the concerned environmental agency. In line with this, Article 7 of the proclamation requires project proponents to carry out EIA on them and submit the report to the concerned environmental organ, and, when implementing the project, fulfill the terms and conditions of the EIA authorization given to them. ✚ Article 3 of the proclamation obliges licensing institutions, before issuing investment permits or operation licenses to projects, to ensure that the relevant environmental bodies have authorized the implementation of the projects. ✚ Article 12 requires such licensing institutions to suspend or cancel the permit or license they have issued for projects if the concerned environmental body has withdrawn the authorization given for the implementation of the project. These provisions are important to ensure that project owners comply with the EIA requirements. The proclamation also provides for public participation in the EIA process. ✚ Article 15 requires environmental bodies to ensure that the comments made by the public, especially by the communities, are likely to be affected by the implementation of a project, and is incorporated into the EIA study and project evaluation reports. Moreover, the proclamation decrees that environmental bodies make the EIA study reports accessible to the public and solicit comments on them.
Solid Waste Management	<ul style="list-style-type: none"> ✚ Proclamation 513/2007 aims to promote community participation to prevent adverse effects and enhance benefits resulting from solid waste management.

	✚ It provides for preparation of solid waste management action plans by the concerned government sector and other agencies/institutions.
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d. Environmental Guidelines

There are several environmental guidelines in order to assess and protect the impacts of the environment in Ethiopia. These guidelines are discussed in Table 4 below:

Table 3: Environmental Guidelines to Assess and Protect the Impacts of the Environment

Environmental Guideline	Guideline's Description
Environmental Impact Assessment Procedural Guideline (2003)	This guideline aims to ensure the implementation of the Environmental Policy of Ethiopia and compliance with EIA-related legal and technical requirements, assist interested and affected parties, especially communities, in realizing their environmental rights and roles, assist environmental protection organs and licensing agencies in discharging their roles and responsibilities, and establish partnership and networking among and between key stakeholders in the EIA administration. It includes details about the EIA processes and requirements and the roles and responsibilities of key actors in the EIA processes, including affected and interested parties.
Social, Environmental and Ecological Impact Assessment and Environmental Hygiene in Settlement Areas (2004)	The guideline aims to strengthen the positive impacts and reduce or eliminate the negative impacts of social and economic activities on environmental well-being and human health in settlement areas. In addition, carrying out voluntary and informed consultation, sustainable improvement of life, and ensuring environmental sustainability are three of the six principles of the guidelines. The guidelines require project proponents to describe the main negative environmental and social impacts anticipated from the implementation of project activities, devise mitigation plans for the negative impacts, and ensure that all phases of environmental and resource development and management, from project conception to planning and implementation to M&E, are based on the decisions of the local people. They promote the perception of heritage conservation as part of, and integrated with, Ethiopia's general social and economic development.
Environmental and Social Impact Assessment Guidelines	The former Federal Environmental Protection Agency prepared a series of environmental and social impact assessment guidelines for the different sectors, outlining the key issues, principles, procedures, and processes to be adopted and adhered to avoid and/or mitigate potentially negative environmental and social impacts during project planning, implementation, and operation by government, public, and private entities. Some of the guidelines are generic and are applicable in different sectors and there are also sector-specific guidelines prepared for key environmental and social issues to adhere to during the ESIA analysis in those specific sectors.
Environmental Impact Assessment Guideline (2000)	This guideline provides the policy and legislative framework, the general ESIA process and key sectoral environmental issues, standards, and recommendations for environmental management in key sectors such as agriculture, industry, transport, tannery, dams and reservoirs, mining,

	textiles, irrigation, hydropower, and resettlement projects.
Environmental and Social Management Plan Preparation Guideline, November 2004	The guideline provides the essential components to be covered in any environmental management plan (for example, identified impacts, mitigation measures, monitoring, capacity building, and so on) and structured formats for mitigation measures, monitoring, and institutional arrangements.

4.2 National Policies, Regulations, and Guidelines for Social Impact Assessment and Management

There are a number of national policies, regulations and guidelines for social impact assessment and management. Some of the major ones that are related to the issue under discussion are described in the table below:

Table 4: National Policies, Regulations and Guidelines for Social Impact Assessment and Management

National Policies, Regulations, and Guidelines for Social Impact Assessment and Management	Description
The Constitution	<ul style="list-style-type: none"> ✚ It recognizes the presence of different socio-cultural groups: historically disadvantaged and underserved communities, pastoralists, agro-pastoralists, and ethnic minorities, and their rights to socioeconomic equity and justice. ✚ Article 39 recognizes the rights of groups identified as ‘Nations, Nationalities, and Peoples’ and defined them as “a group of people who have or share a large measure of common culture or similar customs, mutual intelligibility of language, belief in a common or related identities, a common psychological make-up, and who inhabit an identifiable, predominantly contiguous territory.” It also portrays their rights up to self-determination-the right to secession; speak, write, and develop their own languages; express, develop, and promote their cultures; preserve their history; and, self-government, which includes the right to establish institutions of the Government in the territory that they inhabit and equitable representation in state and Federal Governments. ✚ Article 54 (1) states that “Members of the House [of Peoples Representatives], on the basis of population and special representation of minority Nationalities and Peoples, shall not exceed 550; of these, minority Nationalities and Peoples shall have at least 20 seats.” These groups have less than 100,000 members and most live in the ‘developing regional states’.
Equitable Access to Quality Education	The Constitution of Ethiopia provides policies and programs that encourage the establishment of an inclusive environment for equitable access to quality education. It considers regions that are lagging and

	<p>disadvantaged social groups to benefit equally. Some of the provisions of rights in the constitution are stated as follows:</p> <p>Article 25: The Right to ‘Education For All’ that provides for a range of fundamental rights, including the right to equal and effective protection without discrimination.</p> <p>Article 35: states the special attention to the rights of women guaranteeing affirmative action to address inequality and discrimination.</p> <p>Article 39: provides equal rights of nations and nationalities, people within the Ethiopian state.</p> <p>Article 90: outlines the principles of state policy in relation to education under the ‘Social Objectives of the Constitution of Ethiopia’ to the extent the country’s resources permit, all Ethiopians are guaranteed access to education in a manner that is free from any religious influence, political partisanship or cultural prejudices.</p> <p>Article 36: The rights of children are also constitutionally protected against harassment and violence in schools and other institutions responsible for the care of children.</p> <p>Article 41: Economic, Social, and Cultural Rights that protect the rights of ethnic groups within Ethiopia in their use of mother tongue, the protection of culture and identity, and equal representation in regional states and the Federal Government.</p> <p>Articles 20 and 21: As a signatory state of the African Charter of Human Rights, Ethiopia has committed itself to protecting the rights of all peoples to social, cultural, and economic development of their choice in conformity with their identity.</p> <p>Article 41(5) for the conditions of equal opportunities and full participation of people with disabilities.</p> <p>Education Sector Development Program (ESDP) and Growth and Transformation Plan - II (GTP-II):</p> <p>The priorities attached to education and training in official documents are consistent with the government’s public expenditure each fiscal year amounting to 25 percent of the national budgets (ESDP V 2015/16–2019/20). ESDPs have mapped out policy directions with a major focus on quality, equity, and access.</p> <p>As adopted in 1994, in fulfillment of the relevant constitutional provisions, Equity and inclusion have been embedded as essential principles in the Education and Training Policy. The policy stress on the right to:</p> <ul style="list-style-type: none"> • Freeing primary school education, • Reaching out-of-school children, • Reducing gender disparities in educational opportunities, and • Targeting enrollment gaps between regions and population groups in Ethiopia. <p>The Growth and Transformation Plan II (GTP II) places a strategic direction for education and training that involves improving educational participation, quality, and relevance at all levels of the educational system. It also provides special support to developing regions for equity in access</p>
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	<p>to education; and ensuring quality, fair, and accessible education for all in preprimary, primary, and secondary levels.</p> <p>The Education and Training Policy (1994) clearly indicates a commitment to addressing the needs of all children, particularly appreciating the needs of children with disabilities. The policy further states that ‘special education and training will be provided for people with disabilities’ (Education Structure No.3.2.9). The document also underlines that efforts will be made ‘to enable both the handicapped and the gifted to learn in accordance with their potential and need’ (Specific Objectives No.2.2.3).</p> <p>International Conventions: Ethiopia is also a signatory to:</p> <ul style="list-style-type: none"> • The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW 1979), • The Convention on the Rights of the Child (CRC 1990), and • The Convention on the Rights of People with Disabilities (CRPD 2006).
Social Protection Policy	<p>The social protection policy was approved in December 2014, and the vision to see that all Ethiopians enjoy social and economic well-being, security, and social justice. Basically, it sets the framework that the Government commits itself to establish a protection system, by bringing together fragmented forms of social protection services. In the policy, the roles and responsibilities of the Government at the federal, regional, and local levels are defined in managing the social protection system, toward the progressive respect of the rights of citizens. Children, the elderly, people with disabilities, and the chronically ill are identified as vulnerable groups in the policy.</p> <p>The following are the major objectives of Social Protection Policy of Ethiopia:</p> <ul style="list-style-type: none"> ✚ Protect poor and vulnerable individuals, households, and communities from the adverse effects of shocks and destitution ✚ Increase the scope of social insurance ✚ Increase access to equitable and quality health, education, and social welfare services to build human capital thus breaking the intergenerational transmission of poverty ✚ Guarantee a minimum level of employment for the long-term unemployed and underemployed ✚ Enhance the social status and progressively realize the social and economic rights of the excluded and marginalized ✚ Ensure the different levels of society are taking appropriate responsibility for the implementation of social protection policy
Cultural Policy	<p>Ethiopian Cultural Policy was adopted in 1997 and its main objectives is to create an enabling environment for the equal recognition and respect of the languages, heritages, histories, fine arts, oral traditions, and belief systems of the various nations, nationalities, and peoples of Ethiopia, and for their preservation, conservation, and transfer to future generations.</p>
Policy on Ethiopian Women	<p>Policy on Ethiopian women was enacted in 1993, and its main focus is improving the working and health conditions of women, protecting women</p>

	<p>from harmful traditional practices. It is also aimed to empower women through enhanced access to education and land as well as other property rights, and fostering the involvement in decision making. Furthermore, it underlines women's contribution to the overall national development considering maximizing their knowledge and skills.</p>
<p>Policies and Proclamations on Workers Health and Safety</p>	<p>There are several associated workers' health and safety policies, proclamations and directives in Ethiopia. These are:</p> <ul style="list-style-type: none"> • The Constitution: The Constitution under Article 42(2) states "workers have the right to a healthy and safe work environment," signifying the fundamental obligations of an employers, government, private or otherwise, to take all necessary measures to ensure that workplaces are safe, healthy, and free of any danger to the well-being of workers. • The Labor Proclamation No.377/2003 underlines the importance of inspecting labor administration, particularly labor conditions, occupational safety and health, and work environment. It prescribes the obligations of employers in relation to workers' safety, ranging from taking appropriate steps to ensure that workers are properly instructed and notified about the hazards of their occupations, the precautions necessary to avoid accident and injury, to ensuring that work processes shall not be a source or cause of physical, chemical, biological, ergonomic, and psychological hazards to the health and safety of the workers. The proclamation also imposes obligations on workers such as obeying all health and safety instructions issued by the employer or by the competent authority. • Article 89 of the Labor Law Proclamation No.377/2003 also prohibits employment of children below age 14, allowing the employment of children ages between 14 and 18, subject to the conditions of safeguard. • The 2008 Occupational Health and Safety (OHS) Directive provides guidance, based on the Labor Law, concerning occupational health and safety requirements, and outlines the general duties and responsibility of employers, rights and duties of workers, and responsibilities of the Labor Inspection Service. • Promotion of occupational health and safety is one of the priority areas considered by the 1993 Health Policy of Ethiopia. The policy also lays out the framework for the intersectoral collaboration, to facilitate the development of facilities for workers' health and safety in production sectors. • The Public Health Proclamation No.200/2000 also provides for occupational health care to protect and control workers' health by preventing or reducing risks that may occur within working areas or related to occupation due to chemical, physical, or biological agents. • But Health and Worker Safety Policy in Ethiopia is specifically related.
<p>Laws, Strategies, and Guidelines Enforcing Special Support for Developing Regions</p>	<p>For disadvantaged groups and developing regions, there are several policies, action plans, and strategies that are targeted to protect and promote their well-being, life chances, and educational opportunities.</p>

<p>and Vulnerable Groups</p>	<p>The GoE has selected four regions: Afar, Somali, Benishangul-Gumuz, and Gambella as Developing Regional States (DRS) pertaining to their limited access to socioeconomic development and underserved status over the decades. Relating to quality, access, and equity of educational opportunities, ESDP V includes special support programs targeting the four DRS. These regions are considered as DRS due to their historical marginalization and the resulting low levels of socioeconomic development compared to other regional states. The Government has also established a multi-sectoral special support program for developing regions as laid out in ESDP V having MoE as a main actor. It provides in three levels of capacity development: individual, organizational, and enabling environment.</p> <p>The constitution of Ethiopia under Article 89 (2) states that: “The Government has the obligation to ensure that all Ethiopians get equal opportunity to improve their economic situations and to promote equitable distribution of wealth among them”. Particularly, Article 89 (4) reveals that: “Nations, Nationalities and Peoples least advantaged in economic and social development shall receive special assistance.” Regarding this, the constitution under article 40 (4) states that “Ethiopian pastoralists have a right to free land for grazing and cultivation as well as a right not to be displaced from their own lands.” It further states under Article 41(8) that “Ethiopian pastoralists have the right to receive fair prices for their products, that would lead to improvement in their conditions of life and to enable them to obtain an equitable share of the national wealth commensurate with their contribution. This objective shall guide the State in the formulation of economic, social and development policies.”</p> <p>The Government has adopted more implementation strategies/guidelines to protect vulnerable groups including women, children, and people with disabilities and ensure their rights to quality, access, and equity of educational opportunities.</p> <p>Family Code 2000 provides parents and guardians to protect the health, education and social development of children, and respect the legal age of 18 for the marriage as a safeguard against early marriage. In addition, there exist legal provisions that prohibit child labor.</p> <p>Moreover, there is The Revised Criminal Code that provides significant law of protecting girls and women against sexual assault, abuse, abduction and early marriages—all factors contributing to girls dropping out of school. Proclamation No.676/2010 also provides the United Nations CRPD protection for the equal opportunities and full participation of people with disabilities.</p> <p>The MoE’s entitled students with special needs to participate at all education levels through SNE Program Strategy (2006) and Special Needs/Inclusive Education Strategy (2012). The SNE/IE has been a serious concern by the MoE specially beginning in ESDP III particular plans to increase the enrollment of SNE students in all levels of the country’s education system.</p>
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	<p>For the first time, Pastoralist education strategy was designed and adopted in 2008 as the rate of growth in pastoral areas was sluggish despite the National Educational Policy and ESDPs resulted in increased enrollment. The strategy identified opportunities and challenges relevant to the expansion of quality education in the pastoralist regions although it has been in place for the last nine years. The strategy has two objectives:</p> <ul style="list-style-type: none"> ✚ Expand access to equitable, quality, and relevant education in pastoralist areas with the active participation of the community. ✚ Bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country. <p>Different educational modalities such as ABE, mobile schools, para-boarding schools, hostels, distance education, adult education, education radio program, and formal primary education were proposed in the 2008 strategy to improve access. Improving the quality and relevance of primary education and addressing pastoralists’ cultural, environmental, and economic constraints were elicited.</p> <p>There are several additional strategies and plans established to eliminate regional and gender disparities in enrollment rates, with particular emphasis to reducing dropout and repetition rates:</p> <ul style="list-style-type: none"> ✚ Ethiopian National Plan of Action for Children that provide support to poor and vulnerable children through feeding, health care, and educational materials to ensure access to education. ✚ National Plan of Action for Children, ✚ Orphans and Vulnerable Child National Action Plan, ✚ National Plan of Action of Persons with Disabilities 2012–2021, ✚ National Youth Plan, and ✚ Action Plan on the Sexual Abuse and Exploitation of Children.
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4.3. Ethiopian Legislations Related to Land Acquisition, Compensation and Resettlement

This Resettlement System Guideline (RSG) will apply the laws, legislations, regulations, and local rules governing the use of land and other assets in Ethiopia particularly review of relevant proclamations and regulations. Relevant WB’s Environmental and Social Framework particularly ESS5 that deal with resettlement, restrictions of land use and involuntary resettlement issues and other provisions governing preparation and implementation of resettlement planning of projects were consulted to assess their applicability to the project. These also included other social issues especially those related to underserved/indigenous peoples and Community-Health-and-Safety (CHS) aspects of the affected population. Therefore; this section provides review of the FDRE constitution, laws, legislations, proclamations and regulations that are relevant for this RF.

4.3.1 The Constitution of FDRE

The Constitution of the Federal Democratic Republic of Ethiopia (FDRE) is the highest policy and legal document that presents the basis for all laws and policies in the country. In addition, Proclamation No. 1/1995 contains a number of articles, which are relevant to this RF document. Article 51(5) of FDRE’s constitution gives powers to the Federal Government to enact detailed

laws regarding land use. The 1995 Constitution of Ethiopia, Article 40(2), 40(4), 40(5) and 40(8) includes provisions that protect the Ethiopian citizen's rights to private property and set conditions for expropriation of such property for state or public interests. The rights to property under Article 40 are enshrined in the following ways:

- Every Ethiopian citizen has the right to the ownership of private property. Unless prescribed otherwise by law because of public interest. This right shall include the right to acquire, to use and, in a manner compatible with the rights of other citizens, to dispose of such property by sale or bequest or to transfer it otherwise.
- "Private property", for the purpose of this Article, shall mean any tangible or intangible product that has value and is produced by the labor, creativity, enterprise or capital of an individual citizen, associations which enjoy juridical personality under the law, or in appropriate circumstances by communities specifically empowered by law to own property in common.
- The right to ownership of rural and urban land, as well as of all natural resources, is exclusively vested in the State and in the peoples of Ethiopia. Land is a common property of the Nations, Nationalities and Peoples of Ethiopia and shall not be subject to sale or to other means of exchange.
- Ethiopian peasants have right to obtain land without payment and the protection against eviction from their possession. The implementation of this provision shall be specified by law.
- Ethiopian pastoralists have the right to free land for grazing and cultivation as well as the right not to be displaced from their own lands. The implementation shall be specified by law.
- Every Ethiopian shall have the full right to the immovable property he builds and to the permanent improvements; he brings about on the land by his labor or capital. This right shall include the right to alienate and to bequeath. Where the right of use expires, to remove his property, transfer his title, or claim compensation for it, the law shall determine particulars.
- Without prejudice to the right to private property, the government may expropriate private property for public purposes subject to payment in advance of compensation commensurate to the value of the property

All people shall have the right to receive adequate monetary or other alternative compensation, including transfer with assistance to another locality whenever they are displaced or their livelihoods have been adversely affected because of State programs.

4.3.2 Expropriation of Land for Public Purposes, Payments of Compensation and Resettlement of Displaced People Proclamation No. 1161/2019

FDRE Peoples Representatives Council has recently rectified Proclamation No.1161/2019 that deals with "Expropriation of Land for Public Purposes, Payments of Compensation and Resettlement of Displaced People", and replaced the previously active legislation on the matter i.e. Expropriation of Land and Compensation Proclamation No. 455/2005. The new Proclamation gives priority rights to develop Land for the Landholders when the capacity of the Landholders to develop the land as per the approved land use plan; urban structural plan; or development master plan is presented. It states, "Landholders whose holdings are within the area

prescribed to be redeveloped shall have priority rights to develop their lands according to the plan either individually or in a group” (Article 7, sub-article 1-2).

Under Article 16 (sub-article 2), the Proclamation mandates the responsible bodies to establish a Resettlement package for the affected persons as follows: “Regional states, Addis Ababa, and Dire Dawa, shall develop resettlement packages that may enable displaced people to sustainably resettle”. The Proclamation gives the affected community the right to purchase shares from the investment under Article 16 (sub-article 4). More to the point, “If the land expropriation for public purpose is for investment, people who are displaced may own shares from the investment”. It is made clear in the Proclamation that people who are displaced and who lost their income shall be beneficiaries of the resettlement package if they do not own shares from the investment.

The decision on expropriation for public purpose will be made by the appropriate Federal Authority, or a Regional, Addis Ababa, Dire Dawa City Administration cabinets on the basis of an approved land use plan; or master plan; or structural plan. The Proclamation further notes that “... a Regional, Addis Ababa, Dire Dawa cabinets may delegate a Woreda or City Administration to decide on land expropriation for public purpose” (Article 5, sub-article 5). The Proclamation indicates, “the budget necessary to cover the costs of compensation and resettlement and the responsible body that shall cover these costs shall be made clear at the time when expropriation for public purpose is decided”.

Proclamation No. 1161/2019 Article 9, sub-article 1-3 stated in details the responsibility of the land requiring body that shall submit to the City or Woreda administration. It also states the decision that shows the size and exact location of the land to be expropriated should be communicated at least one year before the commencement of the project and payment of the money required for compensation and resettlement to the respective City or Woreda Administration. Depreciation value of the properties could not be considered during payment of compensation. The Proclamation states, “The amount of compensation for property on the land shall cover the cost of replacing the property anew.” The Proclamation also notes that the minimum compensation payable to a housing unit may not, in any way, be less than the current cost of constructing a house per the standard or based on the objective conditions of each Regional State or City Administration. Compensation for payment of improvement to land shall be equal to the current value of the capital and labor expended on the land. For relocation of the property on the land, the cost of removing, transporting, and erecting, the property shall be paid as compensation (Article 12, sub-articles 1-5). Valuation methods to determine the compensation for various properties and detail prescriptions applicable thereto shall be provided for by a Regulation.

However, in the Proclamation, it is noted that to determine the amount of compensation, a certified private institution or individual consultant valuers shall evaluate the property situated on land to be expropriated based on a nationally approved valuation method (Article 17, sub-article 1). Where there is not certified private institution, it shall be evaluated by an autonomous government organization established for this purpose. If there is no autonomous organization, considering the location of the expropriated land, valuation committee could be established by the relevant City or Woreda administration comprising proper professionals (Article 17, sub-

article 1-3). Nevertheless, where the property is state owned infrastructure or utility line, the valuation shall be made by the government entity owning it (Article 17, sub-article 6). The unit price of compensation valuation shall be revised at most every two years.

Regarding resettlement, it is stated that Regional States and City administrations shall establish a fund for compensation payment and rehabilitation. It is noted that regional states and city administrations shall develop resettlement packages that enable displaced people to sustainably resettle (Article 16, sub-article 1-2). The content and detail implementation of the resettlement package shall be determined by a Regulation.

A household who is to be permanently displaced shall get an equivalent substitute land, one (1) year land holding income compensation shall be paid calculated by the current price which is equivalent to the highest annual income he generated in the last three (3) years preceding the expropriation of the land. For permanent land acquisition and in times equivalent substitute land is not available, the landholder shall be paid displacement compensation, which is equivalent to fifteen (15) times the highest annual income he/she generated during the last three (3) years preceding the expropriation of the land. In addition to cash compensation, according to the Proclamation, displaced people shall be compensated for the breakup of their social ties and moral damage they suffer that resulted from the expropriation of their land. However, the details on compensation for social ties breakup and moral damage shall be provided in a regulation to be enacted to implement this Proclamation (Article 13, sub-article 1a-e).

A household whose landholding has been provisionally expropriated shall be paid displacement compensation for lost income based on the highest annual income secured during the last three years preceding the expropriation of the land until the repossession of the land. Moreover, the compensation paid shall take into consideration the amount of additional time necessary for the land to regain its productivity, which shall be determined by the surrounding agricultural institution (Article 13, subarticle 2a&b). The Proclamation also stipulates payment of compensation either for Persons who lost income permanently or temporarily without being displaced because of land expropriation.

Landholders or their agents whose landholding is to be expropriated shall submit landholding certificates or other proofs that shows their holding rights to the Urban or Rural Land Administration Office on the time schedule of the office. Notifying the landholder or his agent is made in writing to handover the land expropriated with the description of the amount of compensation the landholder to be paid; and/or the size and location of the land or house in kind compensation. The landholder who is served with notice to hand over his land holding shall take the compensation and replacement plot or house with in thirty (30) days of notice. If he fails to comply with the order within the prescribed time, the compensation payment shall be deposited in the closed bank account of the City or Woreda administration. The landholder may be forced to handover the land within 120 days of payment of compensation (cash or kind), or after the cash is deposited in the bank. If there is no property or crop on the expropriated land, the landholder shall handover with in thirty - (30) - days of notice (Article 8, sub-article 1-7). Where the land expropriated is under illegal occupation, the occupant shall be evacuated without claim for compensation within thirty (30) days of notice (Article, 8, sub-article 8).

The valuation method and manner of payment to permanent and temporary expropriation of communal landholding shall be determined in directives to be issued by Regional States or City Administrations (Article 3).

Generally, the new Land expropriation, compensation payment and resettlement Proclamation, compared with the Proclamation No. 455/2005, has improved a number of issues related to compensation and resettlement, among others, the major improvements are:

- Number of years for permanent loss of farmland has increased from ten (10) years into fifteen (15) years;
- The number of consecutive years of productivity of crops and price considered for compensation estimate is reduced from five (5) to three (3) years of which the best productivity and price of the three (3) years is to be considered;
- Time limit for the landholder to whom compensation is not paid after estimation, can use the land for former purpose is added in the new proclamation (Article 3, sub-article a, b and C);
- Number of days of notice for illegal holders is set to be thirty (30) days (Article 8);
- Displaced People shall be compensated for the breakup of their social ties and moral damage they suffer as a result of the expropriation (Article 4e); and
- Provision on resettlement packages that enable displaced people to sustainably resettle (Article 16, sub-article 2).

4.3.3. World Bank ESF ESS5 on Land Acquisition and Resettlement

The World Bank's safeguard policies are designed to ensure that programs/projects proposed for Bank financing are designed and executed in an environmentally and socially sustainable manner. The full list of WB Environmental and Social Framework (ESF) Standards is presented below: <https://www.worldbank.org/en/projects-operations/environmental-and-social-framework>

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

ESS2 Labor and Working Conditions

ESS3 Resource Efficiency and Pollution Prevention and Management

ESS4: Community Health and Safety

ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources

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

ESS8: Cultural Heritage

ESS9: Financial Intermediaries (FIs)

ESS10: Stakeholder Engagement and Information Disclosure

The Bank underlines that the application of these standards, by focusing on the identification and management of environmental and social risks, will support borrowers in their goal to reduce poverty and increase prosperity in a sustainable manner for the benefit of the environment and their citizens.

It is also expected that these standards will:

- a) Support borrowers in achieving good international practice relating to environmental and social sustainability;
- b) Assist Borrowers in fulfilling their national and international environmental and social obligations;
- c) Enhance non-discrimination, transparency, participation, accountability and governance; and
- d) Enhance sustainable development outcomes of projects through ongoing stakeholder engagement.

The ESS 5- Land Acquisition and Involuntary Resettlement is especially important for this Resettlement System Guideline(RSG) and subsequent resettlement plans and operations of the proposed School Construction project, as well as ESS 10 i.e. the Stakeholder engagement aspects and ESS 1 i.e. Assessment and Management of Environmental and Social Risks and Impacts. ESS 7 i.e. Indigenous Peoples is also significant. The main aspect of WB ESS 5 that is applicable to the proposed project financing and is directly linked to this RSG, and therefore it is discussed in more details below.

ESS 5: Land Acquisition and Involuntary Resettlement

This standard recognizes that project-related land acquisition and restrictions on land use can have adverse impacts on communities and persons. Project-related land acquisition or restrictions on land use may cause physical displacement (relocation, loss of residential land or loss of shelter), economic displacement (loss of land, assets or access to assets, leading to loss of income sources or other means of livelihood), or both. The term “involuntary resettlement” refers to these impacts. Resettlement is considered involuntary when affected persons or communities do not have the right to refuse land acquisition or restrictions on land use that result in displacement. The major objectives of Standard 5 include the following:

- To avoid involuntary resettlement or, when unavoidable, minimize involuntary resettlement by exploring project design alternatives;
- To avoid forced eviction;
- To mitigate unavoidable adverse social and economic impacts from land acquisition or restrictions on land use by:
 - (a) Providing timely compensation for loss of assets at replacement cost and;
 - (b) Ensuring that resettlement activities are implemented with appropriate disclosure of information, consultation, and the informed participation of those affected.
- To assist displaced persons in their efforts to improve, or at least restore, their livelihoods and living standards.
- To improve living conditions of poor or vulnerable persons who are physically displaced, through provision of adequate housing, access to services and facilities, and security of tenure. World Bank ESS 5 designates affected persons may be as those:
 - a) Who have formal legal rights to the land or assets they occupy or use;
 - b) Who do not have formal legal rights to land or assets, but have a claim to land that is recognized or recognizable under national law; or
 - c) Who have no recognizable legal right or claim to the land or assets they occupy or use.

World Bank ESS 5 applies to projects, where physical and/or economic displacement results from land and land related transactions. These are land rights or land use rights being acquired through compulsory acquisition in accordance with the legal system of Ethiopia; land rights or land use acquired through negotiated settlements, if failure to reach settlement would result in compulsory procedures; and transactions, which restrict access to land, or use of other resources, including communal property and natural resources. The Standard encourages projects to use negotiated settlements even if legal means exists for compulsory acquisition. More specific details on the requirements of World Bank ESS 5 as it applies to the Class Rooms Construction project are presented as follows:

- ✚ Feasible alternative Project designs should be considered to avoid or minimize physical or economic displacement, while balancing environmental, social, and financial costs and benefits, paying particular attention to impacts on the poor and vulnerable.
- ✚ When displacement cannot be avoided, the MoE will offer displaced communities and person's compensation for loss of assets at full replacement cost and other assistance to help them improve or restore their standards of living or livelihoods.
- ✚ The Project should engage with Affected Communities, including host communities, through the process of stakeholder engagement described in World Bank ESS 10.
- ✚ The Project implementer/the MoE should establish a grievance redress mechanism consistent with World Bank ESS 10 as early as possible in the project development phase.
- ✚ A census should be carried out to collect appropriate socio-economic baseline data to identify the persons who will be displaced by the Project, determine who will be eligible for compensation and assistance.
- ✚ The Project implementer/the MoE should identify those persons who will be displaced and establish a cut-off date to establish eligibility for compensation.
- ✚ The Project implementer/the MoE have to offer land-based compensation, where feasible, where livelihoods of displaced persons are land-based, or where land is collectively owned.
- ✚ Encourages negotiated settlements to avoid forcible eviction of people.
- ✚ Project implementer/the MoE has to "bridge the gap" between legal requirements of the Ethiopian Government and the requirements of the ESS where necessary.
- ✚ Preparation of a RP clearly demonstrating how displacement will be managed in accordance with the ESS.
- ✚ Standards for compensation to be transparent and consistent within a project, and established with the participation of the PAPs.
- ✚ Project implementer/the MoE must offer displaced persons and communities' compensation for loss of assets at full replacement cost, and other assistance to help them improve or at least restore their standards of living or livelihoods.
- ✚ In the case of physically displaced persons, the project implementer/the MoE should offer the choice of replacement property of equal or higher value, equivalent or better characteristics, and advantages of location and security of tenure, or cash compensation at full replacement value where appropriate.
- ✚ If land acquisition for the project causes loss of income or livelihood, regardless of whether or not the affected people are physically displaced, Project implementer/the MoE

is required to promptly compensate economically displaced persons for loss of assets or access to assets at full replacement cost.

- ✚ In cases where land acquisition affects commercial structures, it requires compensating the affected business owner(s) for the cost of re-establishing commercial activities elsewhere. For the lost net income during the period of transition and for the costs of the transfer and reinstallation of the plant, machinery or other equipment, it needs to provide replacement property (e.g. agricultural or commercial sites) of equal or greater value or cash compensation at full replacement cost. This is done for appropriate persons with legal rights or claims to land, which are recognized or recognizable under the national laws.
- ✚ Compensate economically displaced persons who are without legally recognizable claims to land for lost assets (such as crops, irrigation infrastructure and other improvements made to the land) other than land, at full replacement cost.
- ✚ Provide additional targeted assistance (e.g. credit facilities, training, or job opportunities), and opportunities to improve or at least restore their income-earning capacity, production levels, and standards of living to economically displaced persons whose livelihoods or income levels are adversely affected.
- ✚ Provide transitional support to economically displaced persons, as necessary, based on a reasonable estimate of the time required to restore their income-earning capacity, production levels, and standards of living.
- ✚ Identify, review, and abide by all laws of Ethiopia and in compliance with World Bank ESS 5 that are applicable to land acquisition and involuntary resettlement. In cases of differences between the GoE law and World Bank standards, the most stringent shall prevail.

4.3.4 Review and Comparison of the National Policies and the World Bank: WB's ESF ESS5 and Ethiopian New Proclamation No. 1161/2019

The WB's ESS5 and the Ethiopian Proclamation No.1161/2019 both cover objectives and principles of land acquisition and involuntary resettlement. There are comprehensive laws and proclamation on land related issues in Ethiopia. Though both the WB's ESS5 and Ethiopian Proclamation No 1161/2019 have commonalities, there are some gaps and differences in provisions. One gap for example relates to provision, in the Ethiopian Proclamation, about voluntary land donations. The other gap is related to entitlements for payment where rights to compensation are essentially based on the right of ownership, which limits the rights of non-formal occupants like slum dwellers and tenants that the ESS5 recognizes as eligible for compensations. This RF will adhere to the Ethiopian laws and Proclamations as noted above and the ESS5 in its recommendations. In case of gaps and contradictions between the two sets of provisions, the instrument that provides and guarantees' greatest benefit to the PAPs will prevail.

The details are discussed as follows

Table 5 Summary of Main Gaps between Ethiopia Proclamation No. 1161/2019 and WB's ESS5

Items with Difference	The Ethiopian Proclamation No. 1161/2019	WB's ESS 5	Measures to Address Differences
Policy Objectives	<p>The Proclamation No. 1161/2019 gives power to Regions, Addis Ababa and Dire Dawa, Woreda or Urban administrations to expropriate rural or urban landholdings for public purpose where it affirms that it should be used for a better development.</p> <p>Proclamation No. 1161/2019, Article 4(1) Expropriation of land for public purposes shall be made only on the basis of approved land use plan; urban structural plan; or development master plan. Under sub-article 2, it states Compensation and resettlement Assistance Compensation for the expropriated land shall sustainably restore and improve the livelihood of displaced people." In addition, under article 4, it shows "Where land is expropriated for public purpose, the procedure shall be transparent, participatory, fair and accountable."</p>	<ul style="list-style-type: none"> • WB ESS 5 necessitates that involuntary resettlement should be avoided wherever possible or minimized by exploring alternatives. • Resettlement program should be sustainable, include meaningful consultation with affected parties and provide benefits to affected parties • Displaced persons should be assisted in improving livelihoods etc. or at least restoring them to previous levels 	WB ESS5 and Proclamation No. 1161/2019 have almost similar measures thus the overall objectives shall be applied to avoid or minimize involuntary resettlement and to ensure consultation throughout the process.
Voluntary land Donations	The proclamation deals with land acquisition and involuntary resettlement and therefore does not provide guidance on voluntary donations.	<p>WB ESS5 is also applicable to cases where affected people choose to voluntarily donate land or assets based on conditions set in footnote 10 of ESS5:</p> <ol style="list-style-type: none"> 1. the potential donor or donors have been appropriately informed and consulted about the project and the choices available to them; 2. potential donors are aware that refusal is an option, and have confirmed in writing their willingness to proceed with the donation; 3. the amount of land being donated is minor and will not reduce the donor's remaining land area below that required to maintain the donor's 	This RF provides guidance in line with ESS5 in times where voluntary donations would be appropriate and the process of carrying out the donations, including documentation.

		<p>livelihood at current levels;</p> <p>4. no household relocation is involved;</p> <p>5. the donor is expected to benefit directly from the project; and</p> <p>6. For community or collective land, donation can only occur with the consent of individuals using or occupying the land</p>	
Displaced persons	<p>According to Proclamation No.1161/2019 Article 2(16), “Displaced People” means a person, households, firms, or public or private institutions that have been living in occupied land, including tenants, employed and self-employed persons on the land for public benefit.” The details will be in the Regulation.</p>	<p>Displaced persons may be classified as persons:</p> <p>i. Who have formal legal rights to the land or assets they occupy or use;</p> <p>ii. Who do not have formal legal rights to land or assets, but have a claim to land that is recognized or recognizable under national law;</p> <p>iii. Who have no recognizable legal right or claim to the land or assets they occupy or use?</p>	<p>The National legislation is silent on land users without recognizable legal right to the land they occupy. Whereas, WB PS-5 states that, for people who do not have use rights over the land they occupy, WB PS-5 requires that non-land assets be retained, replaced, or compensated for; restorative relocation takes place with security of tenure; and lost livelihoods.</p> <p>RF document acknowledges in an event where there is a conflict between the national law and WB ESS 5 guidelines, the WB ESS prevails as resettlement framework and compensation for assets will be provided to all PAPs (including those without legal title).</p>
Livelihood restoration and assistance	<p>Article 4(2) of 1161/2019 states Compensation and resettlement Assistance for the expropriated land shall sustainably restore and improve the livelihood of displaced people. Article 13(3a) also states compensation for communal landholding shall be based on the use of the communal land or the lost benefits and livelihood of the displaced People. Article 25 (2) mentions support for and ensuring the improvement of the livelihood of displaced farmers and pastoralists.</p>	<p>Provision of livelihood restoration and assistance to achieve WB ESS5 objectives to assist displaced persons in their efforts to improve, or at least restore, their livelihoods and living standards.</p>	<p>Income Restoration Program would be provided in order to re-establish sources of livelihoods for those affected people who have permanently lost their sources of livelihood. Livelihood restoration programs are robust and can accurately meet the livelihood restoration objectives in line with WB ESS5.</p>
Eligibility Criteria for Compensation	<p>It is the Constitutional right in Ethiopia that if one's property is acquired, the individual will be</p>	<p>Those with formal rights, informal rights and users without any form of</p>	<p>The national legislation does not provide clear guidance on how</p>

	<p>compensated for any land acquired. Any person whose right of occupancy or recognized longstanding occupation or customary use of land is revoked or otherwise interfered with to their detriment by the State is entitled to full, fair and prompt compensation. According to the law, those with no legal rights or claims to land are not eligible for any form of compensation. According to Proclamation No. 1161/2019 Article 14(1) a person who lost economic benefit either permanently or temporarily without being displaced as a consequence of land expropriation shall be paid compensation; the person entitled for the compensation, type and amount of compensation shall be determined by the Directives issued by a Regional State in question.</p>	<p>right but with a claim on land are eligible.</p>	<p>claimants without possession of proof of ownership will claim for compensation. Whereas, World Bank Environmental and Social Standard 5 states that for people who do not have use rights over the land they occupy, it requires that non-land assets be retained, replaced, or compensated for; restore relocation take place with security of tenure; and lost livelihoods. World Bank Environmental and Social Standard 5 entitle compensation for assets to all affected individuals regardless of landholding rights to land titles (including squatter settlements). Thus, the ESS5 includes additional groups who are eligible for compensation for loss of land and assets on the land notably those without legal claim to the land. As such, tenants, squatters and land users will need to be provided with compensation in line with ESS5.</p>
Cut-off date	<p>According to The Civil Code Proclamation No. 165/1960, buildings or improvements on land made after the issuance of the expropriation order will not be considered for compensation. This implies that the issuance of the expropriation order marks the cut-off date. In line with the Civil Code, grievances are first preferred to be settled amicably whenever possible in the presence of elders, local administration representatives or any influential persons in the locality. If the PAPs are not satisfied with what has been proposed by the amicable means, then the litigation is referred to the formal courts.</p>	<p>WBG Guidance Note 5, GN 32 defines the cut-off date as the date of completion of the census and assets inventory. The Borrower will establish a cut-off date for eligibility. Information regarding the cut-off date will be well documented and disseminated.</p>	<p>According to the national legislation, the expropriation order/notification is expected to be issued at least 1 year prior to the expropriation. In line with Performance Standard 5 guidance, Class Rooms Construction projects will use the date of the completion of the census and assets inventory. This will be publicized and communicated to the community and PAPs. Upon commencement of valuation, a person shall not add or improve anything to the land or such premises, except where it can be demonstrated that such post-cut-off date improvements are needed to</p>

			maintain the livelihoods of the affected person during the period between the cut-off date and displacement e.g. as a result of delays in project implementation.
Compensation	<p>Compensation for payment of improvement to land shall be equal to the current value of the capital and labor expended on the land. For relocation of the property on the land, the cost of removing, transporting, and erecting, the property shall be paid as compensation (Article 12, subarticles 1-5).</p> <p>Depreciation value of the properties could not be considered during payment of compensation. The Proclamation states, “The amount of compensation for property on the land shall cover the cost of replacing the property anew.” The Proclamation also noted that the minimum compensation payable to a housing unit might not, in any way be less than the current cost of constructing a house per the standard or based on the objective conditions of each Regional State or City Administration.</p>	WB PS 5 Guidance Note, GN 22: The rate of compensation for lost assets shall be calculated at full replacement cost, (i.e., the market value of the assets plus transaction costs).	The WB requirements and the new Ethiopian proclamation for compensation must be followed as per WB PS 5 and Proclamation No. 1161/2019. Thus, Class Rooms Construction project will follow the compensation of lost assets at full replacement cost in line with the objectives of the stated ESS 5 and the Proclamation, and in so doing meet replacement cost standard or exceed the market value (which would be lower if the asset has been subject to depreciation).
Timing of compensation payments	Proclamation No. 1161/2019 (Article 9, sub-article 1-3) indicated the Responsibility of the land requiring body that shall submit to the City or Woreda administration and the decision that shows the size and exact location of the land and to be expropriated at least one year before the commencement of the project and pay the money required for compensation and resettlement to the respective City or Woreda Administration	Guidance Note (GN23): Compensation for lost land and assets shall be paid prior to the client taking possession of this land or assets and where possible people shall have been resettled at, their new sites and moving allowances paid to them.	<p>Payment of compensation and support for displaced person should always be effected before the land is handed over, as per the requirements of WB PS 5 and Proclamation No. 1161/2019.</p> <p>To ensure that all compensations are paid prior to possession of the expropriated property, Class Rooms Construction project shall institute accessible, objective, systematic and empowered grievance management mechanisms that will allow for swift handling and conclusion of all grievances.</p>
Resettlement instruments	The Proclamation No. 1161/2019, Article 16 (1,2,&3) states establishing fund for compensation payment and rehabilitation, developing resettlement packages that	Requires a resettlement instrument in form of a resettlement action plan, resettlement policy framework or	This document together with the database detailing the persons and property affected and any additional

	enable displaced people to sustainably resettle and shall have the duty to resettle the People displaced on the basis of the resettlement package and allocated budget	livelihood restoration plan (in case of economic displacement).	plans for livelihood restoration prepared by the developer shall together form the equivalent of a resettlement plan/livelihood restoration plan for Class Rooms Construction project. Based on WB PS 5 GN43, a Resettlement Plan should be prepared for any project that results in physical displacement. MoE undertaking projects that entail land acquisition but require no physical displacement of people will prepare a Livelihood Restoration Plan. The scope and level of detail of the RP will vary with the magnitude of displacement and the complexity of the measures required to mitigating adverse impacts. In all cases, the RP will describe the manner in which the objectives of Environmental and Social Standard 5 will be achieved.
Grievance Redress Mechanisms	Proclamation No. 1161/2019, Articles 18, 19, 20 and 21 provides the structure and details on the operating guidelines and procedures of an effective functioning of Grievance Redress Mechanisms.	ESS10 includes details of administrative and judicial process on Grievances Redress Mechanisms to handle grievances/complaints under all ESS. Participation in resettlement planning and implementation, including in developing appropriate Grievances Redress Mechanisms that are useful and accessible to local people. Grievance mechanisms for the Project will be instituted as early as possible to address concerns in a timely fashion. Where possible such mechanisms will use existing mechanisms.	There will be consultations with PAPs at various stages. Prior to the preparation of the RP, consultation is carried out to confirm eligibility criteria and discuss entitlement matrix, as well as to introduce GRMs. In addition, the copies of the Guidelines for GRM are translated into local language, are distributed and explained in detail to the PAPs during the public consultation process.
Consultations and Stakeholder Engagement	The MoE details out number of steps to carry out consultations at various stages of the land acquisition and resettlement process and compensation. MoE	ESS10 requires that stakeholder engagement with affected and interested stakeholders will be	Meaningful consultations according to WB ESS10 have to be done with particular attention to ensuring it is a

	<p>provides for stakeholder engagement in respect of land acquisition and involuntary resettlement.</p> <p>The MoE provides for disclosure of the RF to the stakeholders and public before the approval of the project.</p>	<p>ensured throughout the project cycle in line with the project's Stakeholder Engagement Plan (SEP), including ongoing consultations and document disclosure.</p> <p>Decision making processes related to Resettlement and livelihood restoration will include options for people to choose. Consultation will take place during consideration of project design, planning, implementation and monitoring and evaluation process, livelihood restoration activities and relocation process. Women's perspectives should be considered in the consultation process. Additional consultations are needed with Vulnerable Groups (ESS7)</p>	<p>two-way process, that allows for feedback from affected persons and they are kept informed on how their feedback was incorporated.</p>
<p><i>N.B. In instance of differences between the Ethiopian Legislation and World Bank Environmental and Social Standard 5, the once that provides greatest benefit to the PAPs will prevail.</i></p>			

5. GEQIP-E And AFs Eenvironmental and Social Impacts

This section presents the main potential environmental, social and safety benefits and impacts that could be generated during the implementation of the GEQIP-E. The ESSA shows Results Area 2 (Improved Equitable Access) will cause minor adverse environmental and social impacts during its implementation. Proposed mitigation measures in the ESSA are intended to help the government and implementing agencies in overcoming breaches in relation to environment, social, and safety aspects and improved environmental and social benefits of the program. It also considers improvements of the implementing agencies system on safeguards managements.

5.1 Positive Social and Environmental Impacts of GEQIP-E and AF1

5.1.1 Positive Social and Environmental Impacts of GEQIP-E

The Program is expected to deliver a number of social and environmental benefits. Overall, the impact and risk assessment suggests that the social and environmental impact of the proposed Program is likely to be positive, owing to benefits such as improved education system for children.

The Program's social and environmental benefits identified in the ESSA are summarized in the following table:

Table 6: Summary of GEQIP-E's Social and Environmental Benefits

I. Social Benefits of the parent program(GEQIP-E)	
Benefits	Description
Equitable Access to Education	<ul style="list-style-type: none">○ According to the proposed PforR program, equity is one of the results areas. The main social issues addressed are gender equality, IE and education of children in pastoralist areas.○ The PforR will support provision of supplementary school grants to transform 687 cluster center schools to IERCs to promote mainstreaming of children with special needs in education.○ In GEQIP-E, there are several equity-related DLIs and results indicators that include:<ul style="list-style-type: none">■ Timely distribution of basic school grants, supplementary school grants to cluster resource centers to support special needs students, and supplementary grants to schools in emerging regions■ Improved girl-to-boy ratios in Grades 5–8 in Afar, Somali, Benishangul-Gumuz, and Gambella.■ Cluster resource centers spend supplementary grants in line with school grant guidelines for supporting the education of special needs students.
Support to Pastoralist Access to Quality Education	<ul style="list-style-type: none">○ Owing to a long period of neglect under previous governments, pastoral communities have historically had limited access to social services such as education, health, and basic development infrastructure (transport and communication).○ Pastoralists in Ethiopia are a highly marginalized population and continue to face denial of access to development opportunities that is, in many respects, similar to the neglect common to the rural poor, but exacerbated and compounded by the livelihood and other characteristics unique to the pastoral

	<p>way of life.</p> <ul style="list-style-type: none"> ○ As a result, a very large number of children continue to be out of school in pastoralist areas and most of those who enroll do not complete and become dropouts, particularly during the dry season (February to April). Education of the pastoralist and agro-pastoralist children, therefore, might benefit from adaptation of the academic year in pastoralist <i>Woredas</i> to these seasonal cycles. ○ The Program targets to support a number of initiatives for all pastoralist communities: (a) contextualization and improved relevance of the Teaching and Learning Materials (TLM) to the livelihood of pastoralists and agro-pastoralists during the new curriculum development cycle (through inclusion of the stories, local legends, proverbs, and folk tales into the TLM); (b) translation and provision of relevant educational materials in the mother tongue; (c) school grants for ABEs, including for preprimary O-Classes; and (d) strengthening EMIS modules about education of pastoralist children to provide better data for decision making about this group of children. ○ In addition, the proposed Program aims to ensure synergies with PCDP III by supporting teaching and learning in the newly constructed schools by providing the educational resources needed for these children's learning.
Ensuring Gender Equality in General Education	<ul style="list-style-type: none"> ○ According to the EMIS and household surveys data, once girls reach secondary level they tend to stay and complete it. However, without addressing the gender disparities in Grades 5–8, in particular in emerging regions (a suggestion was given to focus on the upper primary level in the selected regions lagging the most: Afar, Somali, Benishangul-Gumuz, and Gambella) the nationwide targets set forth in ESDP V are unlikely to be achieved. Hence, GEQIP-E aims to support improvement in gender parity in lower secondary education (Grades 9–10), in primary education (Grades 1–8), in upper primary and lower secondary levels (Grades 8–10), and in upper primary education (Grades 5–8). ○ The proposed Program will sharpen the focus on gender issues. The school improvement planning and school grants program are critical in ensuring that gender-sensitive measures are implemented across all primary and secondary schools. ○ School improvement planning and school inspections will be strengthened to ensure gender analysis and explicit targets and actions for enhancing girls' participation, retention, and learning. ○ SIP training, school leadership and management, and teacher training programs will also have to ensure sensitization of school principals, teachers, and communities for them to include and ensure gender-sensitive school improvements, as well as foster gender-sensitive pedagogy at the classroom level.
Support to Mother Tongue Education	<ul style="list-style-type: none"> ○ Part of equity is the right to education in one's own mother tongue, and research shows the benefits for mother tongue learning. In this respect, Ethiopia is on the right track with 85 percent of students having access to mother tongue textbooks in seven mother tongue languages. Understanding the importance of mother tongue education, GEQIP III aims to improve early grade reading in mother tongue. The objective of this sub-results area is to improve early reading skills in mother tongue, which contribute to improved learning outcomes throughout the school education cycle. In addition, the PforR program indicated the provision of teaching and learning resources in mother tongues in the new schools constructed in Afar, Somali, Oromiya, and SNNPR under PCDP III. ○ Early reading is a critical skill that serves as a foundation for learning in subsequent grades. Without the ability to read in the mother tongue, children

	<p>will falter in primary school and perform poorly, often struggling to follow written instructions and communicate properly in the classroom. The early attainment of literacy permits individuals and societies to capitalize on returns to education, increasing demand for advanced skills, and opportunities for macroeconomic growth.</p> <p>To improve early grade reading, the proposed Program provides support to (a) improve the ability of primary in-service teachers to teach reading, conduct continuous assessment, and provide feedback and support to students in early grades; (b) procure supplementary reading materials for early grades; and (c) support teacher training colleges to produce primary teachers who are well-prepared to teach reading in early grades.</p>
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II. Positive Environmental Impacts of GEQIP-E

Access to better facilities	Fulfilling various office facilities
Access to better and accessible classrooms	Renovation of classroom and having ramp for accessible to the children with disabilities
Environmentally friendly schools	Clean classrooms, toilets, and its environment
Improved sanitation in the surroundings	Establishing mechanisms to keep sanitation in the schools including making better waste management mechanism

In addition to the social benefits of GEQIP-E (indicated in GEQIP-E's ESSA), i.e. (i) Equitable Access to Education; (ii) Support to Pastoralist Access to Quality Education; (ii) Ensuring Gender Equality in General Education; and (iv) Support to Mother Tongue Education, the proposed AF has the following social benefits:-

5.1.2 Positive Social and Environmental Impacts of AFs

I. Social Benefits of AFs

1. Ensure access to education in marginalized areas

The proposed AF under "Improve access, equity, and internal efficiency in general education" priority program, will include "expansion of access to full-cycle primary and middle school education", and boarding school construction for marginalized areas of the country, building on school mapping to identify optimal areas for full-cycle primary and middle school construction. This will ensure access to education for the country's marginalized and disadvantaged areas, particularly for girls in remote areas.

2. Inclusion of and access to education for children with special needs

The AF will develop training packages on inclusive education and deliver them to O-class teachers with school-based support, including early childhood assessment on on children's development and growth (starting from inclusive education resource centers currently established with GEQIP-E support). Additionally, the construction and design of schools will incorporate access points and facilities for students with special needs.

3. Improved transition of girls from Upper Primary to Middle School

The AF aims to achieve this objective through a combination of supply- and demand-side interventions in target areas. It includes: (i) construction of full-cycle primary and middle schools in line with Ethiopia's School Wash Strategy, (ii) gender-sensitive school improvement planning supported with school grants, (iii) functioning gender clubs and safe spaces for girls, and (iv) support from school leadership and school management committees. Demand-side constraints to

girls' education will be tackled by complementary interventions to reduce the cost of education and to provide incentives for girls to stay in schools, particularly focusing on severe food insecure areas in Tigray and Amhara regions.

4. Improved health and sanitation for students and teachers

The Program boundaries will also include a “water, sanitation and hygiene” priority program. The AF will facilitate access to water, health and sanitation through construction of water points and new sanitary facilities, as well as rehabilitation of existing water and sanitation facilities in participating schools. This will improve health and sanitation conditions for students and teachers in targeted schools.

5. Better access to ICT materials

In the “Improve quality of general education” priority program of ESDP, a new area of “Content development for ICT” is proposed to be included in the AF. At the same time, “ICT infrastructure for teaching and learning” will be included in the IPF component in light of procurement issues encountered during GEQIP-II’s implementation.

6. Improve the capacity of IAs

The proposed AF will rely on and use the existing government system. As a result, it will strengthen the institutional arrangements of the parent Program. Regional DLI are included to incentivize regional authorities to improve their capacity and that of local actors to deliver the results related to school infrastructure. In addition, the IPF component will be used to build capacity at national, regional and local levels to deliver the targeted results.

II. Environmental Benefits of AFs

The purpose of this ESSA is to update the existing ESSA for GEQIP-E AF, using existing information from GEQIP-E, AF I for refugee integration and a field assessment based on the scope of the proposed AF Program. Hence, the potential environmental and social impacts and proposed mitigation measures of the parent project GEQIP-E have been considered. Accordingly, this update has also explored the magnitude and scale of the potential environmental and social impacts and risks that could be emanated from additional subprojects/activities of the proposed AF Program.

It is expected that the potential environmental impacts associated with the proposed AF-II will mainly be positive. The likely positive environmental impacts of the AF-II will, among others, include improved school sanitation and hence environmentally friendly schools. However, there are also likely negative environmental impacts which could be emanated from activities envisaged in the AF-II and the parent program such as construction of full-cycle primary and middle school schools, renovation of classrooms, construction of sanitation facilities, and equipping of laboratories.

In addition to environmental benefits of GEQIP-E, the proposed AF-II Program is expected to deliver a number of environmental benefits. The suggested environmental benefits of the proposed Program are:-

- Providing improved school sanitation which is environmentally friendly schools for children and the community at large.
- Access to better facilities; and
- Access to better and accessible classrooms;

5.2 Adverse Environmental And Social Impacts of GEQIP-E and AF

5.2.1 NEGATIVE ENVIRONMENTAL AND SOCIAL IMPACTS OF GEQIP-E

I. Negative Environmental Impacts of GEQIP-E

In the ESSA, the main adverse environmental impacts singled out include (i) minor dust and noise impacts during ramp, classroom and toilet renovation, (ii) occupational health and safety, and (iii) disposal of used and/or expired chemicals and laboratory wastes, including laboratory chemical containers disposal, and chemical spill incidents in school laboratories.

i) Minor Dust and Noise

Noise resulting from ramping and toilet renovation and other may disturb school communities. This impact will be of a temporary nature and can be minimized by adopting appropriate mitigation measures, including undertaking works during off-time such as at dawn and weekends. Dust will be an issue during ramping and removing of leftover construction materials and cement of stairs and ground diggings that will be made, which could affect the school communities and the local fauna. The negative environmental impacts for the school construction will be explained under section 5.2.2.

Temporal dust could cause health-related impacts to school communities around and workers in the program site. This impact will be localized and will be of a short duration and is anticipated to be very low. Any contractual documents such as GBV/ and Code of Conduct, Occupational Safety and Health documents and other relevant documents to be considered and fulfilled before the construction phase. Therefore, to minimize and/avoid the anticipated impacts, the contractor shall consider and implement the followings:

- ✚ Undertaking renovation works during off-time such as at dawn and weekends
- ✚ The renovation areas should be moisturized to prevent or minimize the fugitive dust emissions
- ✚ Working timeframes should be discussed with school communities and communicated with other potentially affected parties.
- ✚ Workers at the work site will be equipped with personal protective equipment (PPE) to mitigate dust impacts such as gavels and masks, as required.
- ✚ Proper awareness and training for students and school communities and other community members residing near the program area

ii) Occupational Health and Safety

Occupational health and safety (OHS) issues are among the main concern of the program activities, which the ESSA identified during site visits and consultations that were conducted at regional and local levels. The significant concern of OHS will arise during the toilet and

classroom renovations and chemical usage in laboratories, which causes the health and safety issues for students/teachers due to direct contact and for workers during toilet renovation and ramp construction.

Accidents and damages are less likely to occur and have no significant adverse impacts that could lead to loss of life or injury to workers. All environmental and social management procedures and processes recommended to be implemented during the program implementation period are consistent with Core Principle 3, which are designed to protect public and worker safety against the potential risks. Specifically, to avoid these safety risks, the following measures need to be considered during the program implementation period.

- ✚ Proper usage of safety protocols, including the wearing of PPE, as required
- ✚ Create awareness to the school community and ensure their understanding of the potential safety and health impacts and respective measure.
- ✚ Monitoring of contractors and workers during rampage and toilet and classroom renovation

iii) School Laboratories Wastes and Chemical Spillage Incidents

The ESSA shows that few schools GEQIP II have been using school grants to purchase laboratory chemicals which would be also true for GEQIP-E. It is therefore necessary that attention is given to chemical waste management and disposal, as the facts on the ground are low, given the rise in the use and corresponding need to deal with the risks entailed.

It is recommended in the ESSA that when considering the disposal of chemical wastes and expired chemicals, it is necessary to implement the best practice method to avoid or minimize the potential impacts on the nearby social and physical environment. The potential effluents associated with incident of spillage and expired/used laboratory chemicals, though low, could contaminate the nearby biophysical environment, including water sources that might affect the quality of the nearby water. Any such cases should be addressed promptly and wisely through best practice methods for spillage, waste, and expired/used product management and disposal of these materials in and around the schools. The following are some of the best practice methods:

- ✚ Proper awareness and training for school communities and other community members residing near the program area
- ✚ Proper segregation, temporary storage, and transportation of wastes
- ✚ If required, construction of temporary and permanent containment structures or facilities to avoid any impacts from spillage or misuse of chemicals
- ✚ Proper temporary storage and disposal of used and expired chemicals according to national standards/protocol
- ✚ For any incidents of leakage or spill, care should be taken to clean up immediately using the temporary containment structure and/or facilities
- ✚ Segregate and properly maintaining/keeping other solid wastes
- ✚ Prepare incineration areas/incinerators for burnable wastes
- ✚ Prepare appropriate waste management plans and standard waste disposal sites for laboratory-related wastes

II. Negative Social Impacts of GEQIP-E

i) Lack of Considering Cultural Appropriateness while Insuring Quality Education

Quality Assurance (QA) is a major challenge of the education system in pastoralist areas as indicated in the ESSA. Some of the key issues to be raised are:

1. Pastoralist communities' raise the relevance and quality of the curriculum for their livelihood, which rarely reflects their social values, culture, indigenous knowledge, and social structure. Limited availability and/or use of research evidence within the education sector on the pastoralist way of life to contextualize the curriculum are a deterring factor for QA efforts.
2. Limited availability of qualified teachers who are able and willing to work in pastoralist regions. While there are system-wide challenges in relation to teachers' recruitment, retention, and development, these are exacerbated by the particular challenges of working in pastoralist regions. Too few people from a pastoralist background are entering and graduating from school to provide a pool of recruits for teacher training. There are difficulties in achieving a fit between contexts of teaching and teacher preparation.
3. Limited opportunities for in-service education to deliver consistent, well planned professional development for teachers and there is an urgent need to develop career paths for teachers/facilitators, supported by appropriate incentives. Teacher training institutions need focused attention and support in delivering strong and localized programs for teacher preparation and development.

The QA process pays close attention to recruiting and retaining well-prepared and committed teachers and facilitators. This social risk is addressed under Results Area 2: Improved Equitable Access, particularly in component 2.2 (Increased participation in schooling in pastoralist *Woredas* and emerging regions).

ii) Lack of Considering Education in Emergencies in Pastoral Areas

GEQIP-E needs to consider areas facing chronic vulnerabilities under drought emergencies, particularly pastoral areas that are frequently visited by periodic droughts. GEQIP-E needs to consider measures needed to protect education delivery, access, and retention of students under such circumstances.

Increased access to education for pastoralists (Grades 5–8 in pastoralist *Woredas*) will be negatively affected as a result of such occurrences, specifically female students who will bear the brunt of the consequences. Also, important in this connection are human-induced crisis such as the situation of social unrest in many regions. The program has, therefore, put in place mechanisms to ensure that learning in such circumstances continues without interruption by such vagaries of weather and insecurities (under IPF Component 2: Emergency response preparedness - US\$ 1.5 million).

iii) Delay in Disbursement of School Grants

The School Grant is an initiative by the MoE to improve school performance and the quality of education in all primary and secondary schools, and ABE centers. The School Grants Program is funded under GEQIP II and will also continue under GEQIP-E. The ESSA shows the existence of delay in the disbursement of school grant (also the budget for GEQIP II).

In GEQIP-E, the timely distribution of school grants targeting cluster resource centers equipped for special needs and schools in pastoralist *Woredas* and emerging regions is proposed in DLI 3. This DLI is envisioned to ensure that the financial resources to support equity are allocated and used timely and efficiently. It is important that school grants are disbursed timely and effectively, particularly in circumstances and areas where needs are high such as emerging regions, specifically in Somali region in the context of recurrent drought and emergencies. For such situations, flexibility may be required to ensure that the grant funds are disbursed and spent to support critical activities to ensure continuity of education delivery.

iv) Shortage of Budget for Implementation of Environmental and Social Issues

The social safeguard implementation assessment report shows shortage of the budget allocated for the implementation of social issues. Generally, the budget allocated for the implementation performance of social issues in GEQIP is not adequate. It was 1 percent in 2016 and 2 percent of the school grant in 2017. For 2018 physical year, the MoE has increased the percentage to 4 percent. In the ESSA, it was recommended that the budget to be allocated for the implementation of social issues should have a separate budget code and be proportionate to its implementation.

v) Conflict

The ESSA indicated that conflicts might occur due to unfair distribution of school grants and absence of meeting the needs of vulnerable groups. The identified vulnerable groups in the policy are children, the elderly, people with disabilities, and the chronically ill. When schools in all the *Woredas* do not receive appropriate school grants and/or citizens do not share benefits equally, there could be conflict during program implementations and become an obstacle for its sustainability.

vi) Absence of benefit Sharing by non-vulnerable children

To meet the core principles of the PforR, vulnerable groups/underserved people should be given due consideration. As a result, the proposed program is required to support these categories of the population, particularly the women/girls, children with special needs, vulnerable children with non-special needs, and pastoralist communities. Gender issues, SNE/IE, and pastoralist education supports are targeted in the Program (see the PAD; Page: 118). However, non-special needs vulnerable children in school do not share benefits from the program. Under GEQIP- II, the common understanding of vulnerable children refers to only children with special needs and other vulnerable children with non-special needs were not benefiting and sharing the fruits of GEQIP. Thus, it needs to put in place the ways to enable these segments of the population to benefit from the program (see selection criteria for vulnerable children with non-special needs in annex 4).

5.2.2 NEGATIVE ENVIRONMENTAL AND SOCIAL IMPACTS OF AFs

I. Negative Environmental Impacts AFs

There are also likely negative environmental impacts which could be emanated from activities envisaged in the AF-II, such as construction secondary model schools, renovation of classrooms and equipping of laboratories. Hence during the construction and operational activities of the proposed programs, limited negative environmental and social impacts are anticipated to affect

the nearby biophysical and social environment. However, considering the nature and limited scale of the intended subproject activities under GEQOP-E AF, those impacts that are expected to be generated from the construction and operation phase will be mitigated and/or avoided through implementation of appropriate best management practices.

The anticipated negative environmental effects of the Program are not expected to be significant, provided that waste management, vegetation clearance, public and workers safety and other activities are implemented in a manner consistent with the WB PforR policy's Core Principles 1, 2, and 3. The adverse impacts are foreseen to occur during the preconstruction, construction, and operation phase of the program.

More specifically, the key potential adverse impacts of the Program's subprojects/activities include: dust and noise impacts during construction of new schools, renovation of schools, and construction of sanitation facilities; impact on biodiversity (new sites proposed for school construction), improper disposal of construction waste and over burdening of earthwork; impact on occupational health and safety (workers injury) including public safety; fire hazard (laboratory exercise); disposal of used and/or expired chemicals and laboratory wastes including laboratory chemical containers; and chemical spill incidents in school laboratories.

Chemical spills are the most common accidents when working in a laboratory requiring chemicals. Improper or careless opening, handling, or storage of chemicals might lead to chemical spills.

Some of the Common Laboratory Accidents are:-

- Chemical burns. ...
- Heat when handling hot items. ...
- Cuts and Scrapes When Using sharp tools in the laboratory
- Contamination. ...
- Fires. ...
- Spills and Breaks.

- Eye Injuries. ...
- Cuts from Glassware. ...
- Inhaling Dangerous Gases.

Some of the Response Procedures and Basic Safety Rules

1. Communicate the hazard

Immediately notify others working in the area and any supervisory personnel of the hazard, and if the situation warrants it, evacuate the area. Make sure that anyone who is injured or has been contaminated is removed from the immediate area and taken to a safe place. If appropriate, flush contaminated areas with water while waiting for medical personnel to arrive. This underscores the importance of workers knowing the proper steps to take for each chemical they work with it.

2. Control the spill

This step focuses on ensuring that the spill does not become any worse. If there is a way to stop the spill or minimize the chances of it becoming worse, take those actions (such as closing a valve or righting a container that has tipped over). Workers should immediately don appropriate PPE for the chemical and the nature of the hazard. In some cases, that will include proper respiratory protection.

If possible (and appropriate), shut down any potential sources of heat or ignition. Increase ventilation to the area if that will safely disperse any fumes. If the fumes present a hazard of their own, it's usually better to isolate the area by closing doors and windows after the workplace has been evacuated.

3. Contain the hazard

Once the immediate situation has been addressed; take steps to keep the spill from spreading to other areas or contaminating adjacent surfaces. Depending on the material and situation, this usually involves confining the spilled material to a small area by using some type of absorbent material or neutralizer.

4. Clean up the spill and any damage

Clean the surfaces that were affected by the spill with the correct material, whether that's bleach, a mild detergent, water, or some other material appropriate for the material that was spilled. Instead of rinsing the area after cleaning, you may need to use another method such as more absorbent material.

- Clean up the spill and any damage
- Prevent the spread of dusts and vapors. ...
- Neutralize acids and bases, if possible. ...
- Control the spread of the liquid. ...
- Absorb the liquid. ...
- Collect and contain the cleanup residues. ...
- Dispose of the wastes. ...
- Decontaminate the area and affected equipment.

1. Dust and Noise

Dust and noise emanating from construction activities of new schools and renovation may disturb school communities and nearby community. This impact will be of a temporary nature and can be minimized by adopting appropriate mitigation measures including undertaking works during off hours, such as on weekends. Dust during the earthwork of new school construction, removal of leftover materials and cement, and ground diggings could affect the school communities, nearby community and the local flora and fauna. Temporal dust could cause health related impacts in school communities and workers on the program site. This impact will be localized and of a short duration and anticipated to be very low.

Noise prevention and mitigation measures should be applied where predicted or measured noise impacts from a project facility or operations exceed the applicable noise level guideline at the most sensitive point of reception. The preferred method for controlling noise from stationary sources is to implement noise control measures at source. Methods for prevention and control of sources of noise emissions depend on the source and proximity of receptors.

Noise reduction options that should be considered include:

- Selecting equipment with lower sound power levels
- Installing suitable mufflers on engine exhausts and compressor components
- Installing acoustic enclosures for equipment casing noise
- Limiting the hours of operation for specific pieces of equipment or operations, especially mobile sources operating through community areas
- Re-locating noise sources to less sensitive areas to take advantage of distance and shielding
- Siting permanent facilities away from community areas if possible
- Taking advantage of the natural topography as a noise buffer during facility design
- Reducing project traffic routing through community areas wherever possible
- Developing a mechanism to record and respond to complaints
- Workers would wear ear mufflers and other safety equipment's /PPE/. A guideline for dust and noise minimization will be prepared during the construction stage and shared with the contractor will also be advised to follow the guideline during construction.

Dust control methods:

- Dust suppression techniques should be implemented, such as applying water or non-toxic chemicals to minimize dust from vehicle movements
- PPE, such as dusk masks, should be used where dust levels are excessive
- Avoid dust-generating work must be avoided on high wind days
- Provide misting water sprays sufficient to reduce airborne dusting from demolition work
- Tape all doors except those essential for access;

2. Depletion and Scarcity of Water Resources

Although the anticipated impact on water quality is not significant /minimum as a result of the nature of the subprojects, the risk of depletion of water resources raises some concern, which the ESSA identified during site visit and consultations at local levels. Unless Water, Sanitation and Hygiene investments proposed in the Program were addressed at an early design stage, they will be cause for local water quality depletion/pollution and ultimately could lead to health problems in the school community. Furthermore, if the program depends on the already existing tapped water system, it could cause water resource scarcity for other users and become a source of conflict.

3. Storage and Management of Solid Waste

Waste management at the school level shall be efficient and is required to be implemented in an environmentally friendly manner. Indiscriminate disposal and/or storage of solid wastes including paper, plastics, IC equipment, batteries, and other used and/or damaged packages on operational phase of school compound; and left over construction materials and cements, have the potential to generate an adverse impact on the nearby environment and health and safety of the workers, local community and beneficiaries. Solid waste materials during the construction include paper, scrap metal, excavated soils, polythene, and plastic. This should be addressed promptly by following best practice methods for waste management and disposal in and around the program site.

4. Depletion of Air Quality

Even though the anticipated impact on air quality is not significant at school level, as a result of the nature of the subprojects (small in its scale), it could be significant as cumulative impact of

program level intervention. Depletion of air quality is among some concern of the program, which the ESSA identified during site visit and consultations that were conducted at local levels. In almost all visited schools the solid waste management is very poor and practiced for burning of solid indiscriminately. Open burning of paper, plastics and other wastes would contribute a potential impact on the air quality, ultimately polluting the air and resulting in bronchial and eye disorders. The impacts can be reduced if all program activities are implemented in an environment friendly manner with best management practices, for example, watering of the road regularly. School community, community members and contractor's staff shall be advised and enforced to avoid open burning of waste that causes smoking and pollution of air.

5. School Laboratory Waste

Generally, the use of chemicals in secondary school labs has increased in recent years. The ESSA shows that in a few schools, GEQIP II school grants were used for purchasing laboratory chemicals which would be also true for GEQIP-E. The increase in the use of chemicals is manifested in the allocation of 50 percent of the planned annual school grants in GEQIP II for teaching-learning purpose, which necessarily includes the purchase of some laboratory chemicals for labs. It is therefore important to pay attention to chemical waste management and disposal, given the rise in the use. When considering the disposal of chemical wastes, it is necessary to implement best practice methods such as Use Proper Storage of chemical and apparatus Containers, No Food or Drink, Wear Your PPE and Proper Lab Attire, Good Hygiene, Label Your Work Space, Don't Work Alone, Stay Focused and Aware of Your Surroundings and Participate in Safety Exercises to avoid or minimize the potential impacts on the nearby environment. The potential effluents associated with incident of spillage and expired/used laboratory chemicals, though low, could contaminate the nearby biophysical environment, including water sources that might affect the quality of the nearby water.

6. Impact on Biodiversity, Natural Habitats and Physical Cultural Resources

The proposed program activities are not likely to have significant effects on cultural heritage and natural resources. However, during the implementation period, especially during earthwork of construction, it is important to ensure that the proposed activities do not have an effect on a place or building having aesthetic, anthropological, archaeological, architectural, cultural, religion, historical or social significance or special value for present and future generations.

With regard to biodiversity, clearance of vegetation (indigenous but highly threatened trees and shrubs) may occur as a result of construction of new schools and sanitation facilities, especially in a new area requiring access roads. Such clearance of vegetation will result in an impact on the existing fauna and flora species and ultimately affect the biodiversity of the area. However, the anticipated potential impacts on biodiversity are not deemed significant if proper screening and site selection is ensured prior to the commencement of subprojects.

II. Negative Social Impacts of AF

The main risks associated with the proposed AF are as follows:

1. Risk of economic and physical displacement due to land acquisition

Land acquisition has been raised as a concern for the proposed AF during site visits and consultations conducted at regional and local levels. As discussed above, under the “Improve access, equity, and internal efficiency in general education” priority program, the proposed AF includes “expansion of access to full cycle primary and middle school education,” and boarding school construction for marginalized areas, building on school mapping identifying optimal areas for full-cycle primary and middle school construction.

2. Risks of public and worker health and safety, and spread of COVID 19 in workplaces

a. **Occupational Health & Safety:** Operations related to the Program, particularly construction of schools may cause accidents unless workers and employers follow the necessary safety precautions and procedures, and adhere to GoE stipulations on building, occupational safety and health.

b. **Risk of COVID 19:** The occurrence of COVID-19 has made countries fall into unprecedented challenges. Projects involving construction/civil works frequently involve a large workforce, together with suppliers and supporting functions and services. This workforce may comprise workers from international, national, regional and local labor markets. They may need to live in on-site accommodations, lodge within communities close to work sites, or return to their homes after work. There may be different contractors permanently present on site, carrying out different activities each with their own dedicated workers.

Given the complexity and the concentrated number of workers, the potential for the spread of infectious disease in projects involving construction is extremely high, as are the implications of such a spread. Projects may experience large numbers of the workforce becoming ill, which will

strain the project's health facilities, have implications for local emergency and health services and may jeopardize the schedule and progress of the construction work. Such impacts will be exacerbated where a workforce is large and/or the project is in remote or under-serviced areas.

3. Increasing risk of Gender Based Violence (GBV) in schools

The field assessment and consultations conducted during this ESSA update show the prevalence of GBV, particularly sexual harassment, rape and early marriage at schools. Girls are the majority victims of GBV cases in schools. The proposed AF may escalate the prevalence of GBV due to school construction activities that would result in influx of workers. New workers will be hired for construction activities in the schools, which could result in GBV if workers are not properly managed. Standard code-of-conduct will be developed and all contractors' workers (temporal and permanent) will sign the code-of-conduct. The project will ensure that all workers are adequately trained.

4. Prevalence of conflict

As the proposed AF involves land acquisition for the construction of schools, minor complaints and conflicts may occur due to compensation and eligibility criteria. In addition, conflict and complaints may arise from communities impacted directly or indirectly by the project's activities, and stakeholders might have concerns regarding its operation. As a result, complaints and conflicts are expected during Program implementation at regional, Woreda, and school levels. Effective and functional grievance redress mechanism will be established at school, Woreda, regional and federal levels for managing grievances and complaints in a timely and transparent manner, ensuring accessibility for the complainants.

5. Risk of economic and physical displacement due to land acquisition

Land acquisition has been raised as a concern for the proposed AF during site visits and consultations conducted at regional and local levels. As discussed above, under the "Improve access, equity, and internal efficiency in general education" priority program, the proposed AF includes construction of secondary classrooms on school mapping identifying optimal areas for school construction.

While the scope and scale of works under the Program are not expected to cause significant negative impacts, issues related to land take and involuntary resettlement, potential negative impacts on vulnerable and underserved groups is considered in this program.

However, the consultations and school visits show that in some regions like Amhara, the construction of schools may require expanding the premises of existing schools and/or building on newly acquired land that may cause economic and physical displacement. As a result, there is a possibility of displacement by land acquisition in the proposed AF. The Guidelines and procedures including ESMG, and RSG will be used to screen sub projects for negative impacts that are sensitive, adverse, or unprecedented on the environment and/or affected people. In addition to screening for significant negative impacts, works involving physical relocation of more than 20 households will be ineligible for financing under the Program.

This is mainly because of the limited capacity of the client in addressing significant resettlement issues. Further, the program will prepare RAPs for any sub projects that required land acquisition.

6. Lack of resource allocation for environment and social risk management

The updated ESSA shows that most regions do not have a budget for environmental and social management. The budget allocated to environmental and social risk mitigation during GEQIP-E implementation for the parent project was inadequate. Hence, this ESSA recommends that the project allocates adequate budget for environment and social risk management. A DLI is included for environmental and social management under the AF to ensure proper implementation of environmental and social risk management measures.

6. ESMS PROCESSES: PREPARATION AND IMPLEMENTATION

This section deals with the ESMS processes, mainly screening of program activities for environmental and social impacts and risks as well as identifies the responsibilities of implementing parties. In detail, it discusses about environmental and social issues that will be addressed and the procedures to be followed. It also indicates the steps to be taken for managing environmental, social and safety risks and various elements of the ESMG that include environmental screening and assessment processes, application for environmental authorization, and anticipated program impacts and the respective measure to ensure compliance of national and international policies and standards.

6.1 Environmental and Social System Implementation Arrangement

The ESSA prepared for GEQIP-E shows the existing environmental and social systems need to be strengthened for satisfactory program implementation. As a result, it recommended the establishment of environmental and social management system under MoE (within GEQIP Coordination Office) for the proper implementation, coordination, monitoring and reporting of safeguard implementation.

The ESSA requires a sound ESMS to be established within three months after program effectiveness (though delayed) to ensure the required environmental and social measures that are applied during program implementation for its sustainability. The establishment and strengthening of ESMS include preparation and implementation of environmental and social

guidelines, screening instruments, staffing, furnished offices, consultation format and procedures, strengthening grievance redress mechanism and documentation stakeholders and community consultation and documentation, as well as capacity development activities at federal, regional, *Woreda* and school levels.

6.2 Key Issues and Responsibilities for Screening and Appraisal Processes

Organizations need to put in place and continually improving the systems for managing the impacts associated with environmental and social contexts, as well as health and safety issues. It is therefore important to prepare this ESMSG for use by the relevant implementing institutions at all levels. In order to ensure the presence of a functional ESMS in place, the proposed program is required to demonstrate the implementation of the program activities in environmentally friendly and socially acceptable ways by properly allying and following the procedures presented in this ESMSG. As a requisite, other safeguard instruments like Waste Management Plan (WMP) will also be prepared during implementation period prior to implement specific program activities. The waste management plan (WMP) at school level will be prepared by the coordination of REBs Environmental and Social Safeguards expert, ESS focal person assigned at *Woreda* Education Office and School Supervise for the parent GEQIP-E program. While in case of the AF activities, a site specific waste management plan (WMP) will be prepared MoE if the school construction will be fully constructed by MoE. If the school will be fully constructed by Regions, REBs environmental and social management unit/CMU will take responsibilities to prepare the waste management plan. The program will fully consider negative environmental and social impacts and risks as well as safety matters of the GEQIP-E for better management and ensure improvements in people's well-being. The GoE has established institutions and legal frameworks for environmental, social and safety management and this ESMSG is also built on the GoE's policies, laws, and procedures in environmental, social and safety management as well as World Bank's operation polices. The table below shows the proposed roles and responsibilities for the different steps in screening and appraisal process.

Table 7: Proposed Roles and Responsibilities for the ESMSG

Activity	Lead Role for preparation and/or implementation	Lead role for review, approval & monitoring
Completion of screening using the form in Annex 1: Screening Form.	focal person at school	<i>Woreda</i> environment body for review and approval/regional safeguard focal persons for technical support
Annual Audit and biannual Performance review	MoE and REBs for the annual environmental, social and safety audit and biannual performance review (safeguard experts/focal persons)	MOE (GEQIP-E Coordination Unit) and REBs
Inspection and Supervision	Regional and <i>Woreda</i> Education	Regional and <i>Woreda</i>

of occupational health and safety	Bureaus/Offices (safeguard experts/focal persons)	Environment Bureaus/ Offices
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6.3 Procedures and Steps for Environmental and Social Management Screening

The ESMG provides procedures and steps for environmental and social impacts screening and monitoring, consultations with concerned stakeholder groups, and capacity building activities. The ESMSG also tries to specify the institutional arrangements for managing and mitigating adverse environmental and social impacts of the GEQIP-E activities. The proposed program would not involve the construction of new schools; however, there will be some renovation activities such as ramping, latrines, and classrooms maintenance. These renovations are expected to generate limited impacts such as dust, noise, etc. As per the Ethiopian EIA Guideline 2000 such activities are listed under Schedule 3, where depending on the scale of renovation activities, limited scope environmental and social management plan (ESMP) might be required. Therefore, all renovation activities will be managed as per the Ethiopia EIA system and adopting simple management plan before the commencement of each renovation activities. Similarly, World Bank Categorization of subprojects Category “C” Projects does not require EIA or other analysis as such projects result in negligible or minimal direct disturbance of the physical and social environment and subject for environmental and social management screening to confirm the anticipated adverse impacts to manage with best practice methods. Examples of such projects include education, family planning, health, and human resource development.

The procedures and steps for GEQIP-E environmental, social and safety management and screening process will be discussed in the following project screening (see Figure 4 below). Using the screening checklist of ESMSG (annex 1), program’s activity (school grant) is required to pass through environmental and social screening to identify potential risks and categorize program activities on the bases of level of impacts, and take relevant measures intended to avoid, balance and minimize environmental, social and safety impacts to the standard levels.

This section describes the process (steps and procedures) of environmental and social management screening to ensure that environmental, social and safety risks and impacts are adequately addressed over the program implementation period. The GEQIP-E ESSA highlighted the Program planning and focuses on ensuring environmental friendly and socially acceptable program implementation with no harm principle through applying best practices and sound mitigation measures (Annex 2 and 3).

The implementation of environmental management and screening process will be attained through the procedures and steps described below during program implementation and screening as shown in Figure 3. The overall guiding principles of the proposed GEQIP-E implementations are as follows:

- Conforming to the national and regional environmental assessment requirements and standards;
- Ensuring no damage or negligible impact to the nearby social and biophysical environment that can be mitigated easily by employing best practices methods;
- Ensuring sound implementation of the recommended mitigation measures;

- The planning and implementation process will integrate relevant environmental, social and safety management instruments, as necessary;
- Promoting adequate and timely technical support to MoE lines responsible sections at National, Regional, *Woreda* and schools levels; and
- Promoting supervision and monitoring of implementation of program activities by MoE (coordination unit) and the respective regional and *Woreda* level Bureaus and Offices as well as Schools, with the support from environment protection and Labor and Social services institutions, as necessary.
- Ensuring on time biannual performance review.

The environmental and social management screening process will be addressed on potential activities under the GEQIP-E. The committed Environmental and Social focal persons school level with regular support from regional/*Woreda* environmental and social specialists or focal persons are responsible to conduct environmental and social screening during program implementation using the environmental and social screening form annexed in this ESMSG (see annex 1). The forthcoming section deals with the steps for environmental and social screening process leading towards the environmental and social management review and approval of activities under the GEQIP-E.

6.3.1 Environment and Social Screening and implementation Process/Steps

To ensure that the anticipated adverse impacts are small in scale and managed with best practice methods, school grant activities under the proposed program require environmental and social screening. The dedicated *School* focal person will conduct the screening with regular support from *REB* focal persons to conduct environmental and social screening during the implementation of the program. The focal person/school director will use the environmental and social screening form (annex 1). Based on the consultations with relevant stakeholders and review of the Program ESSA and appraisal document and other national policies and guidelines, the following key steps and procedures were identified to be followed during the environmental and social screening process (Figure 4).

Step One: Program Activities Preparation and Consultation

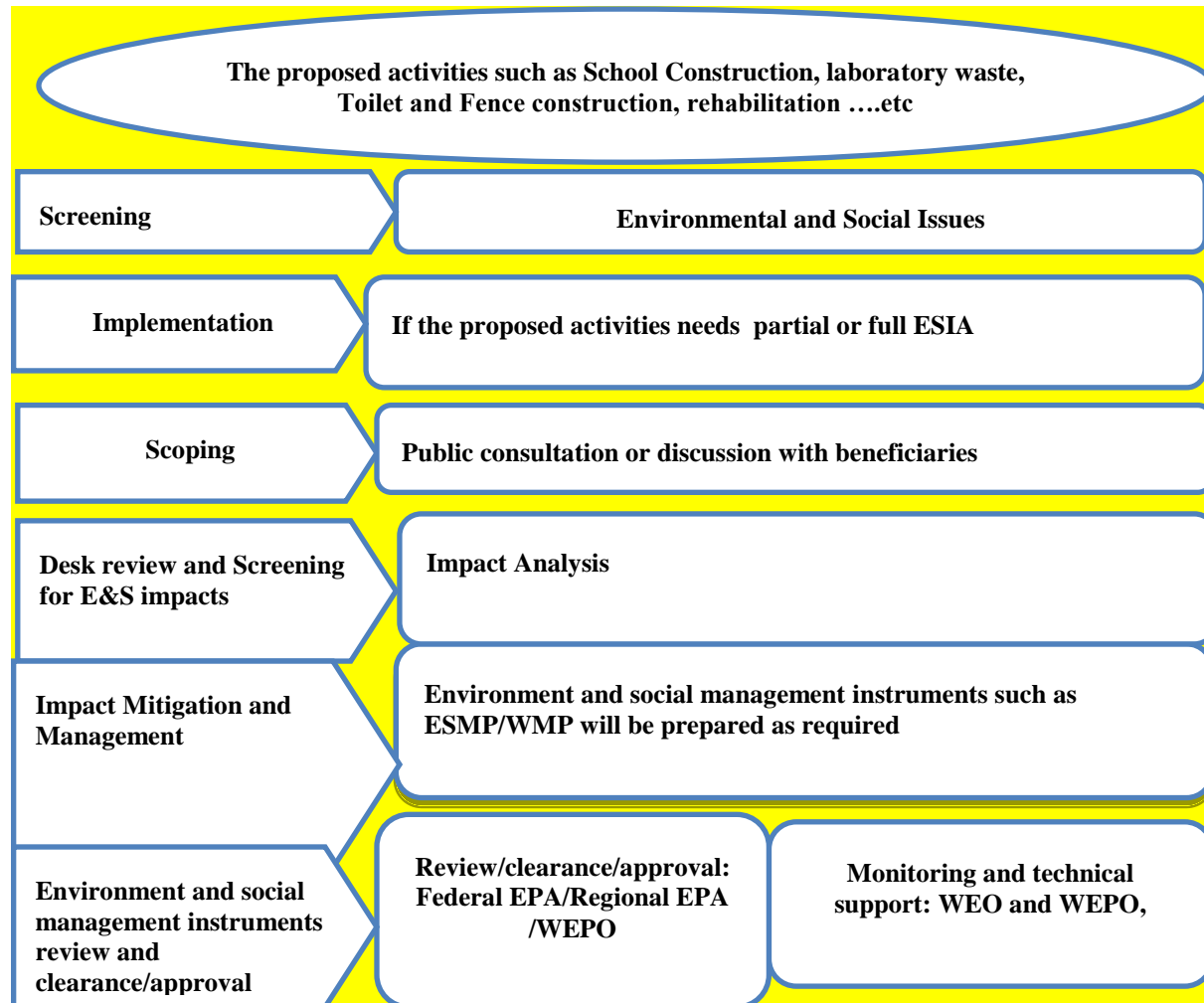
During preparation and implementation of school grant activities under the Program, the implementing institutions and MoE are required to ensure that environmental, social and safety risks and impacts of the program are small scale, could be mitigated, and/or minimized through implementations of sound mitigation measures. Before and during any activities implementation under the program, safeguard specialists or focal persons are responsible to:

- a) Review ESMSG requirements and implement measures stated in the ESMSG.
- b) Obtain copies of all relevant federal and regional laws, guidelines, and procedures relating to environmental protection, safety risks, social and labor issues.
- c) Ensure there is good knowledge of ESMSG requirements at different levels.
- d) Contact the Regional Education Bureau provide them with a copy of this ESMSG and inform them that activities under the program will be screened and categorized as being Schedule 3 in terms of federal and regional environmental legislation.

- e) Identify potential environmental, social, and safety impacts in general and the respective mitigation measures.
- f) Identify interested and affected communities, schools, *Woreda* etc., and consult them of the proposed activities and its potential impacts.

The screening of environmental and social impacts and risks, as required will be carried out by Schools supported by REBs focal persons, if necessary (Figure 4)

Figure 4: GEQIP-E E&S screening and management activity and responsibilities flowchart



Step Two: Desk review

A desk review of the program activity is important to be done by GEQIP-E *Woreda* education officer/focal person/school director to collect information on the environmental, social safeguards and safety issues to plan screening activities accordingly and identify the potential impacts and recommend the respective mitigation measures and for identification of impacts. Implementing institutions will collect information about potential environmental and social

impacts that could be generated due to the implementations of the activities. Hence, the necessary mitigation measures will be taken.

Step Three: Environmental and Social Screening

The REBs ESS expert, ESS focal person at Woreda Education Office and School supervisors are responsible for screening and initiate the process by submitting the screening form contained in this updated ESMSG under Annex 1. This updated ESMSG screening format and report will include:

- i. Location including map/sketch, Region, Zone/sub city, *Woreda*, Kebele, GPS Coordinate
- ii. Type of the proposed GEQIP-E and AF Activities
- iii. Proposed Date of Commencement
- iv. Rating the impacts for the proposed activities in tabular form
- v. Rating the ‘Probability’ of a Risk
- vi. Categorization of environmental and social risks
- vii. Provides Recommendations on environmental and social risks

As discussed above, the focal person at school level will undertake environmental and social screening for school grant under the program to ascertain the likely social and environmental impacts are identified and screening will be carried out by using the Environmental and Social Screening Form (see annex 1). Completion of the screening form will facilitate the identification of potential environmental and social impacts, determination of their significance, assignment of the appropriate environmental category, proposal of appropriate environmental and social mitigation measures, and conduct any further environmental assessment work, if required.

Consistent with the ESSA, the activities of the proposed program are likely to be categorized as “Schedule 3”. Thus, apart from screening, the program does not require additional environmental safeguards instrument preparation. That means, if the screening form has only “No” entries, the proposed activity will not require further environmental assessment work or preparation of waste management plan, and the activity will be approved for the implementation. The screening issues will be very necessary for the newly constructed schools and other activities which is implemented under the parent program. After an environmental and social issues screening result get a clearance from concerned governmental organization and verified by the World Bank group, the construction activities to be going on or processed.

Step Four: Submission of screening report to *Woreda* Environmental Protection Office (WEPO)

After comprehensive screening of the school grant activities, the school will be required to submit the screening reports to the WEPO for review with recommendations and request for approval.

Step Five: Review of screening report and appraisal by WEPO

The WEPO will review the screening reports comprises of screening results and recommendations to provide feedbacks on the specific screening endeavors and broader issues of screening and the environmental and social safeguard instruments. The review process will take




into account that the proposed activities cannot require environmental and social management plan and/or waste management plan since the proposed program is under category 3. WEPO will provide decision on the screening reports (with required and/or recommended amendments).

Step Six: Approval of Activity by WEPO

The first step in the approval process is to determine if all the relevant information has been provided, and is adequate. The regional and *Woreda* environmental protection agencies and the safeguard experts or focal persons will check if the screening reports have thoroughly considered all environmental, social and safety issues with regards to the identification of potential adverse effects arising from the program as well as recommended mitigation measures to adequately address negative impacts.

Steps Seven: Submission of approval decision report to schools

All review of the screening report should be done in the given shortest time to avoid delays in program activity implementation. The result of the review and final approval will be submitted to *Woreda* education offices and schools from WEPO as soon as completed. The Review report to WEB and Schools should include the following among others:

-  the decision on each school grant activities;
-  guidance on special needs such as technical guidelines on any of the activities; and
-  Approval without conditions for those activities with no potential adverse impacts.

Steps Eight: Implementation




Once approval obtained from WEPO, the schools will act on the decisions and implement the activities with the support from WEB focal persons.

Steps Nine: Supervision and Monitoring

The regional GCO and *WEOs* will carry out supervision and monitoring schools, in consultation and coordination with the regional and *Woreda* environmental protection agencies, as required.

6.4 . SAFETY MANAGEMENT

Occupational Health and Safety (OHS) risk is one of the concerns that need to be considered and managed properly to minimize risks and ensure efficient implementation of safety management practice measures throughout the GEQIP-E/AF implementation period. The potential occupational health and safety impacts that could be generated from the program implementation include, but not limited to:

-  Exposure to laboratory chemical used in school from school grants.
-  Exposure to dust and noise during ramping as well as toilet and classrooms renovations.
-  Exposure to hazardous materials due to expired chemicals.

To escape and/or lessen the expected occupational health and safety (OHS) risks and impacts associated with the school grant activities, the implementing agencies (MoE and its counterparts) are required to prepare a detailed safety management plan and laboratory protocol for schools, defining potential OHS issues and respective mitigation measures. More specifically, the schools and contractor shall commit to prevent and manage these impacts and

risks in an acceptable way and comply with the required OHS national and international standards during renovation period. Among others measures expected:

- Effective implementation of safety prevention and control measures.
- Develop safety training plan and conducting safety trainings, as necessary.
- Raise awareness and sensitization to contract workers, teachers, students, and nearby community members.
- Support staffs and other relevant institutions in managing the safety risks associated with the Program.

To avoid/minimize the lab operation environmental, health and safety (EHS) risks, the client should develop and implement a generic environmental, health and safety laboratory protocol for schools. Safeguards compliance monitoring could therefore be done as per the guideline. The operation lab protocol/guideline for the laboratories should be prepared as per Annex 10 Outline of Lab Protocol.

6.4.1 Use of Personal Protective Equipment (PPE) and Safety Protection Materials

During the program implementation period, it is necessary to highlight fulfilling all the required PPE and safety protection material and tools provision to ensure avoiding or minimizing safety risks taking into account the scope and scale of school grant activities. The MoE and Contractors are required to include some Health and safety concerns in their contract agreements and make sure that any incidents and serious health and safety risks are emanated from the program activities to the workers and community members residing within and around the program implementation area are controlled.

Careful selection and use of adequate PPE are required to protect individuals involved in hazardous chemical handling and usage resulting the respiratory system, skin, eyes, face, hands, feet, hands, body and hearing.

On the basis of the kind of activities particularly laboratory chemicals used in the schools from school grants, and during ramp, toilet and class renovations in the school during GEQIP-E implementation period, the following protective equipment will be applied and required for use.

- **Respiratory**
Workers should use appropriate respirators to protect against adverse health effects caused by breathing contaminated air.
- **Eye and Face Covers**
Protect workers from chemical splashes
- **Hands and Skin**
Use hand gloves to protect against any palm skin rashes
- **Noise**
Earplugs or earmuffs may help prevent damage to hearing, as required

6.4.2 Construction Safety

All construction, demolition or maintenance activities in schools should be subject to appropriate risk assessment. Schools can present unique hazards in terms of construction or refurbishment activities in the following ways:

- School communities and young people may not perceive the risks presented by building sites and works traffic — a number of children are involved in accidents each year having accessed building sites
- especially in large secondary schools, at “dropping-off” times in the morning and “pick-up” times in the afternoon the site will be busy with large numbers of pupils coming and going from the site
- children and young people must be protected from potential harm and abuse, thus access by contractors to the school site and into school buildings must be strictly controlled

Where construction work is taking place on site, the school has the responsibility of keeping their students, school communities and other people using the site safe. Contractors should agree before the construction phase plan with MoE/REBs in order to:

- brief their staff about health and safety prior to work beginning and stress the dangers to all staff, pupils and visitors
- have in place a health and safety policy regarding the construction work and ensure that all members of staff are aware of the policy
- have regular meetings with designers and contractors, to discuss the progress of the works and any health and safety issues identified
- agree with contractors a timescale within which any health and safety matters should be remedied
- put in place a system for regularly inspecting the school site while construction works are being carried out, to make sure there are no dangers to pupils or staff
- have in place a chain of responsibility for people to report dangers to
- amend evacuation plans, as necessary, whenever escape routes are changed
- keep staff and pupils informed of all key points (including changes to access points, school boundaries or fire escape routes) via departmental meetings, assemblies, pupil councils and form teachers
- Before school holidays, remind pupils about the hazards of construction sites and ensure contractors have effective security arrangements in place.

Vehicles and Traffic Routes

Large scale school construction and refurbishment projects will involve a considerable amount of works traffic coming and going from the site and moving about within it. Accidents involving such vehicles can cause serious injuries.

The majority of accidents to people involve:

- being hit or run over by moving vehicles
- falling from vehicles
- being struck by objects falling from vehicles
- Being injured as a result of vehicles collapsing or overturning.

A major element of site traffic management is the provision of safe routes for vehicles and pedestrians. In a school setting, works traffic and ordinary school traffic should be kept completely separate wherever possible. This is best done by providing works traffic with their own site entrance.

Fire and Arson

Fire vulnerability should be taken into account early in the design process. Adequate controls should be part of the design and construction process. Sufficient fire risk assessment should be undertaken.

Construction sites and renovations are particularly vulnerable to fire and to arson. Schools also have a record of vulnerability to arson attacks and must take all reasonable measures to reduce the risk.

6.4.3 Covid-19 Considerations

The respiratory virus causes serious ill health and can be fatal, especially for older people and for those with underlying health conditions. It spreads easily in droplets in the breath of infected people and measures to try to control the spread of the virus have included both regional and national “lockdowns” whereby services and businesses have had to close and people severely limit their interactions with each other.

Class rooms Construction or maintenance contractor’s carrying out essential works in school premises during the pandemic must take all necessary precautions to ensure the safety of their staff and of those in the school involved. All sectors have been affected by Covid-19 restrictions, including building and maintenance contractors.

The guidance lists priority actions for businesses and self-employed people in the construction and maintenance sectors. These include requirements to:

- clean more often, especially frequently touched surfaces
 - encourage staff to wash their hands frequently or use hand sanitizer
 - remind staff to wear face coverings in any indoor space or where required to do so by law, for instance by using signage
 - make sure everyone is practicing “social distancing” (keeping 2 metres apart)
 - increase ventilation by keeping doors and windows open where possible and running ventilation systems at all times
- Encourage people who may be infected or symptomatic to stay away from the work place and comply with government “stay at home” and testing guidance.

7. RESETTLEMENT SYSTEM GUIDELINE (RSG)

The use of the Resettlement System Guideline will be triggered when a proposed School Construction project (AF) needs to acquire land and people or property is disturbed. For example: a piece of land is needed and people are affected because they have houses, shops or other permanent or temporary buildings on that land; use the land for water and grazing of animals; or they otherwise have access to the land for economic, religious, residential or other purposes which will not be possible during and after the School Construction project (AF) project is implemented.

7.1 Property and Land Rights of Ethiopia

The 1995 Constitution of Ethiopia, Article 40(2), 40(4), 40(5) and 40(8) includes provisions that protect the Ethiopian citizen's rights to private property and set conditions for expropriation of such property for state or public interests. For immovable property built on land, the Constitution states that "Every Ethiopian shall have the full right to the immovable property he builds on the land and to the improvements he brings about on the land by his labour or capital." According to Article 40(8) of the Constitution, the State may expropriate private rights over land: "without prejudice to the right to private property, the government may expropriate private property for public purpose" with prior payment of adequate compensation. Again, Article 44(2) of the 1995 Constitution stipulates that all people who have been displaced or whose livelihoods have been adversely affected as a result of State programs shall have the right to receive adequate monetary or other alternative compensation, including transfer with assistance to another locality.

The power to expropriate landholdings for a development project belongs to a *Woreda* (rural local government) or urban administration (Proclamation No. 1161/2019 Article 6). The implementing agency is required to provide written notification, with details of timing and compensation, which cannot be less than 120 days from notification (*Proclamation No. 1161/2019 Article 8(6)*). Any entitled landholder who has been served with an expropriation order shall hand over the land to the local *Woreda* or urban administration within 120 days from the date of payment of compensation should the leaseholder accept payment. Furthermore, where there is no crop or other properties on the expropriated land, the titleholder shall hand over the land within 30 days of receipt of expropriation order. Where the land expropriated is under illegal occupation the occupant shall evacuate without claim for compensation within 30 (thirty) days of notice. Lastly, Article 8(9) gives power to use police force if a landholder is unwilling to hand over land.

The land requiring body has responsibility to submit to the city or *woreda* administration the decision that shows the size and exact location of the land to be expropriated at least one year before the commencement of the project. They are also responsible to pay the money required for compensation and resettlement to the city or *woreda* administration, and when it is decided that compensation and resettlement payment shall be made to the displaced people. The city or *woreda* administration shall not require handing over of the land until payments are made to landholders who may be displaced (Proclamation No.1161/2019 Article 9(1,2,3)).

For example, regarding the removal of utility lines Proclamation No. 1161/2019 Article 10, the relevant government body must give a written request to the affected landholder, and this body must determine a fair compensation and send it with evidence within 30 days of receiving the request. Compensation must be paid within 30 days of the receipt of the valuation, and the landholder must vacate the land within 60 days of receipt of compensation. the utility line owner shall remove complex utility lines and clear the land within 120 (one hundred and twenty) days after the payment has been made. If the development is not cleared within the time frame set, the institution of the infrastructure that failed to discharge its responsibility shall be liable for the damage incurred due to this.

7.2 Acquisition and Valuation of Land and Other Assets

Property valuations are often done at the *Woreda* and urban administration levels. These local governments establish valuation committees to value private properties (*Proclamation No. 1161/2019 Article 17(3)*). Where the property assessed requires special expertise, the valuation may be made by a relevant government or private organization. Besides, in situations where the property is state owned infrastructure or utility line; the valuation shall be made by the government entity owning it. In addition, the unit price of compensation valuation shall be revised at most every two years. Regarding, compensation for property, the landholder whose land is expropriated shall be paid compensation for the property on the land and the permanent improvement made on the land. The amount of compensation for the property on the land shall cover the cost of replacing the property anew. The minimum compensation payable to a housing unit, may not, in any way, be less than the current cost of constructing a house per the standard or on the basis of the objective conditions of each regional state. Regarding compensation for permanent improvement to land, it shall be equal to the current value of capital and labor expended on the land. Where the property on the land can be relocated and continue its service as before, the cost of removing, transporting, and erecting the property shall be paid as compensation (*Proclamation No.1161/2019 Article 12*).

Further, assets will be classified as movable and immovable. For movable assets, compensation will be paid for inconvenience and other transition costs (*Proclamation No. 1161/2019 Article 12(2)*). Urban immovable assets include residential houses, business installations, institutional structures, stores, fences and public service providing installation. In rural areas, they include seasonal crops, perennial fruit trees, timber trees and other cash crops.

Concerning displacement compensation for communal landholding, the valuation method and manner of payment to permanent and temporary expropriation of communal land holdings shall be determined in a directive to be issued by regional states based on consideration of valuation of displacement compensation for communal landholding shall be based on the use of the communal land or the lost benefits and livelihood of the displaced People; members of the community using the communal land shall be clearly identified; private and communal property on the expropriated communal land shall be identified; and the method of allocating the displacement compensation money or the use of it in kind to all members of the communal landholding community shall be clearly determined(*Proclamation 1161/2019 Article 13(3)*). Moreover, displaced People shall be compensated for the breakup of their social ties and moral damage they suffer as result of the expropriation (*Proclamation No.1161/2019 Article 13, 4(e)*).

As per *Proclamation No.1161/2019 Article 13(1)*, a landholder who is to be displaced permanently shall be substitute for a reasonable proportion of the land taken from the area, shall be given a substitute land if it is available. In addition, to that the landholder shall be paid one-year landholding compensation income, which is equal to the highest income he/she annually

used to generate in the last three years preceding the expropriation of the land which is calculated by the current price the land holder. However, if substitute land is not available, the landholder shall be paid displacement compensation which is equivalent to fifteen times the highest annual income he generated during the last three years preceding the expropriation of the land.

The local and federal governments have different roles in compensation. The woreda and urban administrations have responsibilities to organize consultative meetings with people that are going to be displaced on the type, benefits, and generally, the process of the project; pay or make others pay the compensation to the landholders whose land holdings are expropriated; implementing the resettlement packages; maintain record of the property located on the expropriated land; Support and ensure the improvement of the livelihood of displaced farmers and pastoralists; and maintain record and evidences relating to the displaced(Proclamation No.1161/2019 Article 24). Regional States and Dire Dawa City Administrations are charge of following up and ensuring the implementation of this Proclamation and the Regulation enacted under it; develop and implement resettlement packages. An independent entity that implement and govern this framework shall be established or appointed from this institution to bear this responsibility; provide capacity building support Woreda administrations to enable them implement this Proclamation; and asses the living conditions of the displaced persons and provide solutions to the identified problems(Proclamation No.1161/2019 Article 23).

Ministry of Education and Regions are responsible to follow up and ensure implementation of the provisions of this proclamation pertaining to rural areas in the Regions, support resettlement of displaced people from rural areas, and provide technical and capacity building support to Regional States and Dire Dawa City Administrations to enable them implement this Proclamation (*Proclamation No.1161/2019 Article 22(2)*).

7.3 Entitlement for Compensation

The people of Ethiopia are given the right to improved living standards and sustainable development and the right to be consulted with respect to policies and projects affecting their communities (*1995 Constitution Articles 43(1) and 43(2)*). Additionally, all international agreements and relations by the State must protect and ensure Ethiopia's right to sustainable development (*1995 Constitution Article 43(3)*). Lastly, the *1995 Constitution Article 44* guarantees the right to a clean and healthy environment.

Eligibility for compensation is discussed in Article 44(2) of the 1995 Constitution and Proclamation No 1161/2019. These give entitlement only to those who have formal legal rights over their land holdings (properties). Collect landholding rights and conduct inventory, amount and size of all compensable properties from displaced people or their legal representatives whose landholdings are determined to be expropriated. Properties added after the expropriation notification is given to the land holder are not compensated (Proclamation No.1161/2019 Article

8, 1(c)). Decide the legal rights of the holders by checking the authority of the documents collected as sub article 1 (c) of this article, calculate, determine, and pay the amount of the compensation and other related rights (Proclamation No.1161/2019 Article 8, 1(d)). In addition, as per Proclamation No.1161/2019 Article 8(2) landholders or their agents whose landholdings are to be expropriated shall submit landholding certificates or other proofs that show their landholding rights over the lands that is decided to be expropriated to the urban or rural land administration office on the time schedule of the office. These give entitlement only to those who have formal legal rights over their land holdings (properties). According to Article 12(2) and (5), “a landholder whose holding has been expropriated shall be entitled to payment of compensation for his property situated on the land and for permanent improvements he made to the land”. “The amount of compensation for property situated on the expropriated land shall be determined on the basis of the replacement cost of the property”.

Resettlement Action Plans: The implementation of Resettlement Action Plans - see Figure titled Resettlement System Guideline - is required for the implementation of each School Construction project (AF) that causes resettlement. Where relocation or loss of shelter occurs, the RSG requires that measures to assist the displaced persons be implemented in accordance with the Resettlement Action Plans.

Consultation: The RSG seeks to ensure that affected communities are meaningfully consulted, have participated in the planning process.

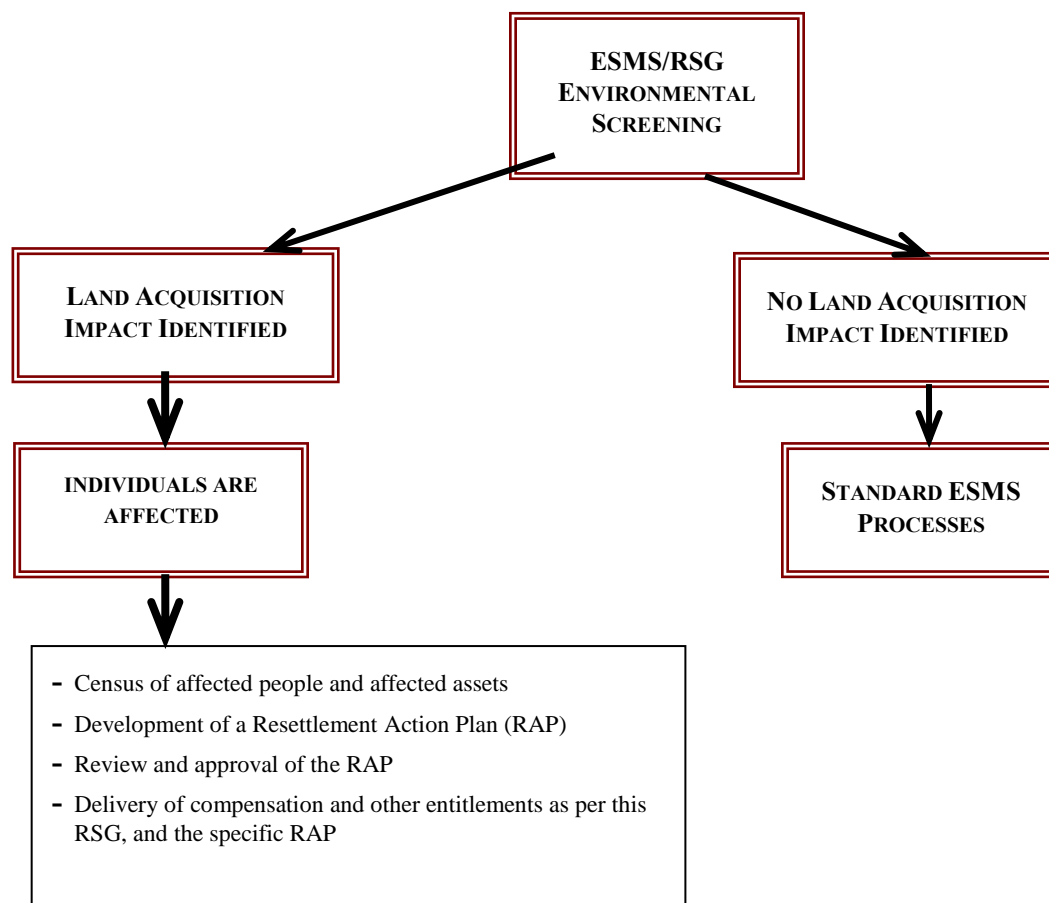
Training and capacity building for implementation of this RSG includes sensitization and awareness-raising. These are included in the ESMSG in the section that describes the School Construction project (AF) ESMSG Training and capacity building components.

Urban and Rural Aspects of Resettlement: Although the majority of School Construction project (AF) are expected to impact mainly on urban areas and urban residents, urban infrastructure investments frequently have direct and indirect impacts on rural areas. For this reason, this RSG provides for cases of compensation and resettlement in both urban and rural situations. For example:

⇒ **Direct impact:** Urban investment projects frequently have direct impact on rural residents and holdings where urban expansion involves development of peri-urban areas for residential or industrial or other types of development. Development of solid waste landfill sites, waste water treatment works and sludge ponds for disposing of septic tank waste, often take place on the urban fringe or wholly within surrounding rural areas.

- ⇒ **Indirect impact:** Development of urban roads drains and other works frequently involves establishment of borrow pits in surrounding rural areas for production of aggregates for road base courses or removal of sand or clay deposits.

Figure5. Resettlement System Guideline



7.4 Expropriation of Land for Public Purposes and Compensation

Eligibility/ Entitlement

Eligibility for compensation is discussed in *Article 44(2)* of the 1995 Constitution and *Proclamation No 1161/2019*. These give entitlement only to those who have formal legal rights over their land holdings (properties). *Proclamation No 1161/2019, Article 2 (3)* stipulates that “Landholder means an individual, government or private organization or any other organ which

has legal personality and has lawful possession over the land to be expropriated and owns property situated thereon.” According to Article 7(1) and (2), “.a landholder whose holding has been expropriated shall be entitled to payment of compensation for his property situated on the land and for permanent improvements he made to the land”. “The amount of compensation for property situated on the expropriated land shall be determined on the basis of the replacement cost of the property”.

Displaced persons without legal title: In order to ensure that displaced persons who do not have legal title are not adversely affected by school construction project they will be enabled to maintain their livelihood and assisted to secure accommodation as more fully described below:

- (a) Support will be provided by giving them jobs: a) directly, as created by the project; or b) through the small micro enterprise development program in the form of training, easier access to credit, marketing support to establish businesses and business premises. This is expected to improve livelihoods so that displaced persons will be more able to provide for their alternative shelter; and
- (b) In addition, assistance will be provided by the project, to those displaced persons who are not urban landholders and who, as a result of project activities, lose fixed improvements on land they occupy, to secure accommodation as per the housing policies.

Note: It is anticipated that school construction will, as part of the ESMS screening and project preparation processes, investigate closely potential project impacts on resident’s livelihoods and fixed improvements to ensure that negative impacts are avoided or minimized and the assistance in a) and b) must be sufficient to improve, or at least restore, lost livelihoods.

Tenants: Assistance will be provided to legal tenants of government property affected by the project to maintain their livelihoods and find alternative accommodation. Tenants of private landlords will seek redress from their private lessor by reference to the terms and conditions of their tenancy and civil law.

7.5 Overview of Resettlement Action Plan Processes

The steps to be undertaken for each individual RAP include a screening process; a socio-economic census and land asset inventory of the area and identification of School Construction project Affected Parties (PAPs). This is followed by the development of a Resettlement Action Plan (RAP, RAP review and approval, implementation of the RAP and monitoring of RAP implementation and success. The steps are explained as follows:-

Step 1: School Construction Project Screening

The first step in the process of preparing individual resettlement and compensation plans is the screening process to identify the land or areas that may result in environmental and social impacts, including resettlement. School construction project screening is used to identify the

types and nature of potential impacts related to the activities proposed under School construction project, and provide adequate measures to address the impacts. It also ensures that the School construction project, in consultation with the local community members, chooses a site with the least environmental and social impacts, and lowest chance of resettlement.

Screening will be undertaken by the relevant School Construction Management Unit (CMU), REBs ESS expert and etc.) that proposes the School construction project, with the use of the screening tool as attached in Annex 10 and the ESMS Guideline. This will be part of the environmental and social screening process for each School construction project as detailed in the ESMSG. It will take place as early in the School construction project process as possible and will identify land that is to be taken for the project and Projected Affected Persons who will need to be resettled and/or compensated. This will be in consultation with the affected parties to ensure that it takes all considerations into account and all potential impacts are identified.

The Screening Report will be submitted by the MoE/PCO/ CMU to the WB for review. If the Screening Report shows that no resettlement is required, the development of a Resettlement Action Plan is not necessary.

The next step will be complete Step 2: to conduct a socio-economic survey and land asset inventory to determine the extent of resettlement required. This will be followed by the preparation of a Resettlement Action Plan (RAP) for the School construction project, or no further documentation is required.

Steps 2 and 3: Census Survey and Land Asset Inventory

An important step in the process of preparing a RAP is to establish appropriate data to identify the persons who will be displaced by the School construction project, people eligible for compensation and assistance, and to discourage inflow of people who are ineligible for these benefits. In essence, a census will achieve the following:

- ⇒ provide initial information on the scale of resettlement to be undertaken;
- ⇒ identify gaps in information and gives an indication of further socioeconomic research needed to quantify losses to be compensated and, if required, to design appropriate development interventions; and
- ⇒ Establish indicators that can be measured at a later date during monitoring and evaluation.

The socio-economic survey will be undertaken by a CMU/PCO of MoE. When this is not possible, and where the resettlement is minimal - e.g. a very small percentage of a person's land and livelihood is affected, - the relevant Regional EPA/REBs ESS construction management unit that is proposing the School construction project, will carry out the survey with the use of the sample socio-economic survey in Annex 12 of this RSG. It will be accompanied by a land asset inventory to determine what assets will need to be compensated for during the resettlement process. A sample inventory form can also be found in Annex 16.

Step 4: RAP Development & Implementation

Following the socio-economic survey and identification of affected parties, a RAP will be developed according to the structure as set out in Box 1 based on the Resettlement System Guideline illustrated in Box 2. Full descriptions of the RAP are provided in Annex 6.

Preparation & Implementation of a RAP

The preparation of a RAP will be done by the MoE CMU with the support of a consultant Regional CMU in consultation with the affected parties, particularly in relation to the cut-off date for eligibility, disturbances to livelihoods and income-earning activities, methods of valuation, compensation payments, potential assistance and timeframes. The basic elements of a RAP are provided in summary in Box 1 and in full in Annex 11, Resettlement Action Plan. In order that this is not an unnecessarily difficult process, the level of detail and extent of the RAP must be related to the extent of the resettlement impact. The crucial aspect of a RAP process is that a specific, auditable process has been followed, that is appropriate to the impacts and that allows for consultation throughout the process. It must also ensure that those affected by resettlement, whether economic or physical, are no worse off, and preferably better off, than before.

Figure 6. Contents of a Resettlement Action Plan

Structure of a Resettlement Action Plan
Identification of project impacts and affected populations; Legal framework for land acquisition and compensation; Compensation framework; Description of resettlement assistance and restoration of livelihood activities; Detailed budget; Implementation schedule; Description of organizational responsibilities; Framework for public consultation, participation, and development planning; Description of provisions for complaints and appeals; and Framework for monitoring, evaluation, and reporting

RAP Completion Activities

Following completion of the RAP for a school construction project, the PCO/MoE must submit the RAP to the World Bank for approval and ensuring compliance with the RSG. To ensure compliance with the RSG and Ethiopian law, capacity for RAP review and approval will be developed at each school construction project through support of the regional Environmental Protection Authority and the federal EPA.

Compensation payments will be made to displaced persons before physical works commence and the displaced persons property is affected; i.e., during the early stages of implementation of the Resettlement Action Plan.

RAP Procedures

Following approval of the school construction project RAP, the process of implementation must take place. This will involve:

- a. Consultation (a continuation of the process entered into during the site selection, screening and RAP development process);
- b. Notification to affected parties;
- c. Documentation of assets;
- d. Agreement on compensation;
- e. Preparation of contracts, and
- f. Compensation payments and provision of assistance in resettlement.

The detail of these steps will depend on the nature and extent of resettlement required.

Consultation

An essential element in the RAP implementation process is consultation and public participation. This will be a continuation of the process entered into during the site selection, screening, census and RAP development process, and will depend on the extent of the resettlement impact. The community and landholder would be informed of the approval of the RAP and implications for all PAPs, as well as the likely implications in terms of resettlement, expropriation and compensation. Importantly, this would need to be part of an ongoing process, to ensure that no affected individual/household is simply “notified” one day that they are affected in this way. Instead, this process seeks their involvement and wishes to inform communities in a participatory approach with the project, from the beginning.

Notification

At the earliest possible opportunity, the Regions/City Administration will provide notification regarding land acquisition to land holders and users. The users will be informed through both a formal notification in writing and, as many people are illiterate, by verbal notification delivered in the presence of the Kebele representative.

Documentation

The relevant REBs will arrange meetings with affected individuals and/or households to discuss the compensation process. For each individual or household affected, the Regional/City Administration official will complete a compensation dossier containing necessary personal information on the affected party and those that he/ she claims as household members, total landholdings, inventory of assets affected, and information for monitoring their future situation. Dossiers will be kept current and will include documentation of lands surrendered. Each individual will be provided a copy of the dossier at the time of negotiations. This is necessary so that the resettlement process for each individual PAP can be monitored over time. All claims and assets will be documented in writing.

Agreement on Compensation and Preparation of Contracts

All compensation options and types must be clearly explained to the affected individual or household. The REBs draws up a contract, listing all property and land being surrendered, and the types of compensation (cash and/or in-kind) selected. A person selecting in-kind compensation will have an order form, which is signed and witnessed. The compensation contract is read aloud in the presence of the affected party and other relevant community leaders prior to signing.

Compensation Payments

All handing over of property such as land and buildings and compensation payments will be made in the presence of the affected party and Kebele representative.

7.6 RAP Implementation Schedule

It is essential that the timeframes and action plans associated with the RAPs are linked to the school construction project implementation schedule. Provisions must be made for compensation and assistance prior to displacement. The assistance includes provision and preparation of resettlement sites with adequate facilities. In particular, land and related assets may be taken away only after compensation has been paid and resettlement sites and moving allowances have been provided to affected people. For project activities requiring relocation or resulting in loss of shelter, this RSG further requires that measures to assist the project affected persons are implemented in accordance with the individual RAPs.

In the Implementation Schedule of each RAP, details on resettlement and compensation must be provided. The schedule for the implementation of activities, as agreed between the MoE/REBs and PAPs must include:

- ⇒ Target dates for start and completion of civil works;
- ⇒ Timetables for transfers of completed civil works to PAPs;
- ⇒ Dates of possession of land that PAPs are using (this date must be after transfer date for completed civil works to PAPs and for payments of all compensation);
- ⇒ The link between RAP activities to the implementation of the overall sub project.

When approving recommendations for resettlement during screening, PAPs must confirm that the resettlement plans contain acceptable measures that link resettlement activity to civil works, in compliance with this policy. Proper timing and coordination of the civil works shall ensure that no affected persons will be displaced (economically or physically) due to civil works activity, before compensation is paid and before any project activity can begin.

7.7 Monitoring and Evaluation

In order to assess whether the goals of the resettlement and compensation plan are being met, a monitoring plan will be required. This monitoring plan will indicate parameters to be monitored, institute monitoring milestones and provide resources including responsible persons or institutions to carry out the monitoring activities. Once again, the detail and complexity of this plan will depend on the nature and extent of the resettlement that takes place.

The arrangements for monitoring the resettlement and compensation activities will fit the overall Government of Ethiopia/World Bank monitoring and reporting system, which will fall under the overall responsibility of the different executing agencies. The executing agencies (REBs) (or Regional equivalents) with support from the PCO/MoE will institute an administrative reporting system that:

- a. Alerts project authorities on the necessity and procedures for land acquisition for the project activities and the need to incorporate land acquisition, resettlement, loss of assets and impact on livelihood provisions in the design of technical specifications and budgets;
- b. Provides timely information about the asset valuation and negotiation process,
- c. Maintains records of any complaints and appeals that require resolution, and
- d. Documents timely completion of project resettlement obligations (i.e. payment of the agreed-upon sums, construction of new schools, etc.) for all permanent and temporary losses, as well as unanticipated, additional construction damage.
- e. Updates the database with respect to changes that occur on the ground as resettlement and compensation activities are being implemented

Periodic evaluations will be made in order to determine whether the PAPs have been paid in full and before implementation of the sub project activities; and whether the PAPs enjoy the same or higher standard of living than before.

This framework suggests that where appropriate and where it is determined to be cost effective and Regional Education office shall develop the monitoring and evaluation component of the project/program. This will take the form of giving the REBs mandate to carry out independent monitoring of the implementation of the resettlement and compensation plans at periodic intervals of quarterly or half yearly (as circumstances dictate) during the program life.

The objective will be to make a final evaluation in order to determine:

- a) if affected people have been paid in full and before implementation of the school construction project , and
- b) if the people who were affected by the school construction project have been affected in such a way that they are now living a higher standard than before, living at the same standard as before, or they are actually poorer than before.

Indicators

A number of objectively verifiable indicators shall be used to monitor the impacts of the compensation and resettlement activities. These indicators will be targeted at quantitatively measuring the physical and socio-economic status of the PAPs, to determine and guide improvement in their social wellbeing. Therefore, monitoring indicators to be used for the RAP will have to be developed to respond to specific site conditions. The following table provides a set of indicators which can be used as a general guide.

Table 8 types of Verifiable Indicators

Monitoring	Evaluation
Outstanding compensation or resettlement contracts will not fully accepted and must stop the project .	Outstanding individual compensation or resettlement contracts.
Complaints recognized as legitimate out of all	Outstanding village compensation contracts.

complaints lodged.	All legitimate complaints rectified
Pre-project production and income (year before land used) versus present production and income of resettled PAPs who earn income from affected property - shops, kiosks	Affected individuals and/or households compensated or resettled in first year who have maintained their previous standard of living at final evaluation.
Pre- project income versus present income (shop, kiosk, market stall.	Equal or improved production per household.

Indicators to determine status of affected people

A number of indicators can be used in order to determine the status of affected people. For instance: standard of house compared to before, level of participation in project activities compared to before, how many kids in school compared to before, health standards, etc. Therefore, the resettlement and compensation plans will set two major socio-economic goals by which to evaluate its success:

- ⇒ Affected individuals, households, and communities are able to maintain their pre-project standard of living, and even improve on it; and
- ⇒ The local communities remain supportive of the project.

Indicators to measure RAP performances

In order to access whether these goals are met, the resettlement action plans will indicate parameters to be monitored, institute monitoring milestones and provide resources necessary to carry out the monitoring activities.

For example the following parameters and verifiable indicators will be used to measure the resettlement and compensation plans performance:

- ⇒ Questionnaire data will be entered into a database for comparative analysis at all levels of local government;
- ⇒ Each individual will have a compensation dossier recording his or her initial situation, all subsequent project use of assets/improvements, and compensation agreed upon and received;
- ⇒ The MoE/Regional authorities will maintain a complete database on every individual impacted by the sub-project land use requirements including relocation/resettlement and compensation, land impacts or damages;
- ⇒ Percentage of individuals selecting cash or a combination of cash and in-kind compensation;
- ⇒ Proposed use of payments;
- ⇒ The number of contentious cases as a percentage of the total cases;
- ⇒ The number of complaints and appeals and time and quality of resolution;

- ⇒ The ability of individuals and families to re-establish their pre-displacement activities, land and crops or other alternative incomes;
- ⇒ Income generating productive enterprises;
- ⇒ Number of impacted locals employed by the civil works contractors;
- ⇒ General relations between the project and the local communities.

Note

GEQIP-E AF II updated ESSA indicate that the number of Households to be displaced by GEQIP-E AF II activities should be limited to 20 households. Activities involving the displacement of more than 20 households are excluded from being financed under the proposed program. This needs to be reflected in the ESMSG.

7.8 Vulnerable Groups

Vulnerable groups can be communities or groups of people who are at more risk of marginalization, poverty, poor living conditions and socially and economically excluded due to structural inequality based on gender, ethnicity, physical or mental disability, economic advantage and social status. Or Vulnerable people are people who by virtue of gender, ethnicity, age, physical or mental disability, economic disadvantage, or social status may be more adversely affected by the projects/programs than others and who may be limited in their ability to claim or take advantage of resettlement assistance and related development benefits.

Vulnerability is related to the characteristics and circumstances of a community or system, these characteristics and circumstances make community or system susceptible to hazard and cause loss. There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management (UN-ISDR, 2009).

- Vulnerability = (Exposure) + (Resistance) + (Resilience)

With: Exposure: at risk property and population;

Resistance: Measures taken to prevent, avoid or reduce loss;

Resilience: Ability to recover prior state or achieve desired post-disaster state.

According to the social protection policy of Ethiopia (FDRE, 2012), vulnerable groups in Ethiopia include children and mothers that are faced with despicable situation, pregnant and lactating women, elderlies, mentally and physically disabled persons, persons deprived of social services, victims of social problems (drug addicts, beggars, prostitutes, street children), the sick and HIV victims, victims of violence, natural disasters, the unemployed, victims of human trafficking, etc.)

Vulnerable people based on the National Social Protection Policy and the WB Operational Policy 4.10 and 4.12 provisions) particular attention will be directed to those who are below the poverty line, the landless, elderly, women and children, underserved peoples, ethnic minorities and other disadvantaged peoples as identified at census stage. This RAP will be developed under the class rooms' construction to make precise provisions with respect to assistance to vulnerable groups

As it was clearly explain in the program operation manual (POM), the Program under AF1 will give due emphasis to the needs of the vulnerable and underserved groups to provide them equitable access and benefit sharing mechanisms. During school and other facilities construction, standard designs of classroom, toilet and other facilities that are suitable for people with disabilities will be considered. This intervention would be further expanded to refugee school population under AF2 as further detailed below.

GEQIP-E AF II updated ESSA indicate that the number of Households to be displaced by GEQIP-E AF II activities should be limited to 20 households. Activities involving the displacement of more than 20 households are excluded from being financed under the proposed program. This needs to be reflected in the ESMSG.

7.8.1 Causes of vulnerability

The characteristics of vulnerability is determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

- A) Physical factors:** meaning the potential for physical impact on the physical environment – which can be expressed as elements-at-risk (EaR). The degree of loss to a given EaR or set of EaR resulting from the occurrence of a natural phenomenon of a given magnitude and expressed on a scale from 0 (no damage) to 1 (total damage)”e.g. poor design and construction of buildings.
- B) Social factors:** the potential impacts of events on groups such as the poor, [single parent](#) households, pregnant or lactating women, the handicapped, children, and elderly; consider public awareness of risk, ability of groups to self-cope with catastrophes, and status of institutional structures designed to help them cope. e.g. poverty and inequality, marginalization, social exclusion and discrimination by gender, social status, disability and age (amongst other factors) psychological factors, etc.
- C) Economic factors:** the potential impacts of hazards on economic assets and processes (i.e. business interruption, secondary effects such as increased poverty and job loss) Vulnerability of different economic sectors.e.g. Natural and man- made hazards, vulnerable livelihoods, dependence on single industries, globalization of business and supply chains, etc.
- D) Environmental factors :** the potential impacts of events on the environment(flora, fauna, ecosystems, biodiversity).e.g. poor environmental management, overconsumption of natural resources, decline of risk regulating ecosystem services, climate change, etc

7.8.2 Categories of Vulnerability

Vulnerable groups at school in Ethiopia context

1. Children with disabilities
2. Girls at risk of exploitation/abuse
3. Refugees children
4. internally displaced children
5. Ethnic minorities
6. indigenous peoples
7. Pastoralist children
8. Children from low income families
9. Child laborers
10. Street Children
11. Orphan children
12. HIV/ AIDS positive children





8. Community Consultation Process and Procedures

MoE, REBs and WEOs will conduct meaningful, proper and timely stakeholders' consultation (annex 8) and awareness raising workshops on environmental and social impacts of program activities, ESMSG, vulnerable groups, and the established GRM. By and large, this ensures that major stakeholders are aware of the objectives of the program and potential environmental and social impacts of the program and their views are incorporated into the program. Activities on citizen participation and communication include:

- a. Developing a communication strategy that will be implemented to engage and inform beneficiaries and the public in general about the program and key interventions in particular on the enhanced O-class curriculum, teacher development, and additional school grants and girls education.
- b. A series of consultations and awareness-raising activities through consultations and communication, including a third-party monitoring/independent consultant of program implementation, and environmental and social safeguard issues.

The consultation should be carried out as early as possible in the program implementation so that views of affected groups are taken into account in the implementation of the program activities and its environment and social mitigation measures. Such consultation will also take place during program implementation to identify and help address environmental and social issues that arise proactively.

- Mechanisms and media will include:

-  Development of brochures and booklets on the activities.
-  Use of ICT materials, media and traditional media (local radio, television programs)
-  Presentations, organizing dialogue platforms, workshops on the program and safeguard activities
-  Displaying information using the MoE website about the program and results of the program as well as environment and social safeguard issues which will be regularly maintained and updated

The aforementioned ways will allow the public and other stakeholders to get awareness and comment on the proposed program objectives and its components, and the possible environmental and social impacts of the program, principally measures and plans to prevent or mitigate any adverse environmental and social impacts.

Community Consultation Process

The consultation process should also be led by a structured and planned set of activities. The table below summarizes the procedures and tasks required during stakeholder consultation:

Table 9 Community Consultation procedures and Tasks Required

No.	Consultation Process	Task
1	Stakeholder Identification	Mapping of the GEQIP-E activities area
2	Information Dissemination	Distribution of information using invitation letter or leaflets to affected persons by the program or concerned bodies
3	Conduct consultations or consultative meetings with identified stakeholders	Discuss potential environmental and social impacts and risks of the program activities
4	Public Notification	Publish and disclose agreed issues in public and accessible location such as school compound/school grant notice board, or notifying using local media of communication (<i>Kebele</i> Administration Notice board, Farmer Training Center (FTC), local newspapers in urban centers, etc as applicable.
5	Document the consultation minutes	Using the standard consultation template developed .The REB, WEB, and schools should document the consultation

9. GRIVANCE REDRESS MECHANISM

9.1 GEQIP-E Grievance Redress Procedure

Grievance redress mechanism is commonly used to receive and act on grievances or complaints reported by affected groups or concerned stakeholders to enable them get prompt actions from program implementers on issues of concern or unaddressed impacts and risks. Grievances can take the form of specific complaints for damages/injury, concerns about routine program activities, or perceived incidents or impacts. Identifying and responding to grievances supports the development of affirmative relationships between program and affected groups/communities, and other stakeholders.

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

Likewise, Federal Democratic Republic of Ethiopia under the MoE has been managing complaints and conflicts through its formal structure such as establishing ad-hoc committees, review meetings as well as using the community level conflict redress mechanisms.

Nevertheless, problems have not been addressed in a well-established and structured grievance redress manner. In order to address grievances and concerns related to GEQIP-E implementation, there is a need to strengthen the GRM to track and document complaints/conflicts at all levels from the federal MoE to the Schools levels.

There are various ways on how existing MoE's GRM can be strengthened. One of which is awareness rising trainings and forming GRM committees starting from federal-regional-*Woreda*-school levels. For complaints that are not addressed harmoniously at the school, *Woreda* and zonal levels, it needs to be brought to the federal level following the appropriate procedure. It is also important that the GRM needs to be designed to be preemptive and it is necessary to establish a procedure that helps to get feedback in a year by reaching out to the program beneficiaries via mobile technology or in person.

In the ESSA, it was indicated that if misunderstandings and disputes arises (for example, IAs and affected parties) during program activities implementation or due to the impact of the program, the preferred means of settling disputes is through arbitration at lower (community) level. The number and composition of the arbitration tribunal may be determined by the concerned parties. If the complainer is not satisfied with the decision of the arbitration committee, the case may be referred to the High Court to the level of Ombudsman.

9.2 Key Considerations for GEQIP-E GRM and Procedure

Disclosure of the GRM: GRM uptake location (assign focal person) need to be established at all levels (federal, regional, *Woreda*, and school levels). Safeguard focal persons or experts should be responsible to establish the uptake location and work on its disclosure. The existence and condition of access to register (how, where, and when) shall be widely disseminated within the Program implementation areas at schools and *Woredas* where there may be grievances regarding any program activities implementation.

Expectation When Grievances Arise: When affected or concerned persons who have a concern present their grievance, they expect to be heard and taken seriously. Thus, the MoE and other respective regional, *Woreda* and school levels implementing agencies and stakeholders, particularly safeguard experts or focal persons are requisite to provide adequate information to people that they can voice grievances and work to resolve without fear of retaliation or some sort of social retribution.

Grievance Submission Method: Complaints can use both formal and informal ways: telephone, e-mail, MoE/REB websites, program staff, text message (SMS), in person, or strategically placed complaint boxes as necessary. But, once the complaint is received, it will have to be documented in writing using a standard format (annex 4) containing detailed timeline for resolving conflict/complaint.

Registration of Grievances: complaints will be transcribed, recorded in a log using standard format (see Annex 6), examined; investigated and remedial actions will be taken to settle. Any grievance that may arise from the operation will be filed in the first instance settlement procedure.

Management of Reported Grievances: The procedure for managing grievances should be as follows:

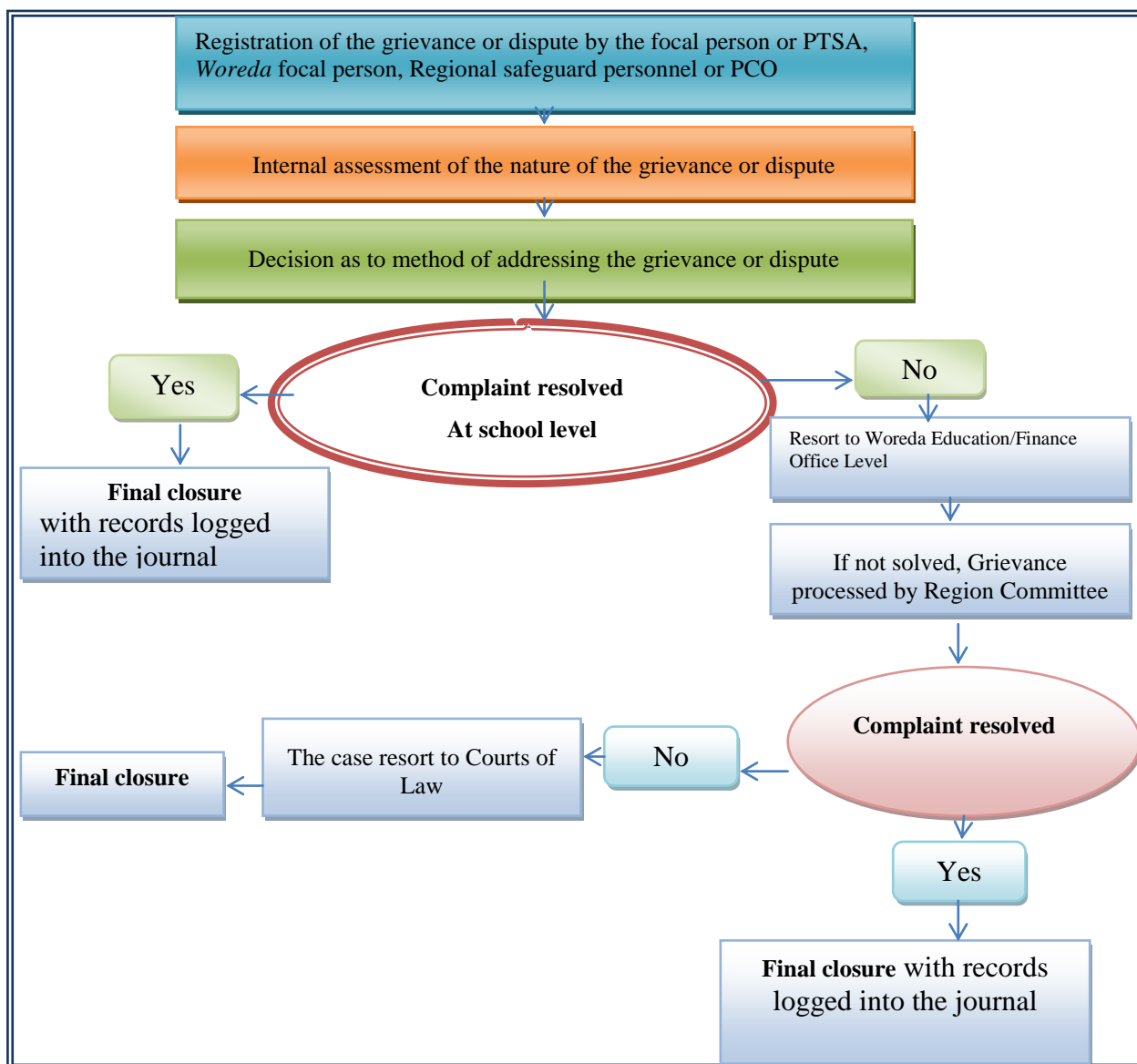
- a. The affected or concerned person files his/her grievance, relating to any issue associated with the GEQIP-E activities and/or environmental and social impacts and risks in writing or phone to the focal person. Where it is written, the grievance note should be signed and dated by the aggrieved person. And where it is phone, the receiver should document every detail.
- b. The safeguard specialist or focal person will act as the Program Liaison with affected persons to ensure objectivity in the grievance process.
- c. Where the affected or concerned person is unable to write, the focal persons or experts will write the note on the aggrieved person's behalf.
- d. Any grievances reported should be documented.
- e. At the school levels, school principals, PSTA chairpersons, and *kebele* administrators will play a key role in managing complaints and disputes in close collaboration with the assigned/focal staffs at Regional and *Woredas* environmental and social focal person and PCOs. To this end, the PTSA need to be given awareness rising training on the procedures of grievance redress, documentation, and reporting. The PTSA structure specifically deals with complaints associated with the school grant component for strengthened and more effective applicability.

Grievance Log and Response Time: The process of grievance redress will start with registration of the grievance to be addressed, for reference purposes and to enable progress updates of the cases. The Register should contain a record of the person responsible for an individual complaint, and records of date for the complaint reported; date the Grievance Logged; date information on proposed corrective action sent to complainant (if appropriate), the date the complaint was closed out and the date response was sent to complainant.

The school, *Woreda* and regions should compliant lodger keep a journal with recording all grievances, date and results of the closure with all supporting documents available (completed compliant logging forms, decision minutes, emails, etc.) and ensure that each complaint has an individual reference number, and is appropriately tracked and recorded actions are completed. The response time will depend on the issue to be addressed but it should be addressed with efficiency.

Grievances Reporting Mechanism: The focal person or responsible body at all levels (school, *Woreda*, and regions) will be responsible for compiling submitted and processed complaints/grievances on regular basis and report to relevant stakeholders every quarter. The schools should report the complaints registered and addressed to the WEBs every month. Following the structure hierarchical to the *Woredas* will report to the regions within two weeks after they received from the schools. The regions will report quarterly federal level to MoE safeguard experts. The following steps will be followed in complaints handling and dispute management:

Figure 7: ESMS Grievance and Complaint Management Procedure



10. CAPACITY BUILDING AND TRAINING

10.1 Achievements of MoE on Capacity Building

From the parent program different capacity building and awareness raising training was provided for MoE directorates, REBs and City Administrations higher officials such as Regional Education Bureau Heads and Deputy Heads, Woreda Education Office heads and regional education plan heads in addition REBs staffs on contents of GEQIP-E Overview, Introduction to ESMS, On ESMSG and Establishment of functional GRM at all levels

Also a TOT's have been provided for Environmental and Social Safeguards focal person which was assigned at Woreda level in each Regions and City Administrations. The training contents based on an over view of GEQIP-E Program, GEQIP-E: Environmental and Social Management System Guideline (ESMG), Occupational Safety and Health (OSH) and Grievance Redress Mechanism (GRM) on the implementation of GEQIP-E Program

Additionally, female boarding school, Regional PTSA members, regional education bureau management committee members are participated on the awareness creation of an over view of GEQIP-E Program, GEQIP-E: Environmental and Social Management System Guideline (ESMG), Occupational Safety and Health (OSH).

Under the parent Program

During the parent Program implementation, capacity building and technical assistance was to be planned and provided on environmental and social safeguards and safety management practices (if required) through improving of human and financial resources, provision of trainings, and other logistics facilities.

The ESSAs for the parent Program identified existing technical capacity on environmental and social safeguards, safety management related to laboratory chemical waste disposal, and implementation of related instruments at MoE, regional and Woreda sector organizations. Therefore, a detailed training plan on environmental, social and safety management was to be prepared by program effectiveness for the first year of implementation of the Program.

Based on the training plan, induction awareness training was to be conducted before commencement of each program activities, followed by on the job training on environmental and social safeguards and safety management for staffs at all levels throughout the Program implementation. Indicative environment and social safeguards training topics included, but not limited to:

- Introduction and implementation of ESSA;
- National and WB Environmental and social safeguard policies and legal requirements;
- Identification and evaluation of environmental and social risks and impacts;
- Stakeholder participation and engagement;
- Environmental and Social instrument preparation
- Environmental and Social auditing and reporting;
- Instructions on operational procedures relevant to the tasks performed (e.g. waste management procedure; storage and handling of hazardous chemicals);

- Vulnerable group support and identification
- Complaints and grievance management procedures, etc.

The capacity building had to include:

- Induction training for new social and environmental staffs, regional and woreda implementing agencies, decision makers, school principals and PTA, etc,
- Quarterly on job training for regional and woreda specialists or focal persons and implementing agencies
- Annual workshop on environment and social issues,

The WB safeguard team was to take part during implementation support mission undertaken jointly with development partners and was to provide the necessary guidance on the implementation of GEQIP-E environmental and social issues. In addition, technical assistance was to support the preparation of ESMSG, manuals and checklists, safeguard capacity building support, review of ToR for hiring independent third-party consultant for safeguard audit, etc. The WB was also to provide technical support anytime upon request from the MoE.

Under AF1

AF1 will significantly scale up IPF Component 3 of the parent Program – “*Management and Evaluation*” - by supporting capacity building for the: (i) implementation of the new ESF, including preparation of effective information, education and communication materials and an outreach campaign to ensure environmental and social risk management compliance. Accordingly, AF1 supports further improvements in management capacity of the E&S safeguard compliance. Existing E&S management systems will be strengthened and relevant arrangements maintained. The PAP and the ESCP are to be revised and updated based on past implementation experience and lessons learned.

AF1 introduces a new sub-component 3.3 - “*Management of construction and expansion of schools*” – aiming at building Government institutional capacity for school facilities’ assessment to document existing schools conditions and establish national standards for the design, siting and construction of schools. These national standards will include the financial feasibility as well as technical, E&S standards in strict alignment with applicable E&S standards requirements such as Environment Health and Safety, solid and liquid waste management, accessibility and inclusion of vulnerable groups.

AF1 will also support TA to give careful consideration with regard to services standards and infrastructure models. An experienced engineering consulting firm will be contracted to support the relevant work with due consideration to E&S compliance.

Capacity building at the regional level will also be a focus to avoid implementation delays. The AF1 will also strengthen program management and support Internet connectivity, as well as provide vehicles, motorbikes and fuel to support monitoring, evaluating and supervising program activities in the regions.

As mentioned before, a new DLI 10 – *enhanced environmental and social management system* – associated with the capacity building efforts was introduced under the AF1. The AF1 will finance the verification of DLRs 10 by a third qualifying party as per verification protocols described in the revised POM.

10.2 ESMSG Training

During the assessment period, the ESSA identified the existing technical capacity limitedness on environment, social and safety management practices as well as preparation and implementation of safeguard instruments at regional and *Woreda* levels. Therefore, provision of an induction before the commencement of activities related to environmental and social safeguards and a consecutive on job training throughout the program implementation period are vital to ensure the capacity of implementing parties at all levels are at acceptable level.

Training to GEQIP-E implementers (mainly environmental and social focal persons and experts) at different level, and line agency staffs at the MoE on environmental, social and safety risks management is required. This general training and awareness/sensitization on environmental and social issues will be given developing a training module. The training will specifically aim to build awareness and sensitize a broad audience, particularly PCOs at federal and REBs levels and simultaneously cascading the training to ZEBs (if any) and WEBs levels and experts at school levels concerning the requirements and key aspects of ESMSG. An example of an indicative training agenda on ESMSG implementation and training outlines are given in the Boxes below.

Figure 8: Indicative Training Topics

Proposed Indicative Topics for Training:

- ✚ Introduction of the ESMSG
- ✚ National and WB Environmental policies and legal requirements;
- ✚ Identification and evaluation of environmental and social risks and impacts;
- ✚ Environmental and social screening and GRM register templates;
- ✚ Stakeholder participation and engagement and forms;
- ✚ Environmental, Social and safety instruments preparation and auditing
- ✚ Environmental and social reporting;
- ✚ Instructions on operational procedures (e.g. waste management procedure; storage and handling laboratory chemicals; use of safety protection materials, etc)
- ✚ Vulnerable group identification and support
- ✚ Complaints and grievance handling and management mechanism;
- ✚ Monitoring and evaluation of performance indicators; etc...

The capacity building has to include:

- ✚ Induction training for new social and environmental staffs, regional and *Woreda* implementing agencies, decision makers, school principals and PTSA, etc,
- ✚ Quarterly on job training for regional and *Woreda* specialists or focal persons and implementing agencies
- ✚ Biannual and Annual workshop on environment and social issues

10.3 Staffing for the ESMS

The ESSA indicated capacity gaps of staffs working in the Social and Environmental management areas in the MoE and all regions. So putting in place more competent and capable staffs is important for an efficient and effective management of environmental and social issues during the implementation of GEQIP-E. Therefore, it is necessary to strengthen the environmental and social system at MoE and its counterparts through the appointment or hiring of Environmental and Social Safeguards Specialists and/or assigning of focal persons to provide overall support and supervision during the implementation of this ESMSG and GEQIP-E as a whole. The Environmental and Social Safeguards Specialist or focal person will have the following roles in contributing to the objectives of the Program:

- ✚ In close collaboration with GEQIP-E Program Coordinator and in consultation with, ensures that Government's structure for handling environmental and social safeguards issues is fully functional at the Regional, Zone, *Woreda*, and School levels.
- ✚ Ensures that the Program's activities on vulnerable groups (non-special need children), Children with disabilities and geographic sources of inequity are adequately communicated and all groups share the benefits of program.
- ✚ Develops and implements a detailed Environmental and Social Management Plan by year of implementation as indicated in the POM, including establishing systems and guidelines for its implementation.
- ✚ Ensures training provision on environmental and social issues are up-to standard at regional level for the assigned personnel of different implementing institutions with regards to environmental and social safeguards procedures acceptable to the Bank

The Environmental and Social Safeguards Specialists were hired on a fulltime basis both at MoE and regional levels for the implementation of GEQIP-E program and additional finance. A regular quarterly report have been sent from the REBs safeguards specialists to PCO/MoE and PCO/MoE safeguards specialists compile all the reports sent from the REBs and sent to World Bank safeguards Team.

11. MONITORING, ANNUAL AUDIT AND REPORTING OF THE ESM&RSG IMPLEMENTATION

As stated in the ESSA, the MoE lacks institutional capacity and has not established the structure to develop capacity in documenting, reporting, and monitoring environmental and social due diligence, as shown by the experience of implementing GEQIP II. It is therefore important to give due attention in monitoring, auditing, and reporting of the environmental and social issues implementation in addition to capacity development activities.

11.1 Monitoring

Monitoring is a continuing process throughout the life of the proposed program. Its purpose is to establish benchmarks so that the nature and magnitude of anticipated environmental, social and safety impacts can be continually assessed ensuring the achievement of the program development objectives in an environmentally sound and socially acceptable manner. Monitoring of environmental and social issues during implementation of the GEQIP-E program and School Construction (AF) will be continuous throughout program implementations or periodic review as annual monitoring to determine and guarantee the effective implementation of the ESM&RSG.

Monitoring, reporting and review of environmental and social management plans is a key component of GEQIP-E program and Additional Finances (AFs) ESMS. Environmental and social monitoring will be a normal component of project monitoring and evaluation. Project monitoring will be carried out to ensure mitigation measures as contained in approved project environmental and social management plans, health and safety plans and resettlement policy framework are adequate, effective and are working.

Environmental and social performance monitoring will be mainstreamed in GEQIP-E program and Additional Finances (AFs) operations and all phases of project cycle. To this end, environmental and social performance working groups comprising personnel from MoE/PCO and REBs and work contractors will be established to provide Environmental and Social Performance oversight within the life of GEQIP-E program and Additional Finances (AFs) project. Templates and checklists are developed to monitor effectiveness of the ESMS within the life of the project. Corrective actions will be developed to address instances of noncompliance.

An environmental and social activities monitoring for the GEQIP-E program and AFs should generally focus on the following main groups of parameters:-

- (a) Use of raw materials and energy for the school constructions;
- (b) Use of chemicals in the school laboratory room
- (c) Controlled disposals of solid waste to landfill sites for incineration in the school compound
- (d) Levels of noise, vibration, and other nuisances;
- (e) Quality of water in water bodies (including groundwater) and soil in the facilities.
- (f) GBV/SH issues during the school construction
- (g) Levels of dust that will be generated

MoE and REBs Environment and Social Safeguards experts with others directorates participate on the supervision and monitoring of the activities that will be performed. The supervision teams to be monitor twice per a year the activities that were performed at Woreda and school levels. Additionally; the budget for monitoring should be included both at federal and regional levels.

The objective of monitoring is to alert program implementers by providing timely information about the success or failure of the environmental, social and safety management process outlined in the ESM&RSG and the ESSA. In this manner, changes can be made as required to ensure continuous improvement to GEQIP-E environmental, social and safety management process (even beyond the Program period). The ESM&RSG implementation indicators to be monitored during program implementation period include the following, but not limited to:

- Number of environmental and social field supervisions undertaken, reported and documented;
- Number of GRM, community consultation, and screening checklist filled and reported;
- Number of environmental and social concerns recommended from the supervisions, annual review and monitoring that have been implemented by the beginning of the following year;
- Number of staffs and stakeholders trained on the ESM&RSG and ESSA (environmental and social safeguards instruments) at all levels and,
- Number of ESMPs or WMPs prepared and properly implemented

The monitoring and evaluation of safeguard issues will be integrated with the GEQIP-E Monitoring and Evaluation Team within MoE as well as REBs. The safeguard specialist or focal person will lead and oversee the implementation of any environmental and social corrective measures that are required. Monitoring and evaluation is necessary to ensure that (a) the ESM&RSG process is being implemented appropriately, and (b) the mitigation measures are being identified and implemented properly. This will enable to identify various issues that necessitate amendments in the ESM&RSG to improve its effectiveness.

Third party monitoring: as part of the citizen engagement and promoting transparency and awareness, the MoE will engage a local consultant to carry out annual Environmental and Social Management System Compliance Audit by an independent consultant/firm. After the consulting firm audit ESMS compliance at national level, the result of the audit to be verified by the World Bank and publically disclosed on the website of ministry of education. Also; the results of the monitoring report will be made sent to REBs and discussed with REBs officials, ESS experts, Regional Environmental Protection Authority experts and other concerned parties to make an open forum and recommendations included in further action plans on the audit finding. MoE/PCO and REBs have taken responsibilities to held all the monitoring and discussion issues with the stakeholders. In addition to assessing the implementation of the core activities monitoring will focus on the following indicators, among others:

- ✚ Trainings provided on environmental and social safeguards
- ✚ Benefit sharing for the vulnerable groups (number of vulnerable groups benefited disaggregated by sex and region, benefit packages, etc)
- ✚ Community consultation and participation (including the total number of participants disaggregated by sex and issues discussed, etc).
- ✚ Number of complaints received; percentage of resolved complaints; issues for conflict/complaint; etc

11.2 Annual Audit

In order to alleviate the potential environmental and social impacts anticipated during program preparation, annual and biannual performance review and assessment on environmental and social issues and safety management activities has significant role to ensure the proper implementation of safeguard issues. The MoE and REBs shall take the full responsibility of the annual performance review/audit and biannual technical review meetings with program stakeholders (MoE, World Bank, MoFEC, REBs, ZEOs, WEOs, and other DPs) as relevant. In order to conduct annual environmental and social safeguards audit, an independent third party will be assigned by the MoE so to confirm the proper implementation of environmental, social and safety measures recommended in the ESSA are properly addressed and to check the appropriate implementation of environmental and social mitigation measures of the program and the POM.

Annual audit report will include summary of the implementation of program action plan on environmental and social issues of the Program and the recommended measures indicated in the ESM&RSG; presentation of compliance and progress in the implementation of the ESM&RSG and other safeguards instruments; and a summary of the environmental monitoring results from individual program monitoring measures.

Some of the major tasks of the audit study will be, but not limited to:

- ✚ Consideration of the description of the program;
- ✚ Indicate the objective, scope and criteria of the audit;
- ✚ Study all relevant environmental law and regulatory frameworks on health and safety, and on acceptable national and international standards;
- ✚ Verify the level of compliance to the ESSA and ESM&RSG;
- ✚ Evaluate the implementing agencies' knowledge and awareness of and responsibility on ESSA and ESM&RSG;
- ✚ Check whether the school grant budget is used for laboratory chemical purchase. If so, investigate the type of chemical purchased, the way the chemicals were used in the school laboratories and stored and disposed of and give a record of all significant environmental risks associated with such activities;
- ✚ Examine and seek views on affected communities; and
- ✚ Prepare a list of health and environmental concerns of past and ongoing activities
 - check that program activities are being correctly screened and have been duly prepared and approved by the relevant competent agencies
 - Identify any outstanding environmental and social issues and provide recommendations along with the responsible body and appropriate timeframe
 - Identify any amendments in the ESM&RSG approach that required improvement for its effectiveness.

Overall, the Audit report will include:

- A summary of the environmental and social performance of the GEQIP-E-MoE, based on a sample of visit at program activity sites;
- A presentation of compliance and progress in the implementation of the program,

- A summary of the environmental monitoring results from individual program monitoring measures

11.3 Reporting of Safeguards Implementation and Incidents

11.3.1 Reporting of Safeguards Implementation

The MoE will report environmental and social safeguards implementation performance status including the ESSA program actions and the ESM&RSG to the World Bank. This includes bi-annual and annual social and environmental safeguards reports. The bi-annual report will be submitted in one month after the end of second quarter and the annual report in one month following the end of the fourth quarter (Ethiopian physical year).

In order to access school grants, the schools should submit completed screening report as well as the implementation status of the ESMP or WMP, if prepared. The WEBs should demand screening checklist and check ESMP or WMP proper implementation before they release any school grant for every school. The REBs have also the responsibility to ensure the proper implementation of ESMPs or WMP prepared by schools.

11.3.2 Reporting of Incidents

ACCIDENT – An incident where an employee or other person is injured as a result of work and/or there is damage to equipment, property or premises. An Incident Reporting process is about capturing the details of an incident such as a safety incident, security, property damage, near miss or safety observation and submitting them to a nominated contact for follow up. This process can lead to identifying the risks, failures and hazards that led to the incident and result in applying improvements to avoid future incident reports. An Incident Report can be in relation to any type of incident occurrence. The follow on process typically involves a corrective action, investigation, hazard report and review. Incident Reporting is an important part of every organization for awareness, recording and action relating to near miss incidents, injuries, safety observations, corrective actions and follow up procedures to ensure people work and remain safe in the workplace.

It's an important part of ensuring the safety of workers in the workplace, visitors, and volunteers, members of the public, contractors and employees. Incident Reporting allows everyone to report

not just injuries and accidents that have happened, but also preventative incidents such as near misses and safety observations.

THE PROCESS

- injury or illness, property damage or security incident occurs in the workplace
- The details are reported via an incident report form. Details include what happened, where and why it happened
- The incident report is then managed by the relevant investigation team. This might include investigating why it happened and why it won't happen again.
- Follow up actions might include risk controls, preventative measures, evidence gathering, comments from managers and even medical reports
- A hazard report might be lodged to investigate which hazards led to the incident, if any
- when the incident is finished being managed, it is ready to be closed

THE OUTCOME

- ✓ registry of what incidents have occurred with historical trends and analysis
- ✓ ability to categorize and classify incidents by type, site, department, location in order to track poor performance and high risk workplaces and areas
- ✓ ensure every incident reported is investigated and actioned to ensure it can be prevented from happening again
- ✓ ability to see what incidents have occurred and prevent future ones from happening

There is a duty to report accidents, incidents and dangerous occurrences which occur on School premises or which arise from work carried out on behalf of the School. This responsibility extends to incidents involving students, contractors, visitors and other members of the public as well as to employees. Incident reporting format will be attached under annex 8.

ANNEXES

Annex 1: Environmental and social Screening Form: GEQIP-E School Grant Activity

<p>INSTRUCTIONS: Answers to the checklist questions help to</p> <p>(1) identify potential risks,</p> <p>(2) determine the overall risk categorization of the project, and</p> <p>(3) determine required level of assessment and management measures.</p> <p>Guiding Questions</p>	<p>Yes/No/? Briefly describe</p> <p>(N.B. impacts can be either adverse or positive)</p>	<p>Potential Significant Risks or Impacts?</p> <p>Significant/Not Significant /NA/? – Why?</p>
<p>Program activity Summary:</p> <p>Location including map/sketch, Region, <i>Woreda</i>, Kebele, GPS Coordinate.</p> <p>Type of GEQIP-E activity:</p> <p>Proposed Date of Commencement</p>		
<ul style="list-style-type: none"> Will the project activity involve actions (during construction, operation and/or decommissioning) which will cause physical changes in the locality (e.g., topography, land use, changes in waterbodies, resettlement, etc.)? 		
<ul style="list-style-type: none"> Will certain ES risks and adverse impacts be difficult to avoid, or minimize, or mitigate because i) the Program activity involves a technology that is new and/or complex, and the risks and/or impacts of this technology are not fully understood, and/or ii) the Program activity involves (a) complex mitigation measure(s) that its implementation success is not fully assured? 		
<ul style="list-style-type: none"> Does the scale of the Program activity have the potential to cause diverse and multiple ES risks and impacts extended over a large area? This applies to both direct and indirect risks and impacts 		
<ul style="list-style-type: none"> Does the Program activity have the potential to generate impact on threatened and/or endangered migratory species and their habitats? 		

<ul style="list-style-type: none"> • Are their other projects or activities (existing/planned) that in combination with the proposed Program activity could adversely impact on valued ecosystem components? 		
<ul style="list-style-type: none"> • Will the development of the Program activity involve the use of full-time and part-time Program activity workers? If so, what would the approximate number? 		
<ul style="list-style-type: none"> • Will the development of the Program activity have the potential for immigration of workers and persons seeking employment (e.g., foreign, seasonal, transient)? 		
<ul style="list-style-type: none"> • Is there potential for employment of community workers? 		
<ul style="list-style-type: none"> • Is there any track record of contractors, sub-contractors and/or primary suppliers? 		
<ul style="list-style-type: none"> • Is there any institutional impediment to fair treatment, non-discrimination and/or equal opportunity? 		
<ul style="list-style-type: none"> • Is there a potential for employment of vulnerable individuals or groups, such as women, people with disabilities, migrant workers and/or children? 		
<ul style="list-style-type: none"> • Is there risk or potential for the employment of child labor and/or forced labor? 		
<ul style="list-style-type: none"> • Is there any impediment for the Program activity to provide Program activity workers with accessible means to raise workplace concerns (i.e., labor grievance mechanism)? 		
<ul style="list-style-type: none"> • Is there potential for hazardous work conditions that may expose workers/students to unsafe work practices or exposure to hazardous substances or conditions? 		
<ul style="list-style-type: none"> • Will the proposed Program activity result in significant greenhouse gas emissions? 		
<ul style="list-style-type: none"> • Would the project activity potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse impacts? 		
<ul style="list-style-type: none"> • Does the program activities involve pollution, affecting land and water resources, that can result in risks to human health or the environment? 		
<ul style="list-style-type: none"> • Would the proposed Program activity potentially result in the generation of waste (both hazardous and non-hazardous)? 		

<ul style="list-style-type: none"> Does the Program activity propose use of chemicals or materials subject to international bans or phase-outs? For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol 		
<ul style="list-style-type: none"> Does the Program activity include activities/ will the construction or operation of the Program activity use non-living natural resources that require significant consumption of raw materials, energy, and/or water? 		
<ul style="list-style-type: none"> Would elements of Program activity construction, operation, or decommissioning pose potential safety risks to local communities? 		
<ul style="list-style-type: none"> Would the Program activity pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g., explosives, fuel and other chemicals during construction and operation)? 		
<ul style="list-style-type: none"> Would failure of structural elements of the Program activity pose risks to communities/students? (e.g., collapse of buildings or infrastructure) 		
<ul style="list-style-type: none"> Would the Program activity result in potential increased health risks (e.g., from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)? 		
<ul style="list-style-type: none"> Does the Program activity involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e., principles and standards of ILO fundamental conventions)? 		
<ul style="list-style-type: none"> Does the Program activity engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g., due to a lack of adequate training or accountability)? 		
<ul style="list-style-type: none"> Will the Program activity result in potential traffic and road safety risks to workers, communities and road users throughout the Program activity life cycle? 		
<ul style="list-style-type: none"> Would the Program activity potentially involve temporary or permanent and full or partial physical displacement? 		
<ul style="list-style-type: none"> Would the Program activity possibly result in economic displacement (e.g., loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)? 		
<ul style="list-style-type: none"> Is there a risk that the Program activity would lead to forced evictions? 		

<ul style="list-style-type: none"> Does land acquisition or resettlement affect individuals, households or groups that may be disadvantaged or vulnerable in the land acquisition process (e.g., informal settlers, women, people without legal title, poor, minorities, refugees)? 		
<ul style="list-style-type: none"> Would the Program activity potentially cause adverse impacts to habitats (e.g., modified, natural, and critical habitats) and/or ecosystems and ecosystem services? For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes 		
<ul style="list-style-type: none"> Are any Program activity activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g., nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities? 		
<ul style="list-style-type: none"> Does the Program activity involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5) 		
<ul style="list-style-type: none"> Would Program activity activities pose risks to endangered species? 		
<ul style="list-style-type: none"> Would the Program activity pose a risk of introducing invasive alien species? 		
<ul style="list-style-type: none"> Are historically underserved communities present in the Program activity area (including Program activity area of influence)? 		
<ul style="list-style-type: none"> Would the proposed Program activity potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the Program activity is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)? If the answer to screening question 7.2 is “yes”, the potential risk impacts are considered potentially severe and/or critical and the Program activity would be categorized as either Substantial or High Risk 		
<ul style="list-style-type: none"> Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods 		

of the indigenous peoples concerned?		
<ul style="list-style-type: none"> Does the proposed Program activity involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples? 		
<ul style="list-style-type: none"> Would the Program activity potentially affect the traditional livelihoods, physical and cultural survival of indigenous peoples? 		
<ul style="list-style-type: none"> Will the proposed Program activity result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g., knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts) 		
<ul style="list-style-type: none"> Will the Program activity activities involve excavations, demolitions, earth movements, flooding or changes to physical environment that could affect cultural heritage values? 		
<ul style="list-style-type: none"> Does the Program activity involve activities or initiatives which are known to be sensitive or controversial among Program activity stakeholders? who are the potential stakeholders? 		
<ul style="list-style-type: none"> Has there been meaningful public dialogue, engagement, consultation and disclosure in the past about the Program activity and its associated ES risks and impacts? 		
<ul style="list-style-type: none"> Is there the potential for any public opposition for the project? 		
<ul style="list-style-type: none"> Is there the potential for any public support for the project? 		
<ul style="list-style-type: none"> Is the Program activity likely to face any barriers to information disclosure, transparent sharing of Program activity information among stakeholders, or other aspects that could affect meaningful consultations? 		

Screeners rate both impact and probability on a scale of 1 (low) to 5 (high) for each identified risk. See Tables below for guidance on these ratings.

Table Rating the ‘Impact’ of a Risk

Score	Rating	Social and environmental impacts
5	Critical	Significant adverse impacts on human populations and/or environment. Adverse impacts high in magnitude and/or spatial extent (e.g. large geographic area, large number of people, transboundary impacts, cumulative impacts) and duration (e.g. long-term, permanent and/or irreversible); areas impacted include areas of high value and sensitivity (e.g. valuable ecosystems, critical habitats); adverse impacts to rights, lands, resources and territories of indigenous peoples; involve significant displacement or resettlement; generates significant quantities of greenhouse gas emissions: impacts may give rise to significant social conflict
4	Severe	Adverse impacts on people and/or environment of medium to large magnitude, spatial extent and duration more limited than critical (e.g., predictable, mostly temporary, reversible). The potential risk impacts of projects that may affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples are to be considered at a minimum potentially severe.
3	Moderate	Impacts of low magnitude, limited in scale (site-specific) and duration (temporary), can be avoided, managed and/or mitigated with relatively uncomplicated accepted measures
2	Minor	Very limited impacts in terms of magnitude (e.g. small affected area, very low number of people affected) and duration (short), may be easily avoided, managed, mitigated
1	Negligible	Negligible or no adverse impacts on communities, individuals, and/or environment

Table . Rating the ‘Probability’ of a Risk

Score	Rating
5	Expected
4	Highly Likely

3	Moderately likely
2	Not Likely
1	Slight

The combination of impact and probability is then used to determine the overall significance of the risk (Low, Moderate or High) using the above as a guideline.

Determining 'Significance' of Risk

Impact	5					
	4					
	3					
	2					
	1					
		1	2	3	4	5
Probability						
Green = Low, Yellow = Moderate, Red = High						

Environmental and social risk Category (Schedule 1,2 &3) of the subproject activity (with justification):

Categorization & Recommendations*

Category	Description	*Mark ✓
Schedule 1	Project to be fed into the standard ESIA process determined by MoEFCC	
Schedule 2	Project will not require an ESIA, but will necessitate the inclusion of environmental and social safeguards instruments like ESMP, WMP, SMP	
Schedule 3	Project is not subject to environmental assessment as no potential impacts are anticipated.	

***Place tick in applicable box**

Recommendation

- o The Subproject can be considered for approval. The application is complete, all significant environmental and social issues are resolved, and no further subproject planning is required: Approved without condition (Subproject activity is not of environmental and social concern and approved
- o Environmental and social risk instrument(s) required (e.g., ESIA, ESMP, Site specific Management plans, etc.):
- o Rejected, reasons for rejection:
- o A field appraisal is required.

o Certification

I/We certify that I/we have thoroughly examined all the potential adverse effects of this subproject. To the best of our knowledge, the program activity as described in the application and associated planning reports (e.g. ESIA, ESMP, RP, WMP, SMP, CESMP if any, will be adequate to avoid or minimize all adverse environmental and social impacts.

Prepared/Filled by; Name:	Position	Organization	Signature	Date
Reviewed by; Name:	Position	Organization	Signature	Date

Annex 2: Indicative Environmental and Social Management Plan (ESMP) Measures

Potential Impacts	Generic Mitigation Measures	Monitoring Indicators	Responsibility
Dust	<ul style="list-style-type: none"> Minimizing dust from material handling sources, such as conveyors and bins, by using covers and/or control equipment (water suppression, bag house, or cyclone) Minimizing dust from open area sources, including storage piles, by using control measures such as installing enclosures and covers, and increasing the moisture content Dust suppression techniques should be implemented, such as applying water or non-toxic chemicals to minimize dust from vehicle movements 	Number of community complaints to local authorities about dust	WEBs and Schools
Ramping	Usage of safety protocols like hand gloves and masks by workers		WEBs and Schools
Latrine renovations	Usage of safety protocols like hand gloves and masks by workers		WEBs and Schools
Disposal of laboratory wastes and expired chemicals purchased	<p>Temporary storage and disposal of used and expired chemicals as per the national standards</p> <p>The need to provide periodic refresher training and mentor physical science teachers on the proper storage, use, and</p>	Number of periodic training and mentor physical science teachers on the proper storage, use, and disposal of chemicals	WEBs and Schools

with SGs in some schools	disposal of chemicals		
Non-Special Needs Vulnerable Children) Benefit Sharing Mechanism	Include non-special need vulnerable children to share benefit from the allocated GEQIP-E budget for special need children and/or allocate some budget (2% of SG) for non-special need vulnerable children	Report on types of benefits delivered and number of non-special need vulnerable beneficiaries disaggregated by gender	MOE, REBs, WEBs and Schools
Gender equality	Empowering girls in upper primary grades; Developing and implementing a life skills training manual for upper primary level; and Gender-sensitive school improvement planning and school inspections.	Report on types of benefits delivered and number of gender based beneficiaries disaggregated by gender	MOE, REBs, WEBs and Schools


ANNEX 3: SELECTION CRITERIA FOR THE INCLUSION OF VULNERABLE GROUPS

Vulnerable people are people who by virtue of gender, ethnicity, age, physical or mental disability, economic disadvantage, or social status may be more adversely affected by the projects/programs than others and who may be limited in their ability to claim or take advantage of resettlement assistance and related development benefits.

Causes of vulnerability

The characteristics of vulnerability is determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

E) Physical factors: meaning the potential for physical impact on the physical environment – which can be expressed as elements-at-risk (EaR). The degree of loss to a given EaR or set of EaR resulting from the occurrence of a natural phenomenon of a given magnitude and expressed on a scale from 0 (no damage) to 1 (total damage)”e.g. poor design and construction of buildings.

F) Social factors: the potential impacts of events on groups such as the poor, [single parent](#)  households, pregnant or lactating women, the handicapped, children, and elderly; consider public awareness of risk, ability of groups to self-cope with catastrophes, and status of institutional structures designed to

help them cope. e.g. poverty and inequality, marginalization, social exclusion and discrimination by gender, social status, disability and age (amongst other factors) psychological factors, etc.

G) Economic factors: the potential impacts of hazards on economic assets and processes (i.e. business interruption, secondary effects such as increased poverty and job loss) Vulnerability of different economic sectors.e.g. Natural and man- made hazards, vulnerable livelihoods, dependence on single industries, globalization of business and supply chains, etc.

H) Environmental factors : the potential impacts of events on the environment(flora, fauna, ecosystems, biodiversity).e.g. poor environmental management, overconsumption of natural resources, decline of risk regulating ecosystem services, climate change, etc

Categories of Vulnerability

Vulnerable groups at school in Ethiopia context

- 1 Children with disabilities
- 2 Girls at risk of exploitation/abuse
- 3 Refugees children
- 4 internally displaced children
- 5 Ethnic minorities
- 6 indigenous peoples
- 7 Pastoralist children
- 8 Children from low income families
- 9 Child laborers
- 10 Street Children
- 11 Orphan children
- 12 HIV/ AIDS positive children
- 13 children who are attending school like shoe shiner, street beggars, etc

Annex 4: Grievance Redress Mechanism Forms

Forum A: Compliance Filling Form

Date: _____

Reference No. _____

1. Name of Compliant Presenter..... Sex.....Age
2. Address of Complaint Presenter:
Region..... *Woreda*.....kebeleSchoolTelephone
No.....
3. Name of Specific Project for Compliance.....
4. Detailed description of Compliance
.....
.....
5. Date, time and place of event leading to grievance:
.....
.....
.....
6. Cause of the Complain (from complaint presenter perspective)
.....
.....
7. Proposed solution to the complaint:
.....
.....
8. Committee member responsible for Handling the Complaint
Name..... Telephone No.
9. Expected date to give solution:
10. Name of Compliant Recorder.....Signature.....Date.....
11. Name and signature of Compliant Presenter
NameSignature.....Date.....
Stamp.....

Form B: Compliance Closing Form

Date.....

Reference No. _____

1. Name of Complainant whose Issue is Resolved..... Sex.....

2. Address of Complaint Presenter:

Region..... Woreda..... Kebele School

..... Telephone/Mobile.....

3. Name of Specific Project.....

4. Type of Compliant Solved

.....
.....

5. Decisions Reached (Issue solved or Referred to legal Court System)

.....
.....
.....

6. Opinion of Compliant Presenter about the Decision

.....
.....

7. Days Taken to Address the Complaint:

8. Name of the Person to whom Compliance Solved.....

Signature..... Date.....

9. Grievance Redress (Mediation) Committee Members

Name

Signature

1.

2.

3.

4.

Stamp

Form C: Compliance Referred Form

Date.....

Reference No. _____

10. Name of Complainer Whose Issue is unresolved..... Sex.....

11. Address of Complaint Presenter:

Region..... Woreda Telephone No.....

12. Name of Specific Project.....

13. Type of Compliant not Solved

.....
.....

14. Decisions Reached (Issue unsolved or Referred to legal Court System)

.....
.....

15. Opinion of Compliant Presenter about the Decision

.....
.....

16. Days Taken to Address the Complaint:

17. Name of the Person to Whom Compliance unsolved

Signature.....Date.....

18. Grievance Redress (Mediation) Committee Members

Name

Signature

1.
2.
3.
4.

Stamp

Form D: Grievance Redress Mechanism Reporting Format

Region:

Quarterly:

Year:

No.	Activity	Unit	Annual target	Target		Achievement		
				Quarterly	This Quarter	This quarter	Up to this quarter	Achievement /planned (%)

1	Monitoring and technical support	No of <i>Woreda</i>						
2	Awareness creation to community, KDC, DA	Male						
		Female						
		Total						
3	Established and functional GRM	No of <i>Woreda</i>						
4	Number of grievance registered	No.						
5	Number of grievance resolved	No.						
6	Types of cases appealed	Types of cases						

Annex 5: Reporting format for laboratory school grant

Issues for Screening	Description
Number of schools who use school grant for laboratory chemical purchase	
Amount of laboratory chemical purchase	
Number of Waste management	

Annex 6: Public Consultation Documentation Template/Form

S. No.	Item	Description
1	Consultation	Date:
2	Subproject/activities	Type:

3	Place of Consultation:	Region: Zone: Woreda: Kebele: School:
4	Consultation Participants	M: F: T:
5	Purpose of Consultation	
6	Consultation Time Started	
7	Consultation Agenda/Issues	1. 2. 3.
8	Additional Issues Raised During Consultation	
9	Response provided for issues and concerns raised	
10	Agreed Agenda/Issues	
11	Disagreed Agenda/Issues including Reasons for Disagreement	
12	Consultation Ended Time	

Consultation Facilitators Name:

Signature:

1. _____
2. _____
3. _____

Kebele Seal: _____

Consultation Attendants/Participants

No.	Name of Participants	Age	Sex	Organization	Position	Phone number	Signature
1							
2							
3							
4							

Annex 7: Standard format of an ESMP

Serial. No	Description of Impacts	Description of Mitigation Measures	Responsible body	Schedule of Implementation Stage	Cost of Mitigation measure	Monitoring and Reporting
1						
2						
3						

Annex: - 8 Incident Report Form

Use this form to report accidents, injuries, medical situations, or student behavior incidents. If possible, the report should be completed within 24 hours of the event. Submit completed forms to the REBs ESS expert.

INFORMATION ABOUT PERSON INVOLVED IN THE INCIDENT			
Full Name			
Home Address <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<input type="checkbox"/> Student	Employee	Visitor	Vendor
Phone Numbers	Home	Cell	Work

INFORMATION ABOUT THE INCIDENT	
Date of Incident	Time
Police Notified Yes No	
Location of Incident	
Description of Incident (what happened, how it happened, factors leading to the event, etc.) Be as specific as possible(attached additional sheets if necessary)	
<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </div>	
Were there any witnesses to the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, attach separate sheet with names, addresses, and phone numbers.	
Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of body injured, and any other information known about the resulting injury(ies).	
Was medical treatment provided? <input type="checkbox"/> Yes If yes, where was treatment provided: <input type="checkbox"/>	<input type="checkbox"/> No <input type="checkbox"/> Refused <input type="checkbox"/> on site <input type="checkbox"/> Urgent Care <input type="checkbox"/> Emergency Room <input type="checkbox"/> Other <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

REPORTER INFORMATION
Individual Submitting Report (print name)
Signature
Date Report Completed

FOR OFFICE USE ONLY

Report Received by _____

Date _____

FOR OFFICE USE

Date	Action Taken	By Whom

Annex 9: School related Gender Based Violence (SRGBV)/Sexual Exploitation and Code of Conduct

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY of EDUCATION

PROGRAM CORDINATION OFFICE (PCO)

REFUGEE EDUCATION INTEGRATION PROJECT

Action Plan

**for School related Gender Based Violence (SRGBV) and Sexual Exploitation and Abuse
(SEA) for Refugee and Host Community Schools**

**September 2021
ADDIS ABABA, ETHIOPIA**

1. GEQIP-E AF Program Description

GEQIP-E AF is PforR Program with the Objective to support part of the Government's ESDP V and envisaged ESDP VI (2020/21-2024/25), particularly Government's commitment to ensure more equitable access to quality education by refugee and host communities. The PDO of the original project aims to assist the Government of Ethiopia in improving internal efficiency, equitable access, and quality in general education, will be maintained.

The proposed AF supports the expansion of the Program to additional schools in geographic regions serving refugee populations, Afar, Benishangul-Gumuz, Gambella, Somali, and Tigray. Specifically, the AF (i) introduce updated policy and institutional frameworks for effective integration of refugees into national education service provision; (ii) scale up selected existing activities and incentives to harmonize government systems to deliver quality education to refugee communities; (iii) introduce new activities and disbursement linked results (DLRs) to address challenges in refugee education, particularly to promote greater learning, inclusion and social cohesion, (iv) support the transition of refugee camp-based secondary schools, currently managed by NGOs under the auspices of the Administration for Refugee and Returnee Affairs (ARRA), to national administration by the Ministry of Education (MoE); and (v) provide support to existing MoE schools hosting large numbers of refugees to increase capacity and support integration of refugees students.

The proposed AF employs the PforR modality for a US\$40 million component to provide incentives to Government for harmonization and integration of refugee education. There, two new DLIs (DLI9 and DLI10) are introduced to existing GEQIP-E, supporting harmonization of refugee primary schools with MoE and REB services, and integration of secondary schools. These are: (i) DLI 9: Harmonization of services at refugee primary schools; and (ii) DLI10: Integration of refugee secondary education. The harmonization of services at refugee primary schools will be achieved through: (a) Improved in-service training for refugee incentive teachers; (b) Availability of Basic School Grants in refugee primary schools; (c) Provision of textbooks to refugee primary schools with REB/Woreda procurement, distribution and monitoring. Integration of refugee secondary education will be realized through: (a) transfer of secondary refugee schools to MoE/REB administration; and (b) support to host community schools for integration of refugee students.

In addition to the PforR modality, the proposed AF has an IPF component with an additional \$20 million to support capacity building and pilot activities. The IPF components are:

IPF Component 1: Enhanced capacity for harmonization and integration (US\$12 million) that will focus on (i) National and Regional Refugee Integration Facilities, and (ii) Capacity building to develop specialized capacity within MoE to address issues relating to refugee education.

IPF Component 2: Innovation to address key challenges in refugee education (US\$8 million) that targets (i) Disruptive technology for self-directed learning, (ii) Sports for social inclusion, (iii) Empowerment of girls: and (iv) Implementation of pilot activities through local NGOs. local NGOs will be contracted by Regional Refugee Integration Facilities to conduct implementation of pilot activities.

2. MoE's Work on Addressing GBV

Gender based violence (GBV) and Sexual Exploitation and Abuse (SEA) in and around schools, referred to as school related gender-based violence (SRGBV), adversely affects girls' and boys' enrolment, attendance, retention, and their learning outcomes. National and local educational policies promote girls and other at-risk groups safe access to educational opportunities. This allows pregnant girls to continue their education until they get their babies. Those who birth their babies during exams, have the right to take the exam at their home. But there are different reasons such as early marriage, poverty, lack of social support, socio-economic inequality and child labour which are the main cultural and social constraints that girls face and might limit their education attainment.

The overall Growth Enrollment Ratio (GER) in Refugee primary education is 69.6%. Nevertheless, the regional variation in GER is large: while Assosa and Jigjiga camps have the highest GER reported above hundred of 131.5% and 106.0% respectively, Samara is very much left behind with a GER of 13.5%. Camps like Gambella, Shire and Dollo Ado enroll a large share of their school-age population, more than 50% (**Refugee Gross Enrollment Ratio in Primary school, ESAA 2019/20**).

Girls in particular are vulnerable to sexual harassment, rape, physical abuse due to discrimination, child marriage, and exploitation from teachers, staff, peers, and out of school community on their way to and from school. CoC that stipulate the expected behavior and explicitly state to take measure on individual and groups the accountability of to prevent any violation related gender based at a national phenomenon in Ethiopia. Early marriage, internal conflicts, distance to schools, work burden on girls and limited facilities that female students experience may increase their vulnerability to violence.

The Ministry of Education liaises with other school- based compliant investigation, decision recommendation (committees, gender, clubs, departments, units etc) and none school-based sectors (health, justice, social protection, etc) to prevent and create referral pathways on GBV/ SEA against girls and boys including child marriage very serious concerns in the schools and around the schools. Therefore, MoE has accomplished different activities such as conducted Training of trainers (TOT) on gender mainstreaming, School Related Gender -Based Violence (SRGBV), Gender Responsive pedagogy, gender stereotype ,Sexual Harassment for Gender club coordinators, school principals, gender experts, teacher association representatives and students representatives including respecting the existing CoC regulation for zero tolerance to

GBV/SEA by mobilizing stakeholders, development partners, local NGOs and local Community to overcome the problems.

Ministry of Education with the support of UNICEF has developed a draft GBV directive that includes Code of Conduct (CoC) in 2014 to address SRGBV in primary and secondary schools, Refugee and Host Community schools. The directive will be finalized and rolled out across all schools in Ethiopia. Schools have been reporting and addressing forms of violence experienced by students in schools and sometimes, outside school, such as sexual or extreme physical violence at home or in the community.

A GBV code of conduct (CoC) is under preparation that will be signed by all teachers and other project staffs including the construction workers prior to commencement of their jobs. The code of conduct will be rolled out to all project targeted schools before the implementation of the project activities. Based on the lessons and experience of the implementation of the GBV action plan for GEQIP-E AF refugee integration program, the GBV action plan will be rolled out to the other schools targeted by the GEQIP-E parent program and the second GEQIP-E AF (GPE grant) after one years of GBV action plan in the GEQIP-E AF refugee integration

3. Definition of GBV/SEA

According to WB SEA/SH Good Practice Note, GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed gender differences. GBV includes acts that inflict physical, mental, sexual harm or suffering; threats of such acts; and coercion and other deprivations of liberty, whether occurring in public or in private life. GBV disproportionately affects women and girls across their lifespan and takes many forms, including sexual, physical, and psychological abuse. It occurs at home, on the streets, in schools, workplaces, farm fields, and refugee camps, during times of peace as well as in conflicts and crises. The term GBV stems from the 1993 United Nations (UN) Declaration on the Elimination of Violence against Women, which defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.” Discrimination on the basis of sex or gender identity is not only a cause of many forms of GBV, but also contributes to the widespread acceptance and invisibility of such violence—so that perpetrators are not held accountable, and survivors are discouraged from speaking out and accessing support.

The United Nations defines “sexual exploitation” as any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Sexual abuse on the other hand is “the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.” SEA is therefore a form of gender-based violence and generally refers to acts perpetrated against beneficiaries of a project by staff,

contractors, consultants, workers and Partners. SEA occurs against a beneficiary or member of the community. Sexual harassment occurs between personnel/staff and involves any unwelcome sexual advance or unwanted verbal or physical conduct of a sexual nature.

4. Methodology

This GBV/SEA action plan was prepared through reviewing secondary data sources like World Bank guidance note, the GEQIP-E and its AFs Environmental and Social Systems Assessment, MoE's draft GBV Code of Conduct and other related to GBV related documents in schools.

5. Addressing Gender Based Violence (GBV) - Sexual Exploitation and Abuse (SEA) and Sexual Abuse (SA) in GEQIP-E AF

Ministry of Education (MoE) is among the federal level government entity having regional and woreda levels counter parts with GEQIP-E implementation units. MoE has a newly drafted GBV code of conduct that will be applied in all schools throughout the country. MoE has Gender directorate responsible for the implementation of the new GBV code of conduct in close collaboration with the GEQIP-E and AF PCU.

The World Bank Group recognizes that Bank-financed projects can increase the risk of GBV in both public and private spaces by a range of perpetrators in several ways. Based on the protocol laid out in the WB SEA/SH Good Practice Note, a preliminary GBV risk assessment shall be conducted. This action plan was prepared based on the GBV risk assessment based on the available environmental and social risk instruments which shows the likelihood of GBV risks increasing because of both contextual and project related factors in schools. Based on the World Banks GBV risk assessment tool, GEQIP-E and its AFs are rated as "substantial".

There are major risk factors highlighted in the Environment and Social Systems Assessment (ESSA) and other documents. This combines GBV/SEA/SH risk factors such as lack of access to hygienic menstrual health products/facilities, lack of sex disaggregated latrines, lack of GBV referral pathways, harmful traditional practices, norms, or dynamics that may increase girls' vulnerability to violence in the school context, exposure to risks of GBV while walking long distances to school, weak stakeholder consultation and lack of social accountability, poverty levels, labor influx etc. Almost all the mentioned points are highlighted as the project risk factors.

MoE in collaboration with REBs will conduct safety audits periodically as part of the stakeholder consultation (example, applying international standards and guidelines for addressing GBV UN and IRC, UNICEF as a tool) to identify vulnerable groups. The safety audits would also identify the GBV/SEA/SH risks and emerging risks, safety in accessing schools, response services, GRM etc., if there are GBV hot spot areas and the audit would inform implementation.

6. Stakeholder Engagement activities and GBV Safety Audit

MoE has conducted stakeholder consultations during the preparation of the ESSA and other E&S risks management instruments. The assessments and consultations also include GBV risks as part of the E&S assessments. As noted above, this GBV action plan is prepared based on the E&S instruments.

Each school will conduct communities and stakeholder's consultation to identify schools specific GBV risks and adopt their own specific GBV action plans with the support of RBEs. Consultation shall be conducted separately for girls and women prior to the preparation of school GBV action plans in a culturally and age-appropriate manner and in their local language. The consultation will be conducted to identify emerging risks of GBV, raise awareness on the risks of GBV/SEAH covered by the project; and the mechanisms in place to address these risks and report incidents, mapping of existing GBV response services in their respective woredas, and incorporate community suggestions to address GBV. As noted above, as part of the stakeholder consultation, MoE in collaboration with REBs will conduct safety audits periodically applying international standards and guidelines for addressing GBV.

7. Action Plan

This section details the specific measures for mitigating GBV/SEA/SH risks under the GEQIP-E AF. These include the mitigation measures as well as steps to be undertaken to further mitigate and respond to risks and cases/allegation of GBV/SEA in the project sites.

The Action Plan includes activities that were done as well as those under progress to be completed. Although most of the activities have been accomplished to reduce the below mentioned risks, continually further works are required to minimize and address GBV risks in schools.

Action Plan for SRGBV and SEA

Component I: Safer Schools					
Risks	Mitigation Measures	Due date	Responsibility Body	Budget Source	Monitoring
<p>Sexual Exploitation and abuse and SH</p> <p>Develop a SEA/SH and response Action Plan including an Accountability and Response framework for project specific</p> <p>Include in the project's social assessment the underlying GBV risks and social situation, using the GBV risk assessment</p>	<ul style="list-style-type: none"> - Engaging the community – community dialogue, engaging community leaders/PTA, messaging through IEC materials - Engaging the students – through establishment/ strengthening gender clubs, awareness raising at schools. Age-appropriate life skills training, gender sensitive SIP framework and Inspection, - Developing and implementing CoC – this may include signing of CoC by teachers and school staff, training teachers - Training education staff (including on CoC, referral pathways) to give them the tools to prevent and respond to SRGBV - Putting in place clear, safe and accessible procedures and mechanisms for reporting 	Every quarter	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSCs, ARRA	MoE/GEQIP-E AF	Regular monitoring and reporting to verify it is working as intended and evaluate its quality by MoE, REB and ARRA

tool	incidents, assisting survivors and referring cases to the appropriate authorities/services				
Early Marriage and FGM	<ul style="list-style-type: none"> - Conduct community awareness rising on the impact of early marriage and FGM, services available and reporting mechanisms - Establish network with NGOs working to address early marriage 	Every quarter	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSCs, ARRA	MoE/GEQIP-E AF	Regular
Lack of access to menstrual health hygiene products	<ul style="list-style-type: none"> • By mobilizing community (individuals, local investors, local NGOs and development partners (Engender Health, Child Fund, UNICEF)) to provide sanitary materials for girls. 	Quarter 2,3,4 (Q2, Q3 and Q4)	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	Regular monitoring and reporting to verify the distribution of sanitary materials by MoE, REBs and ARRA

	<ul style="list-style-type: none"> Establish and strengthen a safe menstrual hygiene health system by providing gender club guideline in the school compound inter alia using the School Grants 	Quarter 2 and 4(Q2 and Q4)	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	
	<ul style="list-style-type: none"> Strengthen and support girls' clubs in schools 	Quarter 2 and 4 (Q2, Q3 and Q4)	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	
Weak stakeholder consultation and lack of social accountability	<ul style="list-style-type: none"> School and local Community engagement Increase Social accountability through stakeholder consultation 	<p>Functional Girls' club was already established in the schools.</p> <p>Support to the clubs will continue to ensure that target groups benefit from the</p>	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	<p>Monitoring of implementation of Stakeholder Engagement Plan.</p> <p>Ongoing consultations,</p>

		clubs			particularly when ESCP is updated.
Even if the GRM Committee was established, there was a lack of structured GRM to be responsive to GBV	<ul style="list-style-type: none"> • School and local Community engagement Increase Social accountability through stakeholder consultation • Develop ToR detailing roles and responsibilities of the GRM • Establishing GRM committee • Training GRM committee/GRM operators on GBV/SEA basics, survivors centered approach, the referral pathway, reporting and confidentiality of data • Disseminate information on SR GBV GRM reporting procedures for school community (teachers/students/ PTAs ...) • Establishing multiple entry points/reporting lines for SRGBV cases • Establish clear and safe SEA/SH/SRGBV reporting 	<p>The GRM committee was already established at school level</p> <p>Regularly follow up will be undertaken to ensure that sustainable functioning of the GRM</p> <p>Safety audit will be conducted annually</p>	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	Regular monitoring and reporting on GRM to verify it is working as intended and evaluate its quality by MoE and WB

	<p>protocol and referral system that facilitates safe access & referrals, handles data confidentially and defines accountability mechanism to handle SEAH allegations properly.</p> <ul style="list-style-type: none"> • Develop simple, anonymous and confidential tracking system that GRM can use to document when they observe/support and refer GBV incidents to service providers. • Conduct GBV safety audit 				
Lack of GBV referral pathways	<ul style="list-style-type: none"> • Map multi-sectoral GBV response services in the project implementation woredas 	Before implementation of project activities involving construction activities	REBs in collaboration with Woreda Education offices, ARRA,	MoE/GEQIP-E AF	Review and update Referral pathways as needed
	<ul style="list-style-type: none"> • Develop GBV referral pathway 		Woreda Education offices, ARRA,	MoE/GEQIP-E AF	

			GBV services providers		
Component II: The SEA/SH risk mitigation -Construction					
Risks	Mitigation Measures	Due Date	Responsible Body	Budget Source	Monitoring
Safety on the way to and from school	<ul style="list-style-type: none"> Awareness and consultations with the community Walking in groups Adults to supervised groups commuting to/from schools exposition 	Q2 and Q4	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	
Sexual exploitation and abuse in the school	<ul style="list-style-type: none"> Introducing safe space requirements to the School Construction Strategy, for instance low walls in the administrative offices, no locks and solid doors where not needed, etc., Enforce all teacher to sign the GBV code of conduct 	Every quarter	MoE/PCO and Women, Children and Youth Directorate, REBs, woreda officers, schools/PTSAs, ARRA	MoE/GEQIP-E AF	Information dissemination session report include exposure of girls to SEA by project staff/labor influx
Lack of sex segregated	<ul style="list-style-type: none"> Establish and strength the availability of separate toilets 	Continues	MoE and REBs	MoE/GEQIP-	Site visit

latrines (there was lack of separate toilet for girls and boys)	<p>for girls and boys</p> <ul style="list-style-type: none"> • The requirement to be introduced to the School Construction Strategy 	during project activities implementation involving construction to ensure that the problem is solved as much as possible		E AF	reporting, reviews during implementation support missions. Follow up for its functionality
Risks associated with the labor influx for the construction sites	<ul style="list-style-type: none"> • Training of the PIU management (SEA/SH, CoC, Accountability and response framework, GRM, role in supporting the SEA/SH Action plan implementation, services available) • Regular awareness interventions targeting communities and schools • Training on SEA/SH for all construction workers • Signing of CoC and Commitment to the CoC by construction workers • Supervision of construction 		MOE Gender Woreda Education offices, ARRA, GBV services providers	PCO, REB, MoE/GEQIP-E AF	Information dissemination session report include exposition of girls to SEA by project staff/labor influx

	sites by local communities				
Stakeholder consultations for the construction/renovation of schools	<ul style="list-style-type: none"> • Officially inform the stakeholders (local municipalities, schools heads, construction workers, engineers) on the construction works intended in the project areas and project risks including GBV/SEAH • Sensitize the stakeholders on GBV/SEAH risks and where to seek confidential services • Conduct regular assessment to understand the risks and limiting factors that female and male labourers have in their working environment • Include the GBV risk mitigation measures in contractors bidding ToR 	<p>Prior to initiating construction.</p> <p>Maintained throughout Project implementation.</p>	Contractor, Social Safeguard Specialist	Cost covered under stakeholder consultation	Number of stakeholder consultations done

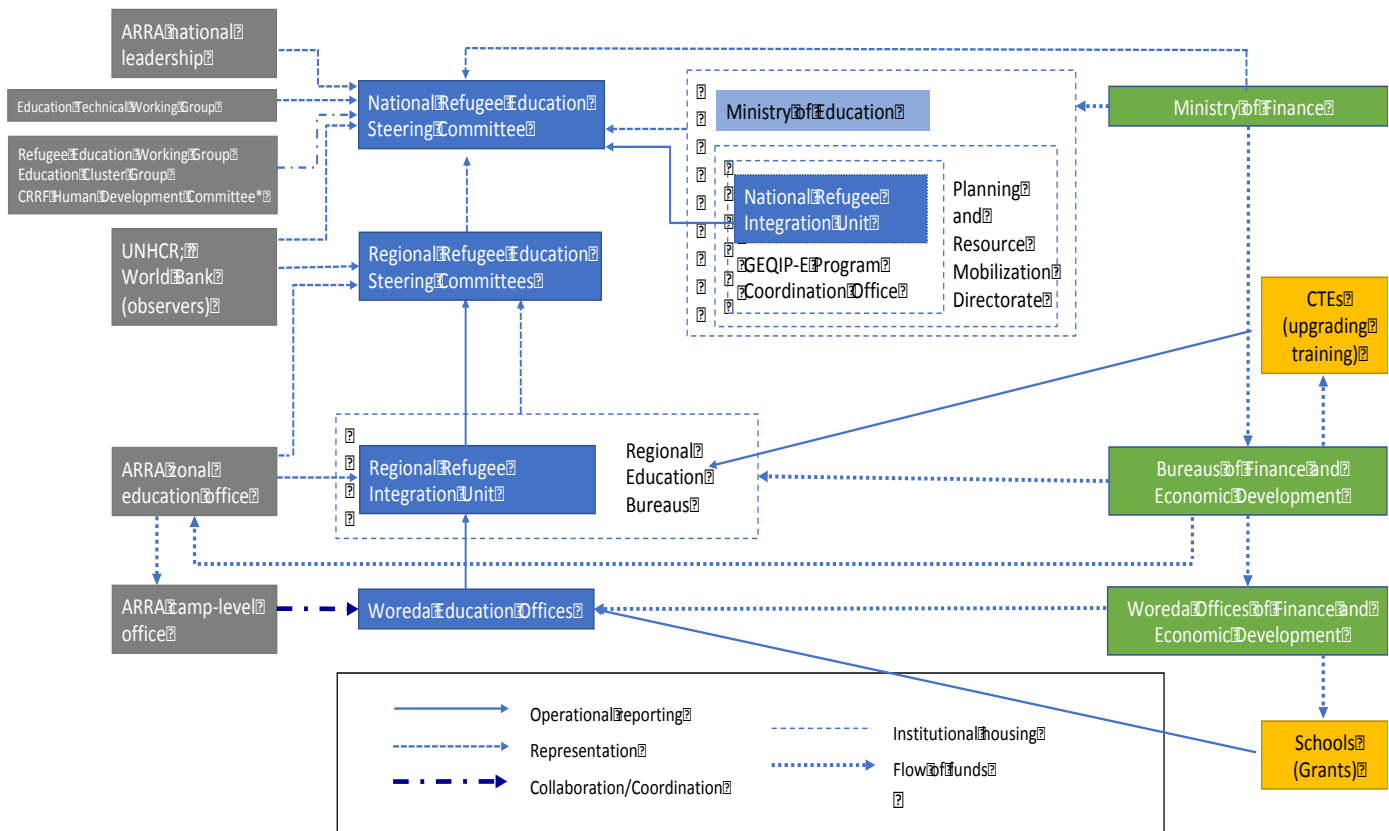
Refugee specific / targeted GBV and SEA	<ul style="list-style-type: none"> • Enhancing and promoting dialogue between refugees and host communities • Awareness creation on the SRGBV CoC for the construction workers 	Every quarter	MOE PCO, Gender REB, Woreda Education offices, ARRA, GBV services providers	MoE/GEQIP-E AF	Ongoing review during implementation support missions.
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8. Institutional Arrangements for Refugee Education and GBV/SEA Implementation Arrangement, Reporting and Monitoring

8.1 Institutional Arrangements for Refugee Education

Governmental institutions at federal, regional, *Woreda* and refugee schools levels are responsible to take key roles on supporting, directing, and monitoring of the proposed program to ensure sound implementation of the required Gender Based Violence and Sexual Exploitation and Abuse prevention and protection practices during the implementation of Refugee Education project.

Figure 1 Institutional Arrangements for Refugee Education



(Source: POM)

8.2 GBV/SEA Implementation Arrangement, Reporting and Monitoring

At federal level, the MoE through Refugee Education Integration Environmental and Social Management Unit will be responsible for the implementation of the GBV action plan including the code of conduct. At regional and woreda level, the regional GEQIP-E environmental and social experts/focal persons will be responsible for conducting the GBV service mapping in collaboration with schools. The REBs will take the lead and responsibility for the overall implementation of the GBV action plan at school levels. The schools with the support from the woreda education office will conduct the GBV risks assessment to update the GBV action plan to their local context through consultation with the stakeholders.

MoE in collaboration with the World Bank GBV specialists will provide trainings on GBV risk mitigation measures for the project staffs, regional E&S specialists and focal persons. The REBs E&S specialists/focal persons will train the woreda level focal persons and school principals on GBV.

Based on the lessons and experience of the implementation of the GBV action plan for GEQIP-E AF refugee integration program, the GBV action plan will be rolled out to the other schools

targeted by the GEQIP-E parent program and the second GEQIP-E AF for GPE. For the parent program and the second GEQIP-E AF, the existing GQIP-E PCU will be responsible for the implementation of the GBV action plan in their respective project staff and beneficiary schools. The role our with take places after one years of GBV action plan in the GEQIP-E AF refugee integration project target schools to get better lessons for fast tracking the implementation of the action plan om the parent and GPE program targeted areas.

Besides, the environmental and social experts/focal persons in Refugee Education Integration Environmental and Social Management Unit and the GEQIP-E PCU, other stakeholders, like project staff, civil society organizations working in education and at school levels, gender clubs in schools, school principals and coordinators, etc. Each school will have a GBV action plan and the school principal will be responsible to coordinate and assign specific roles and responsibilities to the different stakeholders.

The RBEs will report GBV and SEA implementation performance status depending on the report and additional points to the MoE, Environmental and Social Management Unit (ESMU). This includes quarterly, bi-annual and annual social and school related gender-based violence (SRGBV) and sexual exploitation and abuse (SEA) reports. The quarterly report will be submitted between the date 1-5 of the next quarter, bi-annual report will be submitted in one month after the end of second quarter and the annual report in one month following the end of the fourth quarter (Ethiopian fiscal year).

The following are monitoring indicators:

- Number of workers who signed CoC
- Number of schools with safe space for students
- Number GBV/SEA/SA, FGM and early marriage awareness raising conducted
- Number of dialogues conducted between refugees and host communities
- Availability of separate toilets for girls and boys
- Established and strengthen safe menstrual hygiene system
- Availability of genders club guideline
- Type of support provided for girls' clubs in schools
- Established GRM committee to address GBV cases
- Training materials developed for the GRM committee on handing SRGBV
- Availability of multiple entry points/reporting lines for SRGBV cases
- Existence of GBV referral pathway

GBV/SEA Individual Code of Conduct

Introduction

The teaching staff and project related worker of the Refugee Education Integration are required to read this Code of Conduct and sign. By signing, the code of conduct, the staff adheres to it by an act of commitment. Strict application of this Code in all Refugee Education Integration pre-primary, primary and secondary schools is required. This Code of Conduct defines the expected standards and behaviors that all teachers/ school staffs and project related workers should adhere during working and leisure time for personal engagement. It is complementary to other national social policy instruments that will be prepared by Ministry of Education at National Level and is based on the protection against sexual violence and others.

I, _____ and my working position/responsibility _____ have read, understand and agree to this Code of Conduct. I commit to the required standards of behavior and practice as outlined in adhering to environmental, social health and safety (ESHS) standards, the project's occupational health and safety (OHS) requirements, and preventing gender-based violence (GBV), Sexual Harassment (SH) and Sexual Exploitation and Abuse (SEA) is of utmost importance.

Article 1: Professionalism

- i) Employees shall perform any duties associated with their position in a conscientious, competent and honest manner,
- ii) Employees shall adhere to ethical and legal standards to be maintained in business;
- iii) Employees shall dress and act in public in a professional manner that does not reflect adversely on the organization or other employees,
- iv) Employee's use of social media shall not compromise the organization's reputation and include derogatory, shaming or other personal attacks towards or about employees, the governing body, volunteers, client or other stakeholders including communities of the project area,
- v) Employees shall maintain knowledge and skills at levels consistent with developments in technology, legislation and management necessary to carry out duties and responsibilities,
- vi) Employees shall keep the person in charge or delegate, informed of whereabouts and intended time of return, if going out independently, including during off-duty periods.
- vii) Employees shall not engage in any public and/or political activity which is unethical or unlawful.
- viii) Employees shall be aware of social and socio-political rank in communities and make sure that clan leaders, administrators and community elders are treated with the distinctive respect they deserve.

Article 2: Responsibility to Personal behavior

2.1 Employment relationships and respect to others

- i) Employers shall adopt and adhere to rules and conditions of employment that respect workers and, at a minimum, safeguard their rights under national, international labor and social security laws and regulations,
- ii) Employees shall treat each other with respect and courtesy, having regard for their dignity and rights,
- iii) Employees shall act fairly and equitably, respecting diversity in the environment which they work in and they shall prevent and respond to unlawful discrimination against other employees, volunteers, clients and stakeholders,
- iv) Employees shall avoid discrimination in dealing with the local community (including vulnerable and disadvantaged groups), the Employer's Personnel, and the Contractor's Personnel based on family status, ethnicity, race, gender, religion, language, marital status, age, disability (physical and mental), sexual orientation, political conviction or social, civic, or health status),
- v) Employees shall properly interact with the local community, members of the local community, and any affected person(s) by conveying an attitude of respect to their culture and traditions.

2.2 Harassment or Abuse

- i) The Project is committed to provide a work environment that is free of inappropriate behavior of all kinds and harassment because of age, physical disability, marital status, race, religion, caste, sex, sexual orientation or gender.
- ii) Employees shall not engage in sexual harassment and are prohibited to use language or behavior, towards women, men and/or children, that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally unacceptable.
- iii) Employees shall not engage in sexual harassment: for instance, making unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, of a sexual nature, including subtle acts of such behavior (e.g., looking somebody up and down; kissing, howling or smacking sounds; hanging around somebody; whistling and catcalls; giving personal gifts; making comments about somebody's sex life; etc.).
- iv) Employees shall not participate in sexual contact or activity with children below 18 years old, including grooming, or contact through digital media. Mistaken belief regarding the age of a child is not a defense. Consent from the child is also not a defense or excuse.
- v) Unless there is the full consent by all parties involved, employees shall not have sexual interactions with members of the surrounding communities. This includes relationships involving the withholding or promise of actual provision of benefit (monetary or non-monetary) to community members in exchange for sex—such sexual activity is considered “non-consensual” within the scope of this Code.
- vi) Consider reporting through the Grievance Redressing Mechanism (GRM) or to the manager any suspected or actual GBV or SEA by a fellow worker, whether employed by the Project or not, or any breaches of this Code of Conduct.
- vii) Employees shall protect children/minors from any sexual activity or abuse and ensure their safety in project areas and avoid any unacceptable behavior towards children.
- viii) Employees shall not use any computers, mobile phones, video and digital cameras or any other medium to exploit or harass children or to access child pornography (see also “Use of children's images for work related purposes” below).

- ix) Employees who are found engaged in SEA or GBV will be construed as misconduct that could lead to disciplinary action including but not limited to, dismissal or termination of employment, or referral to legal authorities, while providing service and referral to the survivor.

2.3. Alcohol, Drugs and Substances

- i) Employees shall not drink alcohol during working times and do so responsibly without compromising the health and safety of themselves and others during other times within the boundaries of the local laws and customs.
- ii) Employees shall not engage in the use or possession of alcohol, illegal drugs, narcotics or other controlled substances, which can always impair faculties, in the workplace and being under the influence of these substances on the job and during working hours is strictly prohibited. However, possession of prescription medication for medical treatment is permitted.
- iii) Employees shall not report for work under the influence of illicit drugs or alcohol. If a workplace participant is taking prescription medication, they are required to inform their manager. Workplace participants may be required to produce medical evidence to prove their medication does not affect their capacity to work and to work safely.
- iv) Employees must not have alcohol or illegal drugs in their possession while at work. The use, possession and/or trafficking of any illegal substances or drunkenness in company premises, work places, or using company facilities will result in immediate dismissal.

Article 2: Conflicts of interest

- i) Employees must avoid conflicts of interest (such that benefits, contracts, or employment, or any sort of preferential treatment or favors, are not provided to any person with whom there is a financial, family, or personal connection). i.e. each employee is expected to avoid situations in which his or her financial or other personal interests or dealings are, or may be, in conflict with the interests of the Project.
- ii) Employees are advised not to engage in any other business, commercial, investment or any other activity(cultural, political, recreational, and social) that may conflict with the Company's interests and interfere with their ability to perform their duties to the Project.
- iii) Employees must not use any of Project's property, information or position, or opportunities arising from these for personal gains or to compete with or to tarnish the image of the Project.
- iv) Employees do not offer or accept gifts, benefits or favors that may influence or be reasonably seen to influence decision making.
- v) Employees shall disclose any potential conflicts of interest that might arise during the performance of the project.

Article 3: Responsibility to Safe Environment

Employers shall provide a safe and healthy workplace setting to prevent accidents and injury to health arising during work or because of the operation of employers' facilities. Employers shall adopt responsible measures to mitigate negative impacts that the workplace has on the environment.

- i) Employees should perform their duties in compliance with Environmental, Social, Health and Safety (ESHS) regulations and Occupational Health and Safety (OHS) requirements including wearing prescribed personal protective equipment (PPE), preventing avoidable accidents and a duty to report conditions or practices that pose a safety hazard or threaten the environment.
- ii) Employees must take care or not put themselves or others at risk or reduce their ability to carry out their duties through unsafe practices, or inappropriate behaviors.
- iii) Employees shall promote the use of renewable and recyclable materials with the least use of natural resources, wherever possible,
- iv) Employees shall act in preventing, identifying and responding to workplace health and safety risks.
- v) Employees shall fulfill Sanitation requirements of the project
- vi) Employees shall drive cautiously in community roads as per the project traffic management plan,
- vii) Employees shall bring to the management's attention any workplace safety or health hazard issues immediately.

Article 4: Accountability

- i) Employees must comply with applicable laws, rules, and regulations,
- ii) Employees use equipment, facilities and funds for the primary purpose of undertaking organizational duties.
- iii) Employees shall provide services of a high quality that are technically correct, innovative and giving value for money.
- iv) Employees must respect reasonable work instructions (including regarding environmental and social norms).
- v) Employees must protect and properly use properties to be used for the execution of the project and prohibit theft, carelessness or waste.
- vi) Employees maintain confidentiality of all organization and personal information obtained during employment and other formal engagement with the organization and utilizes such information for the purposes of carrying out duties, and not for financial or other benefit, or to take advantage of another person or organization.
- vii) Employees shall avoid any deceitful and fraudulent conduct and act while carrying out their duties which are both dishonest and, in most cases, criminal based on the Project's financial integrity policy.
- viii) Employees prevent and respond to nepotism and patronage.
- ix) Employees maintain organization and personal records in accordance with legislative and organizational policy requirements.
- x) Employees ensure all decisions made during their duties are transparent and align with organizational policy and procedures.
- xi) Employees understand and comply with organization policies and procedures.
- xii) Employees are responsible for seeking clarification where needed regarding any part of their employment, including details of this Code of Conduct.
- xiii) Employees take responsibility for reporting conduct by other employees, governing body members or volunteers which contravenes any law, organizational policy and procedures, or this Code of Conduct.

Article 5: Adherence and Disclosure

- i) Employees shall undertake to abide by the Codes of Conduct,
- ii) Employees have a duty to report violations of this Code of Conduct,

Non-observance, violations or breach of this Code of Conduct shall be construed as misconduct that could lead to disciplinary action/sanctions including but not limited to informal or formal warnings, loss of salary, suspension of employment (either administrative leave or without payment of salary), termination of employment and Referral to police or other authorities as warranted.

I, _____ have read, understand and agree to this Code of Conduct. I commit to the required standards of behavior and practice as outlined in the Code of Conduct.

Employee signature _____ **Date** _____

Annex 10: Screening Form for Construction Site

construction works project name:	
Location (include map/sketch):	(E.g. region, district, etc.)
Type of activity : (e.g. new construction, rehabilitation, periodic maintenance)	

Estimated Cost: (Birr)			
Proposed Date of Works Commencement			
Technical Drawing and Specifications Reviewed :	(circle answer):	Yes	No

This report is to be kept short and concise.

Site Selection:

Physical data:	Yes/No answers and bullet lists preferred except where descriptive detail is essential.
Site area in ha	
Extension of or changes to existing alignment	
Any existing property to transfer to project	
Any plans for new construction	

Refer to project application for this information.

Impact identification and classification:

When considering the location of a school construction works project, rate the sensitivity of the proposed site in the following table according to the given criteria. Higher ratings do not necessarily mean that a site is unsuitable. They do indicate a real risk of causing undesirable adverse environmental and social effects, and that more substantial environmental and/or social planning may be required to adequately avoid, mitigate or manage potential effects. The following table should be used as a reference.

Table shows Impact Identification and Classification

Issues	Site Sensitivity			Rating
	Low	Medium	High	
Natural habitats	No natural habitats present of any kind	No critical natural habitats; other natural habitats occur	Critical natural habitats present	

Issues	Site Sensitivity			Rating
	Low	Medium	High	
Water quality and water resource availability and use	Water flows exceed any existing demand; low intensity of water use; potential water use conflicts expected to be low; no potential water quality issues	Medium intensity of water use; multiple water users; water quality issues are important	Intensive water use; multiple water users; potential for conflicts is high; water quality issues are important	
Natural hazards vulnerability, floods, soil stability/ erosion	Flat terrain; no potential stability/erosion problems; no known volcanic/seismic/ flood risks	Medium slopes; some erosion potential; medium risks from volcanic/ seismic/ flood/ hurricanes	Mountainous terrain; steep slopes; unstable soils; high erosion potential; volcanic, seismic or flood risks	
Cultural property	No known or suspected cultural heritage sites	Suspected cultural heritage sites; known heritage sites in broader area of influence	Known heritage sites in project area	
Involuntary resettlement	Low population density; dispersed population; legal tenure is well-defined; well-defined water rights	Medium population density; mixed ownership and land tenure; well-defined water rights	High population density; major towns and villages; low-income families and/or illegal ownership of land; communal properties; unclear water rights	
Indigenous peoples	No indigenous population	Dispersed and mixed indigenous populations; highly acculturated indigenous populations	Indigenous territories, reserves and/or lands; vulnerable indigenous populations	

Checklist of impacts

Roads, Drainage , Footpaths and Street lighting	Potential for Adverse Impacts				
	None	Low	Med	High	Unknown
Soil erosion or flooding concerns (e.g., due to highly erodible soils or steep gradients)					
Number of stream crossings or disturbances					
Wet season excavation					
Creation of quarry sites or borrow pits					
Significant vegetation removal					
Wildlife habitats or populations disturbed					
Be located within or nearby environmentally Sensitive areas (e.g. intact natural forests, Wetlands, e.t.c)?					
Cultural or religious sites disturbed					
Economic or physical resettlement required					
New settlement pressures created					

Create solid waste on the sites (including excess fill materials from grading and excavation activities, scrap wood and metals, and small concrete spills)					
Cause poor water drainage and increase the risk of water-related diseases such as malaria or Bilharzias?					
Cause air pollution? (Fugitive dust, e.t.c)					
Cause contaminated land?					
Create Noise and vibration					
Aesthetic disruption to the surrounding areas?					
Cause Potential Physical hazards (Like accident or injury or illness due to repetitive exposure to mechanical action or work activity)					
Cause and spread communicable disease(poor sanitation and, sexual transmission and vector-borne infections)					
Cause poor Water Quality and less water Availability					
Cause traffic congestion (Traffic accidents, injuries and fatalities among members of the Community)					
Other (specify):					

Solid waste, liquid waste, toilet	Potential for Adverse Impacts				
	None	Low	Med	High	Unknown
Risk of causing the contamination of drinking water?					
Number of stream crossings or disturbances					
Natural hazards in flood					
Significant vegetation removal					
Soil erosion or flooding concerns (e.g., due to highly erodible soils or steep gradients)					
Wildlife habitats or populations disturbed?					
Be located within or nearby environmentally sensitive areas (e.g. residential & work areas, intact natural forests, wetlands, e.t.c)?					
Result in the production of solid or liquid waste, or result in an increase in waste production, during construction or operation?					
Environmentally sensitive areas disturbed					

Cultural or religious sites disturbed					
Economic or physical resettlement required					
New settlement pressures created					
Cause contaminated land?					
Increased number of toilet users due to improvement?					
Create Noise and vibration					
Increased social tension/conflict over toilet allocation					
Aesthetic disruption to the surrounding areas?					
Cause Potential Physical hazards (Like accident or injury or illness due to repetitive exposure to mechanical action or work activity)					
Cause and spread communicable disease(poor sanitation and, sexual transmission and vector-borne infections)					
Cause poor Water Quality and less water Availability					
Cause air pollution and contamination? (Odore.t.c)					
Cause traffic congestion (Traffic accidents, injuries and fatalities among members of the Community)					
Other (specify):					

Water supply	Potential for Adverse Impacts				
	None	Low	Med	High	Unknown
New access (road) construction					
Existing water sources supply/yield depletion					
Existing water users disrupted					
Downstream water users disrupted					
Increased numbers of water users due to improvements					
Increased social tensions/conflict over water allocation					
Sensitive ecosystems downstream disrupted					
Economic or physical resettlement required					
Local incapacity/inexperience to manage facilities					
Cause contaminated land?					

Create Noise and vibration					
Aesthetic disruption to the surrounding areas?					
Cause Potential Physical hazards (Like accident or injury or illness due to repetitive exposure to mechanical action or work activity)					
Cause and spread communicable disease(poor sanitation and, sexual transmission and vector-borne infections)					
Cause poor Water Quality and less water Availability					
Create a risk of increasing soil salinity?					
Cause traffic congestion (Traffic accidents, injuries and fatalities among members of the Community)					
Other (specify):					

Annex 11: Resettlement Action Plan

1. The scope and level of detail of the resettlement action plan vary with the magnitude and complexity of resettlement. The plan is based on up-to-date and reliable information about (a) the proposed resettlement and its impacts on the displaced persons and other adversely affected groups, and (b) the legal issues involved in resettlement. The resettlement plan covers the elements below, as relevant. When any element is not relevant to project circumstances, it should be noted in the resettlement plan.

2. *Description of the project.* General description of the project and identification of the project area.

3. *Potential impacts.* Identification of

- (a) The project component or activities that give rise to resettlement;
- (b) The alternatives considered to avoid or minimize resettlement; and
- (c) The mechanisms established to minimize resettlement, to the extent possible, during project implementation.

4. *Objectives.* The main objectives of the resettlement plan.

5. *Socioeconomic studies.* The findings of socioeconomic studies to be conducted in the early stages of project preparation and with the involvement of potentially displaced people, including

- (a) The results of a census survey covering
 - i. Current occupants of the affected area to establish a basis for the design of the resettlement program and to exclude subsequent inflows of people from eligibility for compensation and resettlement assistance;
 - ii. Standard characteristics of displaced households, including a description of production systems, labor, and household organization; and baseline information on livelihoods (including, as relevant, production levels and income derived from both formal and

informal economic activities) and standards of living (including health status) of the displaced population;

- iii. The magnitude of the expected loss—total or partial—of assets, and the extent of displacement, physical or economic;
- iv. Information on vulnerable groups for whom special provisions may have to be made; and
- v. Provisions to update information on the displaced people's livelihoods and standards of living at regular intervals so that the latest information is available at the time of their displacement.

(b) Other studies describing the following

- i. land tenure and transfer systems, including an inventory of common property natural resources from which people derive their livelihoods and sustenance, non-title-based usufruct systems (including fishing, grazing, or use of forest areas) governed by local recognized land allocation mechanisms, and any issues raised by different tenure systems in the project area;
- ii. The patterns of social interaction in the affected communities, including social networks and social support systems, and how they will be affected by the project;
- iii. Public infrastructure and social services that will be affected; and
- iv. Social and cultural characteristics of displaced communities, including a description of formal and informal institutions (e.g., community organizations, ritual groups, nongovernmental organizations (NGOs)) that may be relevant to the consultation strategy and to designing and implementing the resettlement activities.

6. *Legal framework.* The findings of an analysis of the legal framework, covering

- (b) The scope of the power of eminent domain and the nature of compensation associated with it, in terms of both the valuation methodology and the timing of payment;
- (c) The applicable legal and administrative procedures, including a description of the remedies available to displaced persons in the judicial process and the normal timeframe for such procedures, and any available alternative dispute resolution mechanisms that may be relevant to resettlement under the project;
- (d) Relevant law governing land tenure, expropriation of movable and immovable, valuation of assets and losses, compensation, and natural resource usage rights; customary personal law related to displacement; and environmental laws and social welfare legislation;
- (e) Laws and regulations relating to the agencies responsible for implementing resettlement activities; and
- (f) Any legal steps necessary to ensure the effective implementation of resettlement activities under the project, including, as appropriate, a process for recognizing claims to legal rights to land.

7. *Institutional Framework.* The findings of an analysis of the institutional framework covering

- (b) The identification of organization responsible for resettlement activities ;
- (c) An assessment of the institutional capacity of such agencies and NGOs; and
- (d) Any steps that are proposed to enhance the institutional capacity of agencies and NGOs responsible for resettlement implementation.

8. *Eligibility*. Definition of displaced persons and criteria for determining their eligibility for compensation and other resettlement assistance, including relevant cut-off dates.

9. *Valuation of and compensation for losses*. The methodology to be used in valuing losses to determine their replacement cost; and a description of the proposed types and levels of compensation under local law and such supplementary measures as are necessary to achieve replacement cost for lost assets.²

10. *Resettlement measures*. A description of the packages of compensation and other resettlement measures that will assist each category of eligible displaced persons to achieve the objectives of the law and policies of Ethiopia. In addition to being technically and economically feasible, the resettlement packages should be compatible with the cultural preferences of the displaced persons, and prepared in consultation with them.

11. *Site selection, site preparation, and relocation*. Alternative relocation sites considered and explanation of those selected, covering

- (a) Institutional and technical arrangements for identifying and preparing relocation sites, whether rural or urban, for which a combination of productive potential, locational advantages, and other factors is at least comparable to the advantages of the old sites, with an estimate of the time needed to acquire and transfer land and ancillary resources;
- (b) Any measures necessary to prevent land speculation or influx of ineligible persons at the selected sites;
- (c) Procedures for physical relocation under the project, including timetables for site preparation and transfer; and
- (d) Legal arrangements for regularizing tenure and transferring titles to resettlers.

12. *Housing, infrastructure, and social services*. Plans to provide (or to finance resettlers' provision of) housing, infrastructure (e.g., water supply, feeder roads), and social services (e.g., schools, health services);³ plans to ensure comparable services to host populations; any necessary site development, engineering, and architectural designs for these facilities.

13. *Environmental protection and management*. A description of the boundaries of the relocation area; and an assessment of the environmental impacts of the proposed resettlement⁴ and measures to mitigate and manage these impacts (coordinated as appropriate with the environmental assessment of the main investment requiring the resettlement).

14. *Community participation*. Involvement of resettlers and host communities, including

- (a) A description of the strategy for consultation with and participation of resettlers and hosts in the design and implementation of the resettlement activities;
- (b) A summary of the views expressed and how these views were taken into account in preparing the resettlement plan;

²With regard to land and structures, "replacement cost" is defined in Proclamation No. 455/2005 Expropriation of Landholdings for Public Purposes and Payment of Compensation and Council of Ministers Regulations No. 135/2007, on the Payment of Compensation for Property Situated on Landholdings Expropriated for Public Purposes.

³Provision of health care services, particularly for pregnant women, infants, and the elderly, may be important during and after relocation to prevent increases in morbidity and mortality due to malnutrition, the psychological stress of being uprooted, and the increased risk of disease.

⁴Negative impacts that should be anticipated and mitigated include, for rural resettlement, deforestation, overgrazing, soil erosion, sanitation, and pollution; for urban resettlement, projects should address such density-related issues as transportation capacity and access to potable water, sanitation systems, and health facilities.

- (c) A review of the resettlement alternatives presented and the choices made by displaced persons regarding options available to them, including choices related to forms of compensation and resettlement assistance, to relocating as individuals families or as parts of pre-existing communities or kinship groups, to sustaining existing patterns of group organization, and to retaining access to cultural property (e.g. places of worship, pilgrimage centers, cemeteries); and
- (d) Institutionalized arrangements by which displaced people can communicate their concerns to project authorities throughout planning and implementation, and measures to ensure that such vulnerable groups as indigenous people, ethnic minorities, the landless, and women are adequately represented.

15. *Integration with host populations.* Measures to mitigate the impact of resettlement on any host communities, including

- (a) Consultations with host communities and local governments;
- (b) Arrangements for prompt tendering of any payment due the hosts for land or other assets provided to resettlers;
- (c) Arrangements for addressing any conflict that may arise between resettlers and host communities; and
- (d) Any measures necessary to augment services (e.g., education, water, health, and production services) in host communities to make them at least comparable to services available to resettlers.

16. *Procedures for complaints and appeals.* Affordable and accessible procedures for third-party settlement of disputes arising from resettlement; such complaints and appeals mechanisms should take into account the availability of judicial recourse and community and traditional settlement mechanisms.

17. *Organizational responsibilities.* The organizational framework for implementing resettlement, including identification of agencies responsible for delivery of resettlement measures and provision of services; arrangements to ensure appropriate coordination between agencies and jurisdictions involved in implementation; and any measures (including technical assistance) needed to strengthen the implementing agencies' capacity to design and carry out resettlement activities; provisions for the transfer to local authorities or resettlers themselves of responsibility for managing facilities and services provided under the project and for transferring other such responsibilities from the resettlement implementing agencies, when appropriate.

18. *Implementation schedule.* An implementation schedule covering all resettlement activities from preparation through implementation, including target dates for the achievement of expected benefits to resettlers and hosts and terminating the various forms of assistance. The schedule should indicate how the resettlement activities are linked to the implementation of the overall project.

19. *Costs and budget.* Tables showing itemized cost estimates for all resettlement activities, including allowances for inflation, population growth, and other contingencies; timetables for expenditures; sources of funds; and arrangements for timely flow of funds, and funding for resettlement, if any, in areas outside the jurisdiction of the implementing agencies.

20. *Monitoring and evaluation.* Arrangements for monitoring of resettlement activities by the implementing agency, supplemented by independent monitors as considered appropriate, to ensure complete and objective information; performance monitoring indicators to measure

inputs, outputs, and outcomes for resettlement activities; involvement of the displaced persons in the monitoring process; evaluation of the impact of resettlement for a reasonable period after all resettlement and related development activities have been completed; using the results of resettlement monitoring to guide subsequent implementation.

Annex 12: Census Survey and Land Asset Inventory Form

1. Socio-economic Household Datasheet of PAPs

Name of Interviewer		Signature
Name of Supervisor		(after verification of interview)

Region, City, Sub-City, Woreda, Kebele, House No.	
---	--

Date: Day _____ Month _____ Year _____

Name of Head of Extended Family :
Number of Nuclear Families in Extended Residential Group (including household of head of extended family)

2. Household Interview

Name and Surname	Relationship to Head of Family	Sex		Place of Birth	Age	Marital Status	Residence Tenure	Ethnic Group	Religion	Educational Level	Income Earner		Economic Activities	
		M	F								Yes	No	Primary	Secondary
1.														
2.														
3.														
4.														
5.														

6.													
----	--	--	--	--	--	--	--	--	--	--	--	--	--

Relation to Head of Family : 1 HoH; 2 Spouse of HoH ; 3 Child of HoH; 4 Spouse of child of HoH ; 5 Grandchild of HoH; 6 Parent of HoH; 7: Other (specify) ; 0 No Answer. Marital Status: 1Married; 2 Widowed; 3 Divorced; 4 Unmarried; 0 No Answer. Residential Status: 1 PRP (Permanent Resident) ; 2 RA (Resident absent) ; 3 Member of non-resident HH; 4 Visitor; 9 Other (specify) ; 0 No Answer. Occupations:Principle Occupation: 1. Farmer ; 2 Shepherd; 3 Household ; 4 Merchant; 5 Religious leader, teacher ; 6 Artisan ; 7 Transport ; 8 Unemployed;9 Other (specify) ;0 No Answer Secondary Occupations: idem. Educational Level : 1 Illiterate ; 2 Three years or less; 3 Primary School ; 4 Secondary School ; 5 Technical School ; 6 Religious School (literate in Arabic) ; 0 No Answer Religion : 1 Muslim ; 2 Christian (specify denomination);3 Animist. 9 Other (specify); 0 No Answer

3. Land asset inventory for School Construction project PAPs

Kebele: _____

Date: _____

City/Town: _____

Survey no.	Name of Head of Household	No. of Persons in household	Total land holding of HH (m ²)	Land to be acquired (m ²)	Land Use Type *	Loss of % total	Loss of assets			Loss of crops			Loss of other assets	Other losses	
							Structures Permanent (m2)	Structures temporary (m2)	Area of residential land lost (m2)	Fruit trees lost type and number	Agricultural land lost (m2)	Other (specify)	E.g. graveyards, wells, etc. (type and no.)	Residence (rented)	Business lost

Land types are as follows (please fill in the types of land for Ethiopia

- 1.
- 2.
- 3.
- 4.

4. Entitlements of School Construction project PAPs

Woreda: _____ Date: _____

Kebele: _____

Survey no.	Name of Head of Household	Compensation for Land			Compensation for structures			Compensation for crops and trees			Compensation for other assets and losses (e.g., graveyards, wells, businesses, etc.)			Total (Birr)
		Quantity (m ²)	Unit price (Birr) per m ²	Entitlement (Birr)	Quantity (m ²)	Unit price (Birr) per	Entitlement (Birr)	Quantity Unit	Unit price (Birr)	Entitlement (Birr)	Quantity Unit	Unit price (Birr)	Entitlement (Birr)	

ANNEX 13 ENVIRONMENTAL AND SOCIAL SAFEGUARD MANAGEMENT IMPLEMENTATION REPORTING FORMAT

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY of EDUCATION (MoE)

PLANNING and RESOURCE MOBLIZATION DIRECTORATE

GEQIP-E PROGRAM COORDINATION OFFICE

**GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM FOR EQUITY
(GEQIP-E) - (121294-ET)**

Environmental and Social Safeguard Management Implementation Reporting Format

For Regional/City Administration

Reporting Time: _____ (1st, 2nd, 3rd or 4th Quarter, bi-annual/Annual /Year)

Reported By:

Name: _____

Position: Environmental and Social safeguards Expert/ESS Focal Person

Region/City Administration: _____

Reporting Month and Year

EXECUTIVE SUMMARY

The executive summary of the report should include

- Short summary of the project (including the main objective and scope) and the narrative of the environment and social management implementation during the reporting period.
- It must provide a brief and clear overview of the contents in the report, specifically highlighting the main findings regarding environment and social implementation status such as number of woredas' and schools, number of schools that take school grant, number of schools renewed school building, number of toilet and fence constructed in the school, number of schools takes environmental clearance certificate from EPA, number of schools bought laboratory chemicals, number of vulnerable groups targeted and benefited, number of project affected person affected , number of ESIA done(if there), number of school community trained on ESS, number of complaints filed, resolved and not resolved, number of Monitoring and Evaluation takes place in the quarterly planned identified challenges, lessons learnt, and proposed recommendations.

PART 1: INTRODUCTION

1.1 Project Background

In this section the report briefly introduces the project by describing the following:

- Highlight of the GEQIP-E activities as recommended under ESSA or specified in PAP.
- The types and number of subprojects implemented in the respective regions(regional distribution), project duration, and the existing context.
- Relevant studies conducted regarding the subproject activities (in brief) like the ESMP, ESIA, Environmental Audit, etc.
- The major environmental and social issues addressed and to be addressed (within the reporting period)

1.2 Objectives

The objective of ESSM implementation report is to focus on the implementation of the legal requirements of Government of Ethiopia for the program with respect to environmental and social due diligence, including the reporting, documentation and monitoring requirements as stated in the social development plan in the project PAD,ESMG and ESSA.

1.3 Scope

The scope of this report has to cover main activities executed during the reporting period (month/date/year) and the outcomes of these activities as well as the remaining tasks with their timeframe for implementation.

1.4 Reporting System

The REB will report environmental and social implementation performance status depending on the report and additional points to the MoE, Environmental and Social Management Unit (ESMU). This includes quarterly, bi-annual and annual social and environmental safeguards reports. The quarterly report will be submitted between the date 1-5 of the next quarter, bi-annual report will be submitted in one month after the end of second quarter and the annual report in one month following the end of the fourth quarter (Ethiopian physical year). The report must have the signature of the Environment and Social safeguards (ESS) expert and also must have sealed REB stamp. After that, scan the report and send through email.

PART 2: Environmental Safeguards

2.1 Environmental Performance- Procedural

Sort-out the planned projects that would be required to pass through screening processes and those not required to pass through this process. Then, based on the screening result and ESIA study of the project and findings of the field assessment, please address the compliance status of the main environmental issues in line with the environmental policy, proclamations and standards of the GoE, World Bank and ESMG. Also address the environmental actions that require special attention and follow up in line with the overall project's lifecycle (Phases) that can be classified by region. Use Table 1 template to provide information on summary of all projects in respective of environmental law.

Table 2.1: Template for projects numbers screened and reviewed by their major types and their classification

Region: _____ **: Woreda:** _____ **School**

Project types	Unit	Annual performance										Classification/Categories of the Screened project/s		
		Annual Planned	1 st qua		2 nd qua		3 rd qua		4 th qua		%Archived from annual	No. of projects continued without condition	No. of projects Partial ESIA	No. of projects Full ESIA
			Plan	Achi	plan	Achi	Plan	Achi	Plan	Achi				
Construction of school compound														
Removal of laboratory waste														
Renewal of the school building (painting, replacement of benches' sitting chairs)														

TABLE 2.2: ENVIRONMENTAL ISSUES OF THE PROJECTS ACTIVITIES

S.N	Name of Subprojects by major type/category	Was the Subproject properly screened?		Was subproject reviewed and approved by the relevant authority?		Types of Environmental and Social safeguard tools (Full/partial ESIA, ESMP)			Implementation of Mitigation measures			Carried out monitoring based on the monitoring plan	
		Yes	No	Yes	No	Continued without condition	Partial ESIA	Full ESIA	Good	Poor	Not started	Yes	No
1	Construction of toilet in the school compound												
2	Laboratory waste												
3	Renewal of the school building (painting, renewal of students' sitting chairs)												
4													
5													
6													
7													
8													

2.2 Environmental Performance- Implementation of ESMP (Mitigation Measure)

The potential environmental impacts and associated mitigation measures for the project have to be indicated in this section and should be reported accordingly as the proposed reporting templates. The following are some major environmental issues to be addressed in the report.

2.2.1.Noise Pollution

Noise pollution is unwanted sound that emanates from renewal of the school building, and toilet and fence construction for the school. Therefore, the report should include noise pollution affecting the school and local communities and the measures taken to mitigate the problems.

Table 2.2.1 Noise pollution sources and mitigation measures taken

S.N	Project that can cause noise pollution	Types of Mitigation measures taken		
		For complete avoiding noise	Pollution minimization	Usage of personal protective equipment(PPE) such as Ear Muff, Ear plug and Helmet
1	Renewal of school building	Doing the building on the day when there is no class	Covering the noise source machine with hard material	Types and number of PPE distributed
2	Construction of Toilet in the school compound	Doing the building on the day when there is no class	Covering the noise source machine with hard material	Types and number of PPE distributed
3	Construction of the school fence	Doing the building on the day when there is no class	Covering the noise source machine with hard material	Types and number of PPE distributed
4	Others			

2.2.2 Air Pollution

Air pollution such as dust and particulate matters that emanates from construction of school fence and renewal of the school building problem. Therefore, the report should include air pollution affecting local communities and the measures taken to mitigate the problems.

Table 2.2.2.Air pollution sources and mitigation measures taken

S.N	Project that can cause noise pollution	Types of Mitigation measures taken		
		For complete avoiding noise	Pollution minimization	Usage of personal protective equipment(PPE) such as mask
1	Renewal of school building	Doing the building on the day when there is no class	Spraying using water the sources of air pollution during the activity	Types and number of PPE distributed
2	Construction of Toilet in the school compound	Doing the building on the day when there is no class	Spraying using water the sources of air pollution during the activity	Types and number of PPE distributed
3	Construction of the school fence	Doing the building on the day when there is no class	Spraying using water the sources of air pollution during the activity	Types and number of PPE distributed
4	Others			

2.2.3 Liquid Waste Management

Aqueous wastes that contain cyanide, chromium, organic solvents and others are generated from the school laboratory. Aqueous waste sent to drain from laboratories must be controlled in the same way as that from industry. Most laboratories liquid wastes are either directly released to the water body or soil or the connected to a public sewerage system. Negotiation is necessary with woreda environmental protection agency (EPA). This may result in water resources and soil contamination. Therefore, the report should present how liquid wastes management has been addressed and mitigated.

2.2.4 Solid Waste Management

Solid wastes such as Glass wastes, Sharp objects (scalpel blades, syringes and needles) and hazards and radioactive chemicals may generated during the school laboratory activities. Therefore, the report should include how solid wastes will be managed (identification of types of wastes, waste segregation, disposal methods, etc). Additionally; the report includes the impacts and mitigation measures of the solid wastes.

2.2.5 Impact on natural habitats

The construction of school's toilet and fence can have direct and indirect impact on natural habitats. Hence, the report should present the impact of the project on natural habitats (comprising flora and fauna) and as well as the measures taken to minimize/avoid the impacts.

2.2.6 Others

In this section ;if there are other an unanticipated environmental impacts there to discuss and mitigation measures taken (if any)

PART 3: Project Social Safeguards Performance

Social development and safeguards issues in the project should cover the following aspects in detail during reporting period. These are:-

3.1 Stakeholder Engagement (public awareness and consultations)

This section should provide the efforts exerted in community consultation and affected persons related with project activities and impact, compensations if there (in kind, and cash) as stipulated in the agreed environmental and social safeguard instruments in the regions. The report provides

details of participants (who were invited? who attended?), issues raised during consultations as potential benefits, concerns and agreed next steps. If there is variation in terms of community participation among regions, the variations need to be indicated.

Table 3.1 Community Participation

Region/ Woreda/ School	Project Categories/ Major type of subprojects	Total No. of community members participated			Major issues discussed
		Male	Female	Total	

3.2 Underserved People and Vulnerable Groups

The report should indicate activities done by the projects to benefit underserved peoples and ethnic minorities (if there). Besides, the report should explore the efforts (special assistance provided) to pursue inclusive engagement of vulnerable groups including women, children and others.

3.3 Grievance Redresses Mechanism

This is the key aspect of the overall process to inform availability of the mechanism, the process and access to justice to PAPs to effectively deal with and redress grievances related with the project including construction of school fence and toilet and waste emanated issues. The report could also release existence of up-take location, ways/channels of filling complaints, processing guideline, the number of appeals, types of cases, number of resolved cases, services standards (average number of days taken to resolve cases), ways of communicating response to the appellant, and cases referred to courts.

Table 3.3 Grievance Redress Mechanism

No.	Region/ Woreda	Activity		Unit	Total
1		Established and functional GRM		No.	
2		Number of grievance /complaints registered	By GRM committee	No. (male)	
			Referred to higher government structure or formal court	No. (Female)	
3		Number of grievance resolved	By GRM committee	No.	
			Referred to higher government structure or formal court	No.	
4		Number of grievances pending	With the GRM committee		
			Referred to higher government structure or		

			formal court		
5		Types of cases appealed		Description	

3.4 Capacity Development Activities

The report includes the various capacity building activities to enhance capacity in effectively implementing the agreed environmental and social safeguard instruments disaggregated by sex, region and topics covered.

Table 3.4 Summary of Capacity Building on environment and social Safeguards

Region/ Woreda	Project Categories/ Major type of subprojects	Total No. of community members participated			Major issues discussed
		Male	Female	Total	

3.5 Disclosure of Information

All agreed social and environmental safeguards documents of the project should be publicly disclosed and this should be communicated to project affected people to make meaningful and informed choices. The report in this regard should provide details on types of documents disclosed, date of disclosure, media used to disclose the information (radio, television, social media, school notice board, etc.), the language use, etc.

Table 3.5 Disclosure of information

Rgion/Woreda/ School	Date of disclosure	Disclosed Documents	Language used	Media used to disclose an information

PART 4: Monitoring and Evaluation (safeguards Implementation Monitoring and Follow Up)

This section should demonstrate the monitoring and evaluation system, frequency, coverage (number of schools, woredaas monitored in the region, and the support provided by the region and Ministry of Education). The monitoring report should indicate the follow up made regarding the implementation of ESMSG, ESIA and ESMP, including monitoring the implementation of GRMs.

PART 4.1: Monitoring and Evaluation (safeguards Implementation Monitoring and Follow Up)

During the monitoring and evaluation, it is also possible to rate the risks of the project that can be run by the GEQIP-E's School grant. The risks of the project can be explained in the following table according to the given criteria (**Higher**: risk of causing adverse environmental and social effects; **Medium**: generate relatively less adverse effect from activities rated as high risk; **Low**: those activities which contribute minimal impacts. The following table should be used as a reference which is found in ESMSG.

Table 4.1 Impact Identification and Classification

Issues	Site Sensitivity			Rating
	Low	Medium	High	
Natural habitats	No natural habitats present of any kind	No critical natural habitats; other natural habitats occur	Critical natural habitats present	
Water quality and water resource availability and use	Low intensity of water use; low expected potential water use conflicts; no potential water quality issues	Medium intensity of water use; water quality issues are important	Intensive water use; potential for conflicts is high; water quality issues are important	
Underserved and vulnerable peoples	No underserved population	Dispersed and mixed Underserved populations; highly assimilated Underserved populations	Underserved people territories, vulnerable/ Underserved populations	

Section 5: Conclusions and Discussions

This section should include discussion on the lessons learnt, challenges and next actions of the Ministry of Education and Regional Governments have encountered that require special attentions in the future.

5.1 Lessons Learnt

5.2 Challenges

5.3

Next

Action

