

ETHIOPIAN MINISTRY OF EDUCATION



Environmental and Social Management Framework (ESMF) for Ethiopia COVID-19 Education Emergency Response Project (P174206)

November 2020

Contents

| | |
|--|----|
| Lists of Abbreviations | 6 |
| Executive Summary | 8 |
| 1. Introduction | 10 |
| 1.1 Background | 10 |
| 1.2. Objectives of ESMF | 10 |
| 1.3. Applications of ESMF | 11 |
| 1.4. Methodology | 11 |
| <i>1.4.1. literature review</i> | 11 |
| <i>1.4.2. Stakeholder Discussions</i> | 12 |
| 2. Description of the Project | 13 |
| 2.1. Project Development Objective (PDO) | 13 |
| 2.2. Project’s components | 13 |
| 3. Environmental and Social Baseline Conditions | 16 |
| 4. Relevant Legal and Institutional Framework | 25 |
| 4.1 National Regulatory Framework | 25 |
| 4.1.5 National Occupational Safety and Health legal framework | 30 |
| <i>4.2. International Environmental Conventions</i> | 30 |
| 4.3. Relevant World Bank Environmental and Social Standards | 32 |
| 5. Summery of potential key Labor Risks | 38 |
| 6. Social and Environmental Impacts and Mitigation Measures | 41 |
| 6.1. Positive Social and Environmental Impacts | 41 |
| 6.2. Negative Environmental and Social Impacts | 41 |
| <i>6.2.1. Impacts of the availability of WASH system</i> | 42 |

| | |
|--|----|
| 6.2.2. Mitigation measures for Impacts of availability of WASH system | 42 |
| 6.2.3. Impacts ' of Disinfectants | 43 |
| 6.2.4. Mitigation Measures for Impacts of Disinfectants | 44 |
| 6.2.5. Impacts on the availability of water resources | 49 |
| 6.2.6. Mitigation measures of Impacts on the availability of water resources | 49 |
| 6.2.7. Impact of Improper Waste Management | 50 |
| 6.2.8. Mitigation Measure for Impact of Improper Waste Management | 50 |
| 6.2.9 Localized Noise and vibrations | 51 |
| 6.2.10. Dust Emissions | 52 |
| 6.2.11. Impacts of Electronic waste (E-Waste) | 52 |
| 6.2.12. Mitigation Measures for E-Waste Impacts | 52 |
| 6.2.13 Traffic related Hazards | 56 |
| 6.2.14. Impacts on Female students/child marriage | 56 |
| 6.2.15. Mitigation Measure for Impact on Female students/child marriage | 56 |
| 6.2.16. Impacts of Liquid and Solid Wastes on Water Resources | 57 |
| 6.2.17. Mitigation Measure for Liquid and Solid Wastes on Water Resources | 57 |
| 6.2.18. Impacts on Online Education System | 58 |
| 6.2.19. Mitigation measures for impacts on online Education System | 58 |
| 6.2.20. Impacts on girls' lose education when schools reopen | 58 |
| 6.2.21. Mitigation measures for Impacts on girls' lose education when schools reopen | 59 |
| 6.2.22. Impacts of Gender Based Violence | 59 |
| 6.2.23. Mitigation Measures for impacts on Gender Based Violence | 59 |
| 6.2.24. Impacts on Child labor and Forced Labor | 60 |
| 6.2.25. Mitigation Measures for Impacts of Child labor and Forced Labor | 60 |
| 6.2.26. Impacts on disability students | 60 |

| | |
|---|-----|
| 6.2.27. <i>Mitigation Measure for Impacts on disability students</i> | 61 |
| 6.2.28. Impacts of Cyber Bullying | 61 |
| 6.2.29. <i>Mitigation of Cyber Bullying</i> | 61 |
| 6.2.30. Occupational Health and Safety..... | 62 |
| 6.2.31. Mitigation measures for occupational safety and health | 62 |
| 6.2.32. <i>Labor disputes</i> | 62 |
| 6.2.33. <i>Mitigation measures</i> | 62 |
| 6.2.34. <i>Discrimination and Exclusion of Vulnerable Groups</i> | 62 |
| 6.2.35. <i>Mitigation measures</i> | 63 |
| 7. Proposed Environmental and Social Management Plan (ESMP)..... | 64 |
| 8. Monitoring, Supervision and Reporting Plan..... | 73 |
| 9. Environmental and Social Management Framework Process and Implementation Arrangement | 76 |
| 9.1 Sub-project Screening and Approval Process | 76 |
| 9.2. Institutional and implementation Arrangements | 79 |
| 9.3. Capacity Building | 80 |
| 9.4. Budget for ESMF Implementation | 82 |
| 10. Stakeholder Engagement and Information Disclosure..... | 83 |
| 10.1. Virtual Stakeholders Consultation | 83 |
| 10.2. Grievance Redress Mechanism (GRM) | 88 |
| Reference | 91 |
| Annex 1: Environmental and Social Screening Form | 92 |
| Annex 2: Labour Management Procedure | 94 |
| Annex 3:- public consultation documentation template/form..... | 101 |
| Annex 4:- Grievance Report Form..... | 102 |
| Annex 5:ESMP Preparation Template Form | 103 |

| | |
|---|-----|
| Annex 6. Minutes for Stakeholders Discussion | 105 |
| Annex 7: Format for Biweekly and quarterly ES compliance Report | 109 |
| Annex 8: GBV Risks Assessment and Recommended Actions..... | 110 |

List of Tables

| | |
|---|-----------|
| Table 4. 1.Relevance Environmental and Social Standards for COVID-19 Education Emergency Response Project..... | 32 |
| Table 6. 1.E-Waste Management/Disposal Plan for the Proposed Project | 54 |
| Table 7. 1. General Environmental and Social Management Plan | 65 |
| Table 9. 1.Rating and Classification of Potential Impacts of Sub-projects..... | 77 |
| Table 9. 2.Capacity Building Program for the COVID-19 Education Emergency Response Project | 81 |
| Table 9. 3. ESMF Implementation Costs | 82 |

Lists of Abbreviations

| | |
|----------|---|
| CDC | Centre for Diseases Prevention and Control |
| CERC | Contingent Emergency Response Component |
| CPRP | Contingency Preparedness and Response Plan |
| COVID-19 | Coronavirus Disease 2019 |
| EIA | Environmental Impact Assessment |
| EMP | Environmental Management Plan |
| EPHI | Ethiopian Public Health Institute |
| ESIA | Environmental and Social Impact Assessment |
| ESP | Environmental and Social Policy |
| ESCP | Environmental and Social Commitment Plan |
| ESMF | Environmental and Social Management Framework |
| ESMP | Environmental and Social Management Plan |
| FAO | Food and Agricultural Organization |
| FEPA | Federal Environmental Protection Authority |
| GBV | Gender-based Violence |
| GRM | Grievance Redress Mechanism |
| IDA | International Development Association |
| IERCs | Inclusive Education Resource Centers |
| IPF | Investment Project Financing |
| LMP | Labor Management Procedures |
| MoE | Ministry of Education |
| MoF | Ministry of Finance |
| M&E | Monitoring and Evaluation |
| MEFCC | Ministry of Environment Forest and Climate Change |
| PAP | Program Action Plan |
| PCO | Program Coordination Office |
| PRMD | Planning and Resource Mobilization Directorate |

| | |
|--------|--|
| PTSA | Parent-Teacher-Student Associations |
| REBs | Regional Education Bureaus |
| SEA/SH | Sexual Exploitation and Abuse/Sexual Harassment |
| SEP | Stakeholder Engagement Plan |
| SMC | School Management Committee |
| UNICEF | United Nations Children’s Fund |
| WASH | Water, Sanitation and Health |
| WB | World Bank |
| WBG | World Bank Group |
| WoFEDs | Woreda offices of Finance and Economic Development |
| ZEOs | Zonal Education Offices |
| ZoFEDs | Zonal Offices of Finance and Economic Development |

Executive Summary

The Government of Ethiopia's response to the COVID-19 pandemic included the indefinite closure of all schools on March 15, 2020, impacting more than 26 million students. Provision of alternative teaching, through remote means, is essential to minimize loss of learning and maintain student engagement during the period of school closure. Low levels of access to digital media among the population (an estimated 38 percent of households in Ethiopia lack access to radio, TV or cellphone service) pose challenges to the provision of remote learning. Furthermore, low standards of connectivity between woreda, regional and national levels poses challenges for rapid and effective coordination between officials, necessary for a robust emergency response. In addition, low levels of availability of adequate handwashing and hygiene infrastructure and materials at schools pose a risk of resurgence of COVID-19 infections when schools reopen; additional capacity is also required among teachers for accelerated learning following the reopening of schools to support students to catch up lost learning time.

The general objective of the ESMF is to assess and mitigate potential negative environmental and social (E&S) risks and impacts of the Project consistently with the Environmental and Social Standards (ESSs) of the World Bank ESF and National Environmental and Social requirements. This can help to maintain students' learning during school closures in response to the COVID-19 pandemic and after school re-openings and enable education system recovery and resilience.

Six of the ten Environmental and Social Standards (ESSs) of the World Bank's Environmental and Social Framework have been screened as relevant to the project. These are 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, ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities and ESS10 Stakeholder Engagement and Information Disclosure..

The project activities will have positive social outcomes ranging from ensuring continuity of education for more than 26 million students during the crisis, maintaining WASH facilities for schools that will be served as a quarantine center supporting protection from COVID19 to enhancing the capacity of educational system through ICT infrastructures and digital technologies. It will give a chance for alternative teaching-learning process using electronic devices such as TV, radios, Cell phones and to some extent by using of internet for high school students. The availability WASH facilities to be financed by the project can help to minimize exposure the COVID-19 pandemic & help the students to be familiar with personal hygiene.

The potential environmental and social adverse impacts and risks associated with this project are rated as moderate. Some of the potential negative impacts that will be expected in the project life cycle include : i) failure to apply good sanitation and hygiene practices at the schools can have significant repercussions in the fight against COVID-19 ii) poor waste-management at the schools that may be used as isolation/quarantine centers/ COVID-19 infections, transmission of the disease from the schools that were used as quarantine centers and selected Level 1 Schools to communities; ii) pressure on the existing WASH system, iv) OSH risks such as exposure to COVID-19 and risks that could be caused by chemical disinfectants (despite their disinfectant and antiseptic functions, these chemicals, if used improperly, may lead to accidents and could

pose risks to public health) & v) an increase in consumption of energy and generation of e-waste in the long run due to enhancements to ICT infrastructure, females students/child marriage due to school closure, iv) unfair distribution of online education system due lack of materials and energy, female students lose education when the school reopen and problems of gender-based violence(GBV).

To address the above listed risks, site specific environmental and social risk management tools (e.g. environmental and social management plans, infection control and waste management plans) will be prepared and implemented at the operational (school) level. At each school, focal persons with relevant qualification (e.g. health extension workers, biology, chemistry & geography teachers) will be trained and assigned as focal persons to provide oversight on the management of risks associated with COVID-19 so that environment, health and safety risk mitigation measures are properly planned and implemented. The focal persons who will be assigned at the school level will be responsible to follow up and report to the Woreda Bureaus of education and health biweekly so that the implementation of risk management activities could be properly monitored and reported to the Bank on quarterly basis.

Each Woreda will also assign a qualified focal person that will provide an oversight on the implementation of environment, health and safety risk management measures. The Woreda education bureau, together with the health bureau, will also monitor the proper implementation of environment, health and safety risk management activities biweekly. Each regional state will have qualified focal persons who can support and monitor the implementation of environment, health and safety risk (EHS) management activities and who will also be responsible to compile the reports from administrative Zones in each region and report to the federal Ministry of Education on monthly basis. The Ministry in turn share a quarterly EHS risk management report to the quarterly based on the reporting template annexed to the ESMF.

The MoE environmental and social risk management staff, Regional ESS experts and Focal Persons that will be assigned at different levels will be trained on the ESMF of the project (with focus on risks, mitigation measures, monitoring and reporting), relevant aspects of the National COVID-19 handbook, pertinent WHO guidelines such as Water, sanitation, hygiene, and waste management for COVID-19 (e.g. WHO/2019-nCoV/IPC_WASH/2020.2) as well as pertinent WBG General EHS Guidelines. Environmental and social risk management compliance review workshops will be conducted on quarterly basis.

The MoE/PCO is committed to stakeholder engagement, including public information disclosure and consultation, throughout the entire project cycle. The Education Technical Working Group (ETWG) and Environmental and Social Safeguards Management Unit (ESMU) will be coordinating all efforts addressing these important processes. The roadmap for such actions has been formulated in the project Stakeholder Engagement Plan (SEP). The GRM is being established to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved as outlined in the SEP. Grievances can be submitted if someone believes the Project is having a detrimental impact on the community, the environment, or on their quality of life.

1. Introduction

1.1 Background

This Environmental and Social Management Framework (ESMF) is developed to support the environment and social due diligence provisions for activities financed by the World Bank Group (WBG) Fast Track COVID-19 Facility to the Ethiopian COVID-19 Emergency Response Project (P174206). The Ministry of Education (MoE) is a project implementing body.

Temporary school closures due to COVID-19 may lead to permanent drop-out of children from vulnerable households, especially in rural areas where early drop-out is common even in ordinary circumstances. Girls are more likely to permanently leave the schooling systems after a disruption than boys, and teenage pregnancy rates is expected to increase. The long-term impacts of lost months of schooling and nutrition will be particularly severe for children in poor families, adversely affecting their human capital development and earning potential, presenting an urgent need for efforts to support and encourage re-enrollment once schools reopen.

In addition, inadequate availability of hand-washing and hygiene infrastructure and materials at schools pose a risk of a resurgence of COVID-19 infections when schools reopen. Only 27 percent of primary schools, and 84 percent of secondary schools, have a water supply. Only 79% of primary schools have toilets, and 96% of secondary schools and a large minority have traditional toilets.

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

The planned COVID-19 response benefits from existing infrastructure for the delivery of distance learning materials through public radio. At the time of writing, distance learning materials are being broadcast in Tigray, Afar, Amhara, Oromia, Somali, Harari, Benishangilgumuz, Gambella, SNNPRS, Dire Dawa and Addis Ababa over radio and TV; the proposed project supports the development of materials specific to the COVID-19 related school closure and the extension of these activities to other regions, as well as complementary printed materials. The project also complements these distance learning activities with support for accelerated catch-up learning after schools reopen

1.2. Objectives of ESMF

General Objectives

The general objective of the ESMF is to assess and satisfactorily address all potential negative environmental and social (E&S) risks and impacts of the Project consistently with the Environmental and Social Standards (ESSs) of the World Bank ESF and National Environmental and Social requirements.

Specific objectives of the ESMF are to:

- a. Review Ethiopia's relevant policies, legislation, regulatory and administrative frameworks in conjunction with the World Bank's environmental and social standards. Where there are gaps between these policies and standards, recommends how to bridge these gaps in the context of the proposed project as appropriate;
- b. assess the potential E&S risks and impacts of the proposed Project and propose their mitigation measures;
- c. specify appropriate roles and responsibilities, and outline the necessary reporting procedures, for managing and monitoring E&S issues/concerns related to the activities;
- d. identify the training and capacity building needed to successfully implement the provisions of the ESMF;
- e. address mechanisms for public consultation and disclosure of project documents as well as redress of possible grievances;
- f. develop an environmental and social screening process for the subproject activities that may have environmental and social risks and impacts; and,
- g. provide guidance for preparation of site-specific Environmental and Social Management / Monitoring Plans (ESMPs), including monitoring indicators, for the project and
- h. Establish the budget requirements for implementation of the ESMF/ESMPs.

1.3. Applications of ESMF

The ESMF provides principles and specific process and technical guidance to the Project implementing agencies and their consultants for addressing all environmental and social risks and impacts of the subproject activities from preparation, through review and approval, to implementation. Through effective implementation of this ESMF will ensure the practical management of the potential environmental and social concerns of the project based on the applicable national legislations and the World Bank ESF. These include ensuring that individuals or groups who, because of their particular circumstances, may be disadvantaged or vulnerable, have access to the development benefits resulting from the Project. This ESMF will be applied to all activities (e.g., works, goods/services, technical assistance, and research activities) to be financed by the Project and/or its subprojects.

1.4. Methodology

The following methods were used in the preparation of the ESMF:

1.4.1. literature review

- Review of the prepped documents for Ethiopia COVID-19 Education project documents such as GPE accelerated funding for COVID-19 emergency response project, and others.
- Review of other relevant literature, Ethiopian Government Regulations, and World Bank Environment and Social standards (ESS);
- Identification and analysis of potential environmental and social impacts likely to result from implementation of the proposed project;

- Identification of appropriate mitigation measures for the negative environmental and social impacts. This could be done by Collecting and analyzing of baseline environmental and social data with the help of secondary literature review.

1.4.2. Stakeholder Discussions

The environmental policy of Ethiopia requires the participation of stakeholders in the decision-making process. In the same way, the World Bank ESS10 requires a stakeholder engagement throughout the project cycle. To ensure stakeholder engagement, the MoE consulted key project stakeholders on the proposed Ethiopian COVID-19 Education Emergency Response Project as an integral part of the ESMF and SEP development.

2. Description of the Project

The Government of Ethiopia's response to the COVID-19 pandemic included the indefinite closure of all schools on March 15, 2020, impacting more than 26 million students. Provision of alternative teaching, through distance learning platforms, is essential to minimize loss of learning and maintain student engagement during the period of school closure. Low levels of access to digital media among the population (an estimated 38 percent of households in Ethiopia lack access to radio, TV or cell phone service) pose challenges to the provision of remote learning. Furthermore, low levels of connectivity between Woredas, regions, and the center pose challenges for rapid and effective coordination between officials, necessary for robust emergency response.

The COVID-19 pandemic poses a severe threat to the efficiency, equity, and quality of the education system, and more broadly to Ethiopia's goals for strategic development and human capital growth. The planned COVID-19 response benefits from existing infrastructure for delivery of distance learning materials through public radio. While distance learning materials are being broadcast in all regions and city administrations regions (Tigray, Afar, Amhara, Oromia, Somali, Harari, Benishangilgumuz, Gambella, SNNPRS, Dire Dawa and Addis Abab) over radio and TV; the proposed project supports development of materials specific to the COVID-19-related school closure and the extension of these activities to other regions, as well as complementary printed materials. The proposed project also complements these distance learning activities with support for accelerated catch-up learning after schools reopen, and complements ECW WASH activities with low-cost COVID-19 prevention and hygiene packages for schools.

The proposed grant financing is in the amount of 14.85 Million USD including supervision fees of US\$200,000, expected to be financed from an allocation from the Global Partnership for Education (GPE) COVID-19 Accelerated Funding Window over an 18 months implementation period. The budget will be utilized within 18 months to enhance preparedness activities for COVID-19 and strengthen the education system both at the National and Regional levels. Also, the activities are intended to mitigate the impact of COVID-19 on the education system and help recovery when schools are reopened.

2.1. Project Development Objective (PDO)

The Program Development Objective (PDO) is to maintain students' learning during school closures in response to the COVID-19 pandemic and after school re-openings and enable education system recovery and resilience.

2.2. Project's components

The project, financed with accelerated emergency COVID-19 response funds from Global Partnership for Education (GPE) and the World Bank, is designed to implement an Ethiopian Education Emergency Response Strategy. The strategy aims to ensure continuity of learning during the closure of schools. Also, distribute critical messages on health and educational messages to all communities; and to build resilience into the educational system for a safe return to schools after the end-up of COVID-19 pandemic. All the proposed activities to become effective and fruitful if there is continued engagement with students and their families. The

project is critical to avoid long-term downturns in school enrollment and learning outcomes and to distribute critical messages to students and their families.

The proposed project activities are intended to mitigate the impact of COVID-19 on the education system and help recovery when schools reopen. The project will have three components:

I. Component 1: Maintaining learning trajectories and safety during school closure

The closure of schools is expected to pose severe negative impacts on student learning trajectories. This component supports activities to maintain learning during the closure of schools through the provision of distance learning, as well as communication regarding the COVID-19 pandemic and the reopening of schools. The component has two subcomponents:

Sub-Component 1A: Remote Learning.

The Ministry of Education's COVID-19 Emergency Response Plan includes extensive support to distance learning to maintain student learning trajectories during school closures. The project will support development and broadcast of distance learning materials, employing existing Government radio and TV infrastructure, to support continuity of learning during school closure, with a focus on reaching the most vulnerable, in particular girls and children with special needs.

Sub-Component 1B: Communication.

Distance learning activities are unlikely to reach all students without concerted effort to communicate their availability and support access. This subcomponent supports communication around the availability of, and how to access distance learning resources, as well as additional messaging on safety and awareness of COVID-19, GBV, and disabilities, and psychosocial support for students. The subcomponent also supports improved communication between teachers and students during school closures.

II. Component 2: Supporting readiness for school reopening and mitigating learning loss.

This component supports accelerated learning activities to enable 'catching-up' of lost learning in the months immediately following the reopening of schools, including targeted remedial support to low-performing and vulnerable students; in addition to supporting sanitation and facilities in schools. The component has two subcomponents:

Sub-Component 2A: Support for catch-up learning.

No matter the effectiveness of distance learning strategies, learning loss during school closures are inevitable and likely to disproportionately impact the poorest. This component supports accelerated learning and remedial support for catch-up learning through preparation of guidelines and support to teachers.

Sub-Component 2B: Enhancing hygiene and prevention of disease in schools.

The reopening of schools is unlikely to be successfully conducted and would be imprudent, without efforts to enhance standards of cleanliness and hygiene in schools. Only 35 percent of schools in SNNP region, and 15 percent in Somali region, have a functioning clean water supply, and only 83 percent of schools(both primary and secondary schools) have toilets. This component will support investments and guidance to schools to ensure safe environments for

students and teachers, likely to include, water transportation, disinfectants, and sanitizing materials, and face masks, as well as support to community monitoring of hygiene in schools.

III. Component 3. System-level resilience and project coordination

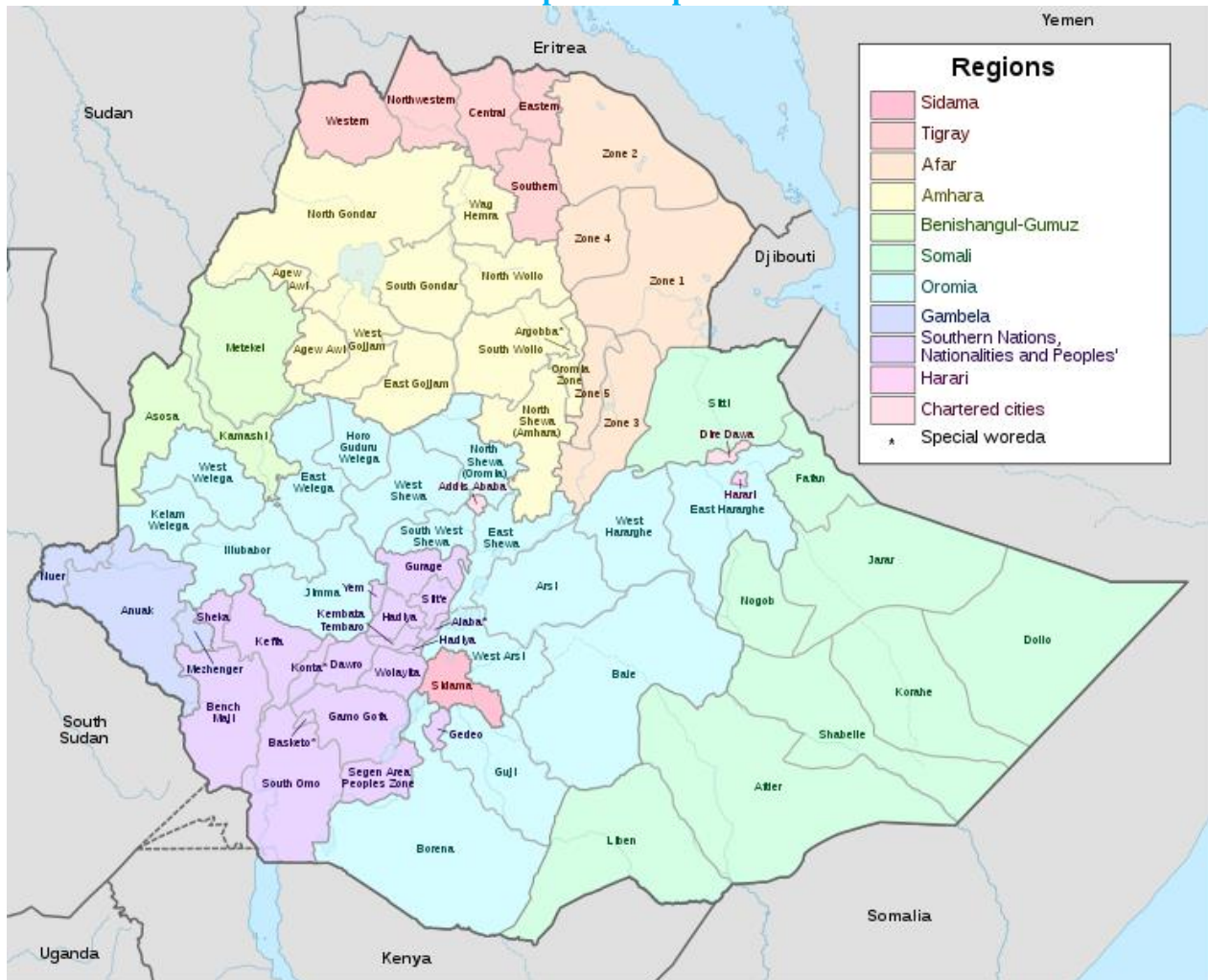
This component supports system-level capacity to respond to emergencies and monitor the functioning of schools through provision of an emergency helpdesk and support to supervision capacity at regional and local levels. The component will also support overall project management, coordination and communication, including preparation and execution of the 18 months' work plan and budget (AWP&B), and procurement plan; monitoring of the results framework and quarterly reporting; facilitate project communication and ensure compliance with fiduciary and safeguards requirements.

3. Environmental and Social Baseline Conditions

3.1. Locations and Size

Ethiopia is located in the North Eastern part of the African continent or what is known as the “Horn of Africa.” Ethiopia is bounded by Sudan on the west, Eritrea and Djibouti on the northeast, Somalia on the east and southeast, and Kenya on the south. Ethiopia lies between the Equator and Tropic of Cancer, between the 30° N and 150° E Longitude or 33° E and 48° E Longitude. The country occupies an area of approximately 1,127,127 square km. The total land area is 1,119,683 square km and the area occupied by water bodies is 7,444 sq. km. The Ethiopian border is 5,311 km long.

Map of Ethiopia



The proposed project is planned to be implemented in the all regions and city administrations of Ethiopia. But the proposed project is mostly introducing the digital connectivity of schools which is Satellite Service for Education System to reach disadvantage Children who live in remote areas such as Afar, Gambella, Somali, Benshagul Gumiz, Harari, Pastoralist Areas of Oromia

and SNNPR who don't have access for any home based education during the Covid-19 school Closure.

Information such as agro ecological, rainfall, temperature, growing periods, socioeconomic and biophysical environments has been gathered from the secondary information sources to assess the socio-economic and biophysical status of the project areas. It will be difficult to assess in detail of the biophysical and socioeconomic environment of the sup-project sites due to the COVID-19 situations. However, for the purpose of preparation of the ESMF report, it will be sufficient to conduct general assessment of the biophysical and socio-economic environment of the project areas.

3.2. Physical Environment

Hydrology

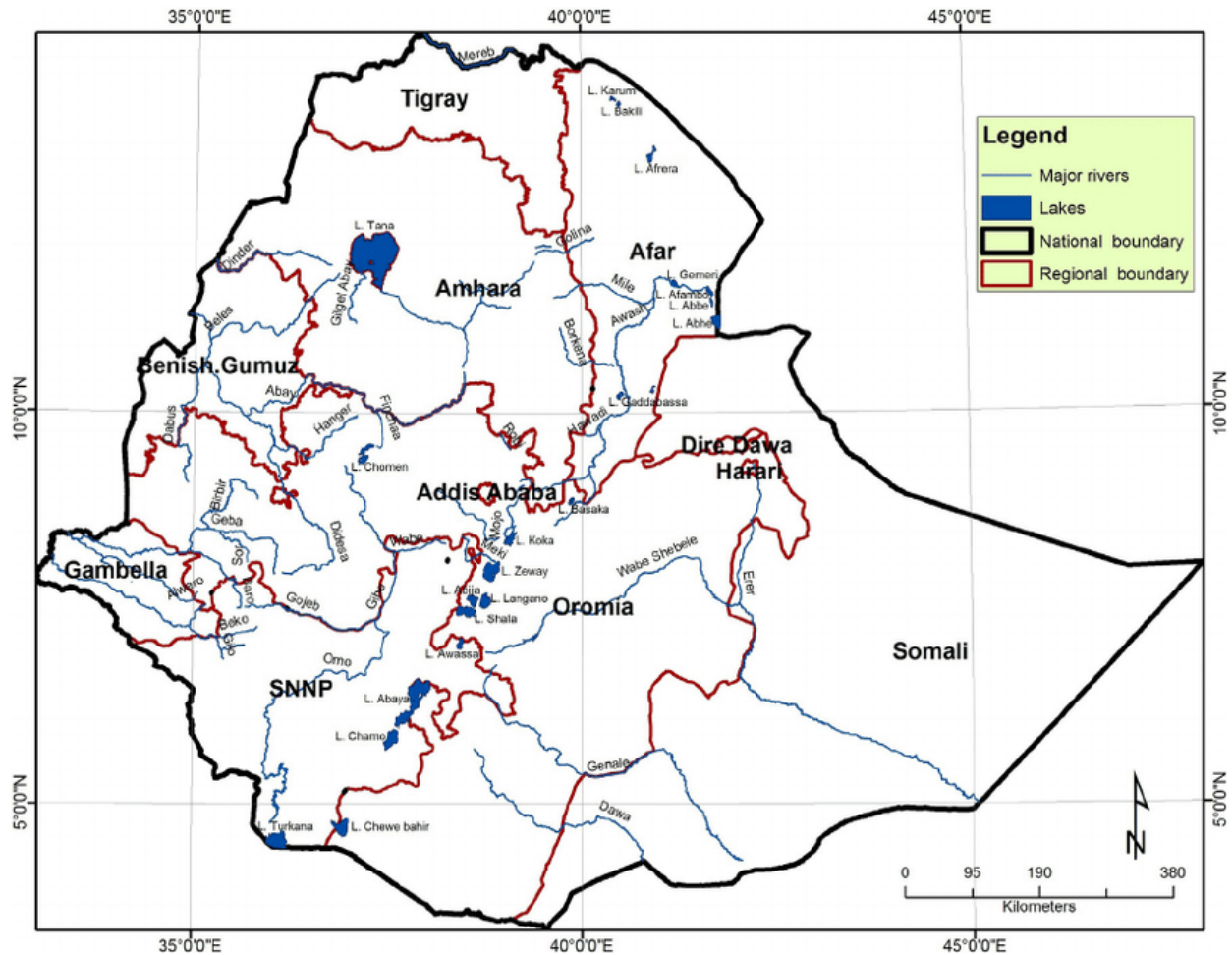
The highlands of Ethiopia are the source of major perennial rivers, and Ethiopia also has a number of large lakes. Lake Tana, in the north, is the source of the Blue Nile, and there are a number of other major rivers. However, apart from these major surface water features, there are hardly any perennial surface water flows in areas below 1,500 m.

The Hydrology Directorate of the Ethiopian Ministry of Water Irrigation and Energy is the responsible body for installation and maintenance of river gauges. They also manage and disseminate the resulting river discharge data.

Most hydrological records started in the 1960s following the initiation of the Blue Nile Basin Master Plan study by the USBR (United States Bureau of Reclamation). There are currently 489 operational river gauging stations in Ethiopia.

Generally, the physical environment of the pastoral and agro pastoral areas of Ethiopia are mostly arid and semi-arid sometimes intersected by large rivers such as the Baro, Awash, Wabe-Shebelle, Omo-Gibe and Genale-Dawa. Rainfall is erratic and mean annual rainfall is generally less than 900mm and annual mean temperatures are above 18°C and these areas are mostly faced with recurrent drought. The main geologic unit of one of the Afar region for example, includes volcanic rocks of the Afar Group and sedimentary of the quaternary age. Outcrops of the Afar group which are dominantly basaltic are found exposed in many areas of the region. Sand, silt, clay and reef limestone of Holocene age cover larger part of the region. Whereas the geologic formation of the other regions such as Somali, Oromia and SNNPR are dominated by alternating limestone, shale, anhydrite, dolomites and marble. Soil types in the later regions are sandy and often coated with reddish soil and calcareous crust typical of desert area. Minerals like edible salt, gold and natural gas also occur in most of the regions.

Map of Rivers and Lakes in Ethiopia



Climate

Ethiopia covers an area of 1,104,300 km² with climatic diversity ranging from equatorial rainforest in the south, to the desert-like conditions in Somali and the Danakil Depression in the Afar Region. Ethiopia's topography is very diverse, with elevations ranging from 126m below sea level to 4,500m above sea level. Due to the topographic variation and geographical location, there is a high spatial and temporal variability of rainfall which ranges from 750 mm in Tigray and Amhara to over 1,000 mm in parts of Oromia. Generally, the highland areas receive more rain than the lowlands. The mean range of temperature varies between 15 to 25 °C.

Soils and Geology

The soils of Ethiopia can be classified into five principal types. The first type is composed of eutric nitosols and andosols and is found on portions of the Western and Eastern highlands. These soils are formed from volcanic material and, with proper management, have medium to

high potential for rain-fed agriculture. The second group of soils, eutric cambisols and ferric and orthic luvisols, are found in the Simien plateau of the Western Highlands. They are highly weathered with a subsurface accumulation of clay and are characterized by low nutrient retention, surface crusting, and erosion hazards. With proper management, they are of medium agricultural potential. The third group of soils is the dark clay found in the Western Lowlands and at the foothills of the Western Highlands. Composed of vertisols, they have medium to high potential for both food and agriculture but pose tillage problems because they harden when dry and become sticky when wet. Some of the rich coffee-growing regions of Ethiopia are found on these soils.

The fourth group is composed of yermosols, xerosols, and other saline soils that cover desert areas of the Eastern Lowlands and the Denakil Plain. Because of moisture deficiency and coarse texture, they lack potential for rain-fed agriculture. However, the wetter margins are excellent for livestock, and even the drier margins respond well to irrigation. The fifth soil group is lithosols found primarily in the Denakil Plain. Lack of moisture and shallow profile preclude cultivation of these soils.

Topography and Drainage

Much of the Ethiopian landmass is part of the East African Rift Plateau. Ethiopia has a general elevation ranging from 1,500 to 3,000 meters above sea level. Interspersed on the landscape are higher mountain ranges and cratered cones, the highest of which, at 4,620 meters, is Ras Dashen Terara northeast of Gonder. The northernmost part of the plateau is Ethiopia's historical core and is the location of the ancient kingdom of Aksum. The national capital of Addis Ababa ("New Flower") is located in the center of the country on the edge of the central plateau.

The highlands that comprise much of the country are often referred to as the Ethiopian Plateau and are usually thought of as divided into northern and southern parts. In a strict geographical sense, however, they are bisected by the Great Rift Valley into the northwestern highlands and the southeastern highlands, each with associated lowlands. The northwestern highlands are considerably more extensive and rugged and are divided into northern and southern sections by the valley of the Abay (Blue Nile).

North of Addis Ababa, the surface of the plateau is interspersed with towering mountains and deep chasms that create a variety of physiography, climate, and indigenous vegetation. The plateau also contains mountain ranges such as the Chercher and Aranna. Given the rugged nature of these mountains and the surrounding tableland, foreigners receive a false impression of the country's topography when Ethiopians refer to the landform as a plateau. Few of these peaks' surfaces are flat except for a scattering of level-topped mountains known to Ethiopians as *ambas*.

Southwest of Addis Ababa, the plateau also is rugged, but its elevation is slightly lower than in its northern section. To the southeast of Addis Ababa, beyond the Ahmar and Mendebo mountain

ranges and the higher elevations of the southeastern highlands, the plateau slopes gently toward the southeast. The land here is rocky desert and, consequently, is sparsely populated.

The Great Rift Valley forms a third physiographic region. This extensive fault system extends from the Jordan Valley in the Middle East to the Zambezi River's Shire tributary in Mozambique. The segment running through central Ethiopia is marked in the north by the Denakil Depression and the coastal lowlands, or Afar Plain, as they are sometimes known. To the south, at approximately 9° north latitude, the Great Rift Valley becomes a deep trench slicing through the plateau from north to south, its width averaging fifty kilometers. The southern half of the Ethiopian segment of the valley is dotted by a chain of relatively large lakes. Some hold fresh water, fed by small streams from the east; others contain salts and minerals.

In the north, the Great Rift Valley broadens into a funnel-shaped saline plain. The Denakil Depression, a large, triangle-shaped basin that in places is 115 meters below sea level, is one of the hottest places on earth. On the northeastern edge of the depression, maritime hills border a hot, arid, and treeless strip of coastal land sixteen to eighty kilometers wide. These coastal hills drain inland into saline lakes, from which commercial salt is extracted. Along the Red Sea coast are the Dahlak Islands, which are sparsely inhabited.

In contrast with the plateau's steep scarps along the Great Rift Valley and in the north, the western and southwestern slopes descend somewhat less abruptly and are broken more often by river exits. Between the plateau and the Sudanese border in the west lies a narrow strip of sparsely populated tropical lowland that belongs politically to Ethiopia but whose inhabitants are related to the people of Sudan. These tropical lowlands on the periphery of the plateau, particularly in the far north and along the western frontier, contrast markedly with the upland terrain.

The existence of small volcanoes, hot-springs, and many deep gorges indicates that large segments of the landmass are still geologically unstable. Numerous volcanoes occur in the Denakil area, and hot springs and steaming fissures are found in other northern areas of the Great Rift Valley. A line of seismic faults extends along the length of Eritrea and the Denakil Depression, and small earthquakes have been recorded in the area in recent times.

All of Ethiopia's rivers originate in the highlands and flow outward in many directions through deep gorges. Most notable of these is the Blue Nile, the country's largest river. It and its tributaries account for two-thirds of the Nile River flow below Khartoum in Sudan. Because of the general westward slope of the highlands, many large rivers are tributaries of the Nile system, which drains an extensive area of the central portion of the plateau. The Blue Nile, the Tekezze, and the Baro are among them and account for about half of the country's water outflow. In the northern half of the Great Rift Valley flows the Awash River, on which the government has built several dams to generate power and irrigate major commercial plantations. The Awash flows east and disappears in the saline lakes near the boundary with Djibouti. The southeast is drained by the Genale and Shebele rivers and their tributaries, and the southwest is drained by the Omo.

3.3. Biological environment

Forests and Wood Lands

Ethiopia's forest cover is reported to be 11.4% by the FAO [2015], and 15.5% by the MEFCC [2016]. The FAO [2010] estimate (11%), which was derived from the report of Woody Biomass Inventory and Strategic Planning Project, was also very close to the current FAO estimate. In the FAO [2010] report, high forests (i.e., natural forests with tall trees), plantations, and high woodlands were reclassified as 'forest', while low woodlands and shrublands were reclassified as 'other wooded land'. In the recent reports of both MEFCC [2016] and FAO [2015], Bamboo forests and dense high woodlands are included as forests. Ethiopia has just over 4 million hectares of high forest (3.56% of the area of the country), 29.24 million hectares of woodland (25.5%), and 26.4 million hectares of shrubland (23.1%). Acacia woodlands cover about 55% of the total woodland area, i.e., more than the other types of woodlands altogether. Acacia woodlands are mainly concentrated in the lowlands of the Rift Valley [27,28] and are the climax vegetation of the area.

Forest clearance in Africa is driven mainly by the demand for land for cultivating crops and grazing, and for fuel. The heaviest forest losses in sub-Saharan Africa happen in areas where wood is needed for fuel or where forestland is needed for growing crops. Ethiopia is one of the countries in sub-Saharan Africa experiencing such challenges.

Wetlands and Freshwater

It is estimated that there are 77 wetlands in Ethiopia including lakes that cover an area of 13,700 km², which is about 1.14 percent of the country's landmass (Karlsson, 2015). Different estimates also indicate that the total area of wetlands in Ethiopia may exceed 2% of the country's surface area (22,500 km²) (Mengistou, 2006). Variation in the geological formation and climatic conditions has endowed Ethiopia with different types of water resources and wetland ecosystems, including twelve river basins, eight major lakes and many swamps and floodplains (Tulu and Desta, 2015; USAID, 2008). The total annual volume of runoff water is about 110 billion cubic meters. The wetlands of Ethiopia vary in attributes such as size, type and location, and they represent a substantial micro-environment in many parts of the country (Endalew, 2015). Various forms of wetlands are found to exist in Ethiopia except the coastal and marine-related wetlands and extensive swamp-forest complexes. They include alpine formations, riverine, lacustrine, palustrine and floodplain wetlands.

Wildlife in Ethiopia

Around 320 species of mammal including 39 endemics (both small and large mammals), 918 birds with 19 endemic species, 240 reptiles (16 endemics), 71 amphibians (30 endemics) and 172 freshwater fishes with 38 endemics and more than 1225 insects recorded in Ethiopia (Wolf, 1961). Therefore, Ethiopia has one of the most diverse mammalian faunas in Africa and the great attractions of its wildlife heritage. Traditionally, many people simply represented Ethiopia as "Home of the Unique Seven" which refers to seven distinctive and large endemic mammals found only in Ethiopia. Those seven large mammals are; the Ethiopian wolf (*Canis simensis*), Mountainnyala (*Tragelaphus buxtoni*), Walia ibex (*Capra walle*), Menelik's bush buck,

Swayne's hartebeest (*Alcelaphus buselaphus swaynei*), Gelada baboon (*Theropithecus gelada*) and Bale monkey (*Chlorocebus djamdjamensis*) and the rest (83.9%) are smaller ones including 2, 9 and 15 species of bats, insectivores and rodents, respectively. However, the country has more than seven large mammals (Amare.A,2015).

Ethiopian Lion (*Panthera leo abyssinicum*) (Bruche s,et.al,2012), Starck's Hare (*Lepus starcki*) and Giant mole rat (*Tachyoryctes macrocephalus*) were some of endemic mammals of Ethiopia that are not included under unique endemic species. The large mammals are mainly concentrated in the south and southwest border and adjacent area of the country. Furthermore, the Great Rift Valley and mountain massifs are also homes for many endemic mammals.

3.4. Socio-economic environment

Waste Management Practice in Ethiopia

Waste Management is the collection, transport, processing, recycling or disposal, and monitoring of waste materials. The amount of solid waste generated in developing countries is rising over time due to economic growth, change in consumer behavior, and lifestyles of people. But it is hard to manage and handle the increase of solid waste with existing waste management infrastructure. Thus, the management system of solid waste is very poor and has become a serious problem.

In Ethiopia, less than half of the solid waste produced is collected and 95 percent of that amount is either indiscriminately thrown away at various dumping sites on the periphery of urban centers or at a number of so-called temporary sites and typically empty lots scattered throughout the city. But in Addis Ababa which is the capital city, there was a paradigm shift from conventional waste management practices to Integrated Solid Waste Management (ISWM) in order to effectively manage the waste stream. ISWM is a comprehensive waste prevention, recycling, composting, and disposal programme. An effective ISWM system considers how to prevent, recycle, and manage solid waste in ways that most effectively protect human health and the environment. Therefore; Organic solid waste is collected from the central fruit and vegetable marketplace in Addis Ababa and from residences and shops located around the market. Tackling this waste takes up a considerable part of the municipality's budget. This organic waste was converted to compost which is used as an organic fertilizers.

Overview of Primary Health Care in Ethiopia

Health service provision in Ethiopia includes a wide range of providers in both the public and private sectors, such as public facilities managed by federal, regional state, zonal and woreda administration and private for-profit providers, NGOs, community-based and faith-based organizations and traditional care givers (WHO 2002). Currently there are 290 hospitals, 3962 health centers, and 16547 health posts under the regional and federal government which provides health care services. Ethiopian health care delivery system has three-tier, to deliver essential health services and ensure referral linkages.

The first tier is primary health care unit in woreda health system comprises health posts, health centres and primary hospital. Secondary health service includes general hospitals. Tertiary facilities form the highest level of healthcare in the country and include Specialist Hospitals, Teaching Hospitals and Federal Referral Hospitals.

Population Distribution and Economic Growth of Ethiopia

Ethiopia is the second most populous nation with more than 112 million people in Africa after Nigeria, and the fastest growing economy in the region. However, it is also one of the poorest, with a per capita income of \$850. Ethiopia aims to reach lower-middle-income status by 2025.

Ethiopia's economy experienced strong, broad-based growth averaging 9.8% a year from 2008/09 to 2018/19, Ethiopia's real gross domestic product (GDP) growth rebounded to 9% in 2018/19. Industry, mainly construction, and services accounted for most of the growth. Agriculture and manufacturing made lower contribution to growth in 2018/19 compared to the previous year. Private consumption and public investment explain demand-side growth, the latter assuming an increasingly important role.

Natural vegetation and Forests

Ethiopia's natural vegetation is composed of four biomes. The first is savanna, which is in wetter portions of the western highlands, consists of montane tropical vegetation with dense, luxuriant forests and rich undergrowth. The second biome is mountain vegetation; it comprises montane and temperate grasslands and covers the higher altitudes of the western and eastern highlands. The third biome, tropical thickets and wooded steppe, is found in the Rift Valley and Eastern Lowlands. The fourth biome is desert steppe vegetation, which covers portions of the Denakil depression. There are 58 National forest priority areas in Ethiopia out of which 49 are located in Oromia region accounting for 0.1% of the total surface area of the region. In Amhara region, the natural forest coverage is less than 10% and is heavily degraded as a result of agricultural activities and fuel wood production.

Availability of Information and Technology

Information and communication technologies (ICT) play a transformational role in education. ICT helps to address key challenges of the educational sector of the developing world, namely access, equity, management, efficiency, pedagogy, and quality of education. The term ICT is used in this article to refer to the contemporary computer, computer network, Internet, and the increasingly ubiquitous and affordable mobile technologies, which alone or in combination, are used to facilitate learning anytime and anywhere.

There were national efforts in Ethiopia since the turn of the century to integrate ICT in education both in schools and higher learning institutions. As part of this effort, a national SchoolNet initiative was launched for secondary schools with strategic priorities of developing a wide-area

network linkage and making Internet and online education accessible in the schools. The Government of Ethiopia proposed the integration of ICT to support teaching and learning, promote and facilitate access to education and resources, and ensure efficiency and effectiveness in educational delivery, learning management, and administration. The educational rationale of the SchoolNet initiative is, hence, to enable students to have access to model teachers, laboratory demonstrations, and receive standardized and simultaneous education regardless of their locational variability.

Prevalence of Gender Based Violence in Ethiopia

According to in National Gender Based Violence (GBV) Assessment in Ethiopia in 2010; Localized and national surveys indicate that violence against women and girls in Ethiopia is widespread, with regional variations. Violence against women is a manifestation of the prevailing gender inequality in the country and impairs the enjoyment of women of their fundamental freedoms and human rights. It is widely recognized that the most common forms of gender based violence in Ethiopia are rape, abduction, early marriage, spousal battering, Female Genital Mutilation (FGM) and trafficking of women. A survey conducted in Meskan woreda of Ethiopia, as part of a WHO multi country study, showed that Ethiopia had the highest percentage of physical assaults of all 22 countries surveyed across the world, with 49% of women having experienced physical assaults by intimate male partner. The Ethiopian Demographic and Health Survey(EDHS 2005) also indicated that 75% of girls undergo FGM, and the age of marriage is 16.1 years at national level, with the average being only 14.1 in the Amhara region.

The underlying causes of violence against women include, among others, women's low status and limited power, their low access to social and economic resources, limited enforcement of the available gender sensitive laws, and lack of legal protection to women and girls. This lack of power makes women more vulnerable to acts of violence and exposes them to more severe forms of violence and more serious injuries than do male victims. On the other hand, the consequences of gender based violence are many, among which physical, psychological and emotional damages are common. Violence against women, such as rape, abduction and early marriage put women and girls at risk to Sexually Transmitted Infections(STIs), HIV/AIDSs, unwanted multiple pregnancies and unsafe abortions. Early marriage, for instance, compromises girls' educational opportunities and limits them from realizing their full potential.

4. Relevant Legal and Institutional Framework

Relevant Ethiopian and World Bank policy requirements have been reviewed as part of the legal and institutional framework and the following are the most important requirement to which the project will be compiled during implementation.

4.1 National Regulatory Framework

This section describes the legal and regulatory requirements for environmental and social risk management in Ethiopia. There are several relevant government policies that are related to giving direction towards a safe and healthy environment which depends largely on the effective management of the project.

4.1.1 Constitution

The constitution of the Federal Democratic Republic of Ethiopia (FDRE) provides the overriding principles for all legislative frameworks in the country. The right of Ethiopian people to a clean and healthy environment is enshrined in the constitution under the following articles.

- **Article 43.** The Right to Development identifies citizens' right to improved living standards and sustainable development and participates in national development and to be consulted with respect to policies and projects affecting their community.
- **Article 44.** Environmental Rights stipulations that all citizens have the right to a clean and healthy environment; and those who have been displaced or whose livelihoods have been adversely affected as a result of state programs have a right to commensurate monetary or alternative means of compensation, including relocation with adequate state assistance.
- **Article 92.** Environmental objectives are identified as government would endeavor to ensure that all Ethiopians live in a clean and healthy environment. The design and implementation of programs would not damage nor destroy the environment. Citizens also have a right to full consultation and to an expression of views in the planning and implementation of environmental policies and projects that directly affect them. Government and citizens would have the duty to protect the environment.
- **The National Conservation Strategy (1995)** takes a holistic view of natural and cultural resources and seeks to present a coherent framework of plans, policies, and investments related to environmental sustainability. The Strategy consists of five volumes: Natural Resource Base, Policy and Strategy, Institutional Framework, Action Plan, and Compilation of Investment Program.

4.1.2 Environmental Policy of Ethiopia

The Environmental Policy of Ethiopia was approved by the Council of Ministers in 1997. It is comprised of 10 sector and 10 cross-sector components, one of which addresses Human Settlements, Urban Environment and Environmental Health. The Policy is based on the findings and recommendations of the National Conservation Strategy of Ethiopia. The Policy contains elements that emphasize the importance of mainstreaming socio-ecological dimensions in development programs and projects. The goal of the Environmental Policy of Ethiopia is to improve and enhance the health and quality of life of all Ethiopians and to promote sustainable social and economic development through sound management of the environment and use of

resources so as to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The Environmental Policy provides a number of guiding principles that require adherence to the general principles of sustainable development. In particular, the need to ensure that Environmental and Social Impact Assessment (ESIA) completes the following:

- Considers impacts on human and natural environments,
- Provides for early consideration of environmental impacts in project and program design,
- Recognizes public consultation processes as essential to effective management,
- Includes mitigation and contingency plans,
- Provides for auditing and monitoring,
- A legally binding requirement.

4.1.3 Environmental Proclamations Regulation and Guidelines Relevant to this project

A. Proclamation 513/2007, Solid Waste Management: - aims to promote community participation to prevent adverse impacts and enhance benefits resulting from solid waste management. It provides for preparation of solid waste management action plans by urban local governments.

B. Proclamation 299/2002, Environmental and Social Impact Assessment: - makes ESIA's mandatory for implementation of major development projects, programs, and plans. This 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 proclamation clearly defines:

- Why there is a need to prepare ESIA's,
- What procedure is to be followed in order to implement ESIA
- The depth of environmental impact studies,
- Which projects require full ESIA reports,
- Which projects need partial or no ESIA report,
- To whom the report must be submitted.

C. Proclamation 300/2002, Environmental Pollution Control: - requires developmental activities to consider environmental impacts before their establishment. The proclamation requires ongoing activities to implement measures that reduce the degree of pollution to a set limit or quality standard. Thus, one of the dictates of the proclamation is to ensure, through inspection, the compliance of ongoing activities with the standards and regulations of the country through an environmental audit.

D. Proclamation 295/2002, Establishment of Environmental Protection Organs: - establishes the organizational requirements and identifies the need to establish a system that enables coordinated but differentiated responsibilities of environmental protection agencies at federal and regional levels. The proclamation indicates duties of different administrative levels responsible for applying federal law.

E. Proclamation 159/2008, Prevention of Industrial Pollution Regulation:- As a follow up to Proclamation 300/2002, this regulation to prevent industrial pollution was developed by the Federal Environmental Protection Authority to ensure compatibility of industrial development with environmental conservation. This Proclamation includes comprehensive industrial pollution standards for a range of industrial and mining activities.

F. Guideline for Environmental Management Plan May 2004:- This guideline outlines measures for preparation of an Environmental Management Plans for proposed developments in Ethiopia and institutional arrangements for implementation of Environmental Management Plans.

G. Waste Handling and Disposal Guideline, 1997:- The Waste Handling and Disposal Guidelines have been in use by health facilities since 1997. The Guidelines are meant to help industry and local authorities handle medical waste situations at the local level.

H. Proclamation 200/2000, Public Health Proclamation:- Public Health Proclamation comprehensively addresses aspects of public health including among others, water quality control, waste handling and disposal, availability of toilet facilities, and the health permit and registration of different operations. The Proclamation prohibits the disposal of untreated solid or liquid hazardous wastes into water bodies or the environment that can affect human health.

I. Proclamation 189/2010, Ethiopian Food, Medicine and Health Care Administration (FMHACA) and Control Authority Establishment Council of Ministers: - gives FMHACA the mandate to protect consumer health by ensuring the standard of health institutions and the hygiene and environmental health protection requirements for communities.

J. Proclamation 661/2009, Food, Medicine and Health Care Administration and Control
This proclamation provides provisions to:

- Ensure proper disposal of expired medicine and foods and raw materials,
- Ensure handling and disposal of trans-regional solid and liquid wastes from different institutions are not harmful to public health,
- Ensure the quality of trans-regional water supply for the public is up to the standard,
- Ensure availability of necessary hygienic requirements in public health institutions,
- Ensure any waste generated from health or research institutions is handled with special care and disposed of according to procedures that meet national standards,
- Ensure that untreated waste generated from septic tanks, seepage pits, and industries is not discharged into the environment, water bodies or water convergences.

K. National Hygiene and Sanitation Strategic Action Plan 2015/16-2019/20: - This Plan focuses scale-up community-led and school-led total sanitation and hygiene and sanitation marketing, build adaptation, and resilience to climate change in the health sector. A separate national strategy is under development to address large-scale and communal off-site sanitation needs in urban areas in Ethiopia.

L. Labor Proclamation 1156/2019: - The Labor Proclamation (which was revised in 2019) provides the basic principles which govern labor conditions taking into account the political,

economic, and social policies of the Government, and in conformity with the international conventions and treaties to which Ethiopia is a party. The proclamation under its Part Seven, Chapter One, and Article 92 of this proclamation deal with occupational safety, health and working environment, prevention measures, and obligations of the employers. Accordingly, the Proclamation obliges the employer to take the necessary measure for adequate safeguarding of the workers in terms of their health and safety. In addition, in this proclamation under its Part Six, Chapter 1 and 2 described women and young safety that women are not assigned on the works that may risk women health and also overnight work including night shift work. Regarding young employees, organizations do not hire young personnel less than 15 years old and if they hire young between age 15 and 18 years, they should not allow to work more than 7 hours per day and also overnight work including night shift work. Moreover, the Occupation Health and Safety Directive provides the limits for occupational exposure to working conditions that have adverse impacts on health and safety.

M. Federal Civil Servants Proclamation no 1064/2017:- This proclamation replaced The Federal Civil Servants Proclamation No.515/2007. The Proclamation No. 1064/2017, defines “civil servant” as a person employed by Federal government institutions. This can be public health care workers, a staff of MoE and REBs etc.

Proclamation No. 1064/2017, articles 53-59, describes occupational safety and health, and working environment based on (i) preventive measures, (ii) occupational injuries, (iii) defining degree of disablement, (iv) benefits to employment injuries, (v) medical services. According to this Proclamation: OHS hazard categorized into accident and disease. "Employment accident" means any organic injury or functional disorder suddenly sustained by a worker during or in connection with the performance of his work. "Occupational disease" means any pathological condition of a worker which arises as a consequence of the kind of work he performs or because of his exposure to the agent that causes the disease for a certain period before the date in which the disease became evident; provided, however, that it does not include endemic or epidemic diseases which are prevalent and contracted in the area where the work is done. But, if a worker engaged in combating epidemic or endemic disease contracted with such disease, it shall be considered an occupational disease.

The Proclamation, in its articles 65-66, also specifically states the responsibilities of the worker and the obligation of the employer.

The Proclamation (article 70-76) also provides the procedure for workers' grievance handling mechanism. It promotes smooth work relationships through facilitation of equitable and fair treatment to all workers and provision of expeditious remedy for grievances. It also allows the Establishment of Grievance Handling Committee and indicates Duties of Grievance Handling Committee.

Therefore, all provisions stated in the proclamation will have adhered to during the project operation.

4.1.4 Environmental and Social Impact Assessment Guidelines and Directives

The former Ministry of Environment Forest Climate Change has published series of ESIA guidelines for the different sectors outlining the key issues, principles, procedures and processes to be adopted and adhered to avoid and/or mitigate potential negative environmental and social impacts during project planning, implementation and operation by government, public and private entities. Some of the guidelines are generic and applicable in different sectors and there are also sector-specific guidelines prepared for key environmental and social issues to adhere during the ESIA analysis in those specific sectors.

A. Environmental and Social Impact Assessment Guideline, May 2000

The 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.

B. Environmental and Social Management Plan Preparation Guideline, Nov. 2004

This guideline provides the essential components to be covered in any environmental management plan (e.g., identified impacts, mitigation measures, monitoring, capacity building, etc.) Similar guidelines for the different sectors include the following:

- ❖ Environmental and Social Impact Assessment Guidelines for Dams and Reservoirs, 2004
- ❖ Environmental Impact Assessment Guideline for Fertilizer, 2004
- ❖ Guidelines for Social, Environmental and Ecological Impact Assessment and
- ❖ Environmental Hygiene in Settlement Areas, 2004

C. Directive Issued to Determine Projects subject to Environmental Impact Assessment, Directive No.1/ 2008: - The directive was issued to identify and list out those investment projects subjected to mandatory Environmental Impact Assessment. The regions are entitled to issue a similar directive to their specific cases based on this directive. An extensive list of project types requiring ESIA are provided in this directive.

D. ESIA Procedural Guideline (draft), November 2003: - This guideline outlines the screening, review, and approval process for development projects in Ethiopia and defines the criteria for undertaking an ESIA. Similarly, the ESIA Guideline, July 2000 provides essential information covering the following elements:

- Environmental Assessment and Management in Ethiopia;
- Environmental Impact Assessment Process;
- Standards and Guidelines;
- Issues for sector environmental impact assessment in Ethiopia covering agriculture, industry, transport, mining, dams and reservoirs, tanneries, textiles, hydropower generation, irrigation projects and resettlement;

4.1.5 National Occupational Safety and Health legal framework

Ethiopia has legal frameworks on Occupational Health and Safety (OHS). The Constitution (1995) under Article 42/2 stated the Rights of Labor as “workers right for healthy and safe work environment” Proclamation No. 4/1995. There are also different legal frameworks on OHS which include: The National Occupational Health Policy and Strategy, Occupational Health and Safety Directive (2008), Occupational Health and Safety Policy and Procedures Manual. Ministry of Labor and Social Affairs (MOLSA) and its regional counterparts are responsible for OHS at Federal and Regional levels. MOLSA has OHS and Working Environment Department responsible for OHS.

Further, proclamation 1156/2019 defines the occupational safety and health, and working environment focusing on (i) preventive measures, (ii) occupational injuries, (iii) defining degree of disablement, (iv) benefits to employment injuries, (v) medical services. The provisions are outlined on Labor Proclamation 1156/2019 Part Seven, from Article 92-112.

Each administrative region has an OSH department within the Labor and Social Affairs Bureau with the responsibilities of inspection service. Labor proclamation gives the power for regional Bureaus to determine standards and measures for the safety and health of workers and follow up their implementation. It is also indicated that regional bureaus must collect, compile and disseminate information on safety and health of workers.

It is unlawful for an employer to: (a) impede the worker in any manner in the exercise of his rights or take any measure against him/her because he/she exercises his/her right; (b) discriminate against female workers, in matters of remuneration, on the ground of their sex; (c) terminate a contract of employment contrary to the provisions of the Labor Proclamation No. 1156/2019; (d) coerce any worker by force or in any other manner to join or not to join or to cease to be a member of a trade union or to vote for or against any given candidate in elections for trade union offices; (e) require any worker to execute any work which is hazardous to his life; (f) discriminate between workers on the basis of nationality, sex, religion, political outlook or any other conditions.

Therefore, during project implementation: (i) identification of OHS risks at the project design stage; (ii) provision of Personal Protective Equipment and health, safety and security arrangements; (iii) arrangement of temporary residence and clean drinking water; and make available food at affordable cost for workers in areas where there are no hotel/restaurants around the project sites; (iv) training at regular intervals to workers to enhance their skills.

This laws and policies are aligned with the international standards, namely ILO Conventions and World Bank standards. The Constitutions of guarantees the right to work, availability of work positions under equal conditions, respect of person’s dignity at work, safe and healthy working conditions, necessary protection at work, limited working hours, daily and weekly intervals for rest paid annual holiday, and legal protection of working relations.

4.2. International Environmental Conventions

According the WHO COVID-19 Guideline; the provision of safe water, sanitation, and hygienic conditions is essential to protecting human health during all infectious disease outbreaks,

including the COVID-19 outbreak. Ensuring good and consistently applied WASH and waste management practices in communities, homes, schools, marketplaces, and health care facilities will help prevent human-to-human transmission of the COVID-19 virus.

Ethiopia has ratified several international/multilateral environmental conventions and many of the principles and provisions in those conventions have been well addressed in the national environmental policies and regulations. Some of these conventions include the following:

- Convention on Access to Information, Public Participation in Decision-making and, Access to Justice in Environmental Matters, Done at Aarhus, Denmark, On 25 June 1998,
- Cartagena Protocol on Bio-Safety to the Convention on Biological Diversity
- Convention on Biological Diversity, Rio, 5 June, 1992
- Kyoto Protocol to the United Nations Framework Convention on Climate Change
- United Nations Convention to Combat Desertification
- UN Framework Convention on Climate Change
- Convention for the Protection of the World Cultural and Natural Heritage Paris, 23 November 1972
- Water, sanitation, hygiene, and waste management for COVID-19 (e.g. WHO/2019-nCoV/ IPC_WASH/ 2020.2) and other WHO guidelines pertinent to COVID-19 EHS risk management
- Risk Communication and Community Engagement (RCCE) Action Plan Guidance COVID-19 Preparedness and Response;

- Mental health considerations during COVID-19 Outbreak;
- Getting your workplace (in this case the schools) ready for COVID-19;
- A guide to preventing and addressing social stigma associated with COVID-19;
- Rational use of personal protective equipment for COVID-19;
- Advice on the Use of Masks;
- Water, sanitation, hygiene and waste management for COVID-19;
- Guide to local production of WHO-recommended Hand Rub Formulations 9 (which schools may need to benefit from local production); and
- WHO Considerations for school-related public health measures in the context of COVID-19

Ethiopia is also a party to the following four international conventions, which directly or indirectly deal with human health and the environment. These include:

- Persistent Organic Pollutants of Stockholm Convention, which tries to completely eliminate organo-chlorine and other equally dangerous organo-halogen chemicals from the earth.
- Bamako Convention, which prohibits the importation of hazardous wastes into, and their movement in, Africa.
- Basel Convention, which strictly regulates the movement of hazardous waste globally. Recently, it has incorporated the prohibition of the importation of hazardous wastes into developing countries from the Bamako Convention.

- Rotterdam Convention or the first Prior Informed Consent, which tries to ensure that anybody buying a chemical has complete and accurate information about the nature and impacts of that chemical before he/she decides and notifies his/her consent in writing to the exporter.

4.3. Relevant World Bank Environmental and Social Standards

According to the World Bank Environmental and Social Standards, projects supported by the Bank through Investment Project Financing are required to meet the Environmental and Social Standards (ESS). The ESS is designed to help the project to manage the risks and impacts of a project, and improve their environmental and social performance, through risk and outcomes based approach. The implementing units are required to manage environmental and social risks and impacts of the project throughout the project life cycle in a systematic manner, proportionate to the nature and scale of the project and the potential risks and impacts.

The ESMF will serve as an instrument to satisfy the Bank’s ESS1 on Assessment and Management of Environmental and Social Risks and Impacts in the present context of the COVID 19 response project and it applies to Ethiopian COVID-19 Education Emergency Response Project (ECEERP).

Environment and Social Standards (ESSs) that Apply to the Activities of Ethiopian COVID-19 Education Emergency Response Project

The World Bank is committed to support Borrowers to design and implement environmentally and socially sustainable projects, as well as to strengthen Borrower's capacity to assess and manage projects' environmental and social risks and impacts. The below table 4.1 shows an applicable Environmental and Social Standards establish the standards that the Borrower and the project will meet through the project life cycle:

Table 4. 1.Relevance Environmental and Social Standards for COVID-19 Education Emergency Response Project

| E and S Standards | | Relevance |
|--------------------------|---|------------------|
| ESS1 | Assessment and Management of Environmental and Social Risks and Impacts | Relevant |
| ESS2 | Labor and Working Conditions | Relevant |
| ESS3 | Resource Efficiency and Pollution Prevention and Management | Relevant |
| ESS4 | Community Health and Safety | Relevant |
| ESS5 | Land Acquisition, Restrictions on Land Use and Involuntary Resettlement | Not Relevant |
| ESS6 | Biodiversity Conservation and Sustainable Management of Living Natural Resources | Not Relevant |
| ESS7 | Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities | Relevant |
| ESS8 | Cultural Heritage | Not Relevant |
| ESS9 | Financial Intermediaries | Not Relevant |
| ESS10 | Stakeholder Engagement and Information Disclosure | Relevant |

1. ESS1 Assessment and Management of Environmental and Social Risks and Impacts

The project will have significant positive environmental, health, and safety impacts as it is expected to invest in school WASH facilities and sanitation and safety materials as part of COVID-19 emergency response. However, there are also environmental, health and safety risks that may result from: i) potential mismanagement of School WASH facilities; ii) inappropriate use of chemical disinfectants, iii) poor disposal of sanitation and safety materials; and iv) an increase in consumption of energy and generation of e-waste in the long run due to enhancements to ICT infrastructure. The risks could be minimized if the client enforces regular hand-washing with safe water and soap, alcohol rub/hand sanitizers; properly disinfects the school surfaces; provides appropriate sanitation and waste management or follow environmental cleaning and decontamination procedures; prepares and implements guideline for safe use of disinfectants and introduces mechanisms for energy efficiency.

Since the project will be implemented throughout the country including pastoral and underserved areas, the project design and implementation will consider the cultural appropriateness, affordability of technologies, maintenance (after service) alternatives, that may not be difficult in remote and poor communities. For areas where there are issues of connectivity, alternative options of remote learning must be in place to ensure the accessibility of education to vulnerable students. The deployment of workers/technical labor, during the installation of digital technologies to schools and maintenance of WaSH facilities in rural and pastoral areas and refugee camps, may lead to gender-based violence and sexual exploitation and Abuse. Further labor concerns are unfair wages to local labor, discriminatory labor recruitment, forced labor, child labor, etc.

In order to manage the anticipated environmental and social risks and impacts, MoE has prepared an Environmental and Social Management Framework (ESMF) which will serve as a basis for preparation of site-specific environmental and social risk management tools. An experienced Environmental and Social Safeguards specialists was already hired for the Bank financing GEQIP-E Program in the Ministry of Education and at Regional Educational Bureaus. Therefore; all the activities that was related with the COVID-19 Educational Response Project will be implemented by the existing staff. The client will adopt relevant WHO guidelines such as Water, sanitation, hygiene, and waste management for COVID-19. The WHO technical guidance provides technical guidance on issues related to COVID-19 which are updated regularly. Among them include other relevant guidelines (but not limited to) to the project such as:

- a) Risk Communication and Community Engagement (RCCE) Action Plan Guidance COVID-19 Preparedness and Response;
- b) Mental health considerations during COVID-19 Outbreak;
- c) Getting your workplace (in this case the schools) ready for COVID-19;
- d) A guide to preventing and addressing social stigma associated with COVID-19;
- e) Rational use of personal protective equipment for COVID-19;
- f) Advice on the Use of Masks;
- g) Water, sanitation, hygiene and waste management for COVID-19;

- h) Guide to local production of WHO-recommended Hand Rub Formulations 9 (which schools may need to benefit from local production); and
- i) WHO Considerations for school-related public health measures in the context of COVID-19 (WHO website <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/technical-guidance>)

The project will also follow the WBG General EHS Guidelines to address environment, health, and safety risks. The World Bank has several guidelines notes, which are applicable to various components of the proposed project, such as; i) World Bank Response to COVID-19 Contingency Planning for project sites; ii) Good Practice Note Addressing Gender Based Violence in Investment Project Financing; and iii) Technical Note: Public Consultations and stakeholder Engagement in World Bank- supported operations when there are constraints on conducting public meetings.

The project should also follow national laws and guidelines.

The overall Environmental and social impacts and risks rating of the Project is “Moderate”.

2. ESS2 Labor and Working Conditions

Most activities supported by the project will be conducted by civil servants employed by the Government of Ethiopia. As such, these employees are considered as direct workers and remain subject to the terms and conditions of Ethiopian Federal Civil Servants Proclamation 1064/2017. However, there will be contracts, primary supply, and community labor workers, who are engaged on or required for the installation and maintenance of satellite services for the education system, distribution of the educational digital technologies (connective devices), operations of TV/Radio broadcasting services, providing WASH and communal service, and other services. These project workers will be subjected to the relevant requirements of ESS2 via the Labor Management Procedures (LMP) including clear information on the terms and conditions of employment, principles regarding non-discrimination and equal opportunity, rules regarding child labor and forced labor, and occupational health and safety measures (see annex-2 for details on labor management procedures).

Moreover, workers who involve in preparing schools that served as a quarantine center for re-opening through spraying disinfectant chemicals, and cleaners might be exposed to the risks of hazardous chemicals exposure, workplace accidents/injury, COVID19 infection, and other pathogenic contracts. Other risks in this category also include gender-based violence (GBV) and sexual exploitation and abuse or sexual harassment (SEA/SH) at workplace. Workers can be classified as direct workers and contracted workers. Direct workers are those workers they the existing staffs in the schools, REBs’ Woredas’ educational Office perform the COVID-19 and other others related wactivities. Contracted workers are those who will be recruited for the key implementation activities of the project. If the contracted workers are going to be sourced through an employment MoE, REBs’ and others Government organization, they are handled in the same manner as the direct workers. The main risks of these workers are related to occupational health and safety risks including working conditions. The project has prepared

Labor Management Procedure proportional (as an integral part of this ESMF) to the risks of the project. The LMP provides procedures that include health screening of workers to ensure additional support measures to reduce risks of the spread of COVID-19 during the implementation of activities by community workers.

The project will have a basic, responsive grievance mechanism to manage workers and employment-related conflicts or complaints as well as gender-based violence (GBV). The official Code of Conduct was developed by the Ministry of Education with UNICEF support. It is currently being used in Government primary and secondary schools nation-wide to prevent and respond to gender-based violence in and around schools. This code of conduct was prepared on 2014. A free call center or hotline for GBV survivors across the country was put in place with the support from UNICEF. However, even if the hardware for the hotline was purchased, it is not functional so far due probably to the need to have social workers for the service. Due to this problem even in the capital city of Addis Ababa this service is not available. Survivors in Benshangul, Gambella and Dire Dawa can still use the numbers and call the centers for help. According to majority of the informants, most people prefer to report GBV and related cases through the nearest offices of Women, Children and Youth Affairs (WCYAO) and police.

In case of workers coming from outside the community (especially for purposes of the installation of specialized technical equipment), worker accommodation and influx (if any) will need to be managed in line with ESS2 (and ESS4). The project will adopt WHO guidelines relevant for COVID-19 which include 1) water, sanitation, hygiene, and proper infection waste management for COVID-19 2) rational use of personal protective equipment for COVID-19 3) Advice on the use of masks in the context of COVID-19. According to the WHO COVID-19 Guideline; the provision of safe water, sanitation, and hygienic conditions is essential to protecting human health during all infectious disease outbreaks, including the COVID-19 outbreak. Ensuring good and consistently applied WASH and waste management practices in communities, homes, schools, marketplaces, and health care facilities will help prevent human-to-human transmission of the COVID-19 virus. The project will prepare and enforce an Environmental, Safety, and Health (ESH) plan in line with Good International Industry Practice (GIIP). The ESH plan will be presented as a draft in ESMF and updated at the subproject level, as relevant. The ESMF document was already prepared and sent to World Bank Environment and Social Safeguards team for revision at middle of August 2020.

Child labor is forbidden under ESS2 and Ethiopian law, i.e. due to the hazardous work situation, for any person under the age of 18. Moreover, in line with ESS2 as well as the Ethiopian law, it is prohibited the use of forced labor or conscripted labor in the project, both for construction/installation/ and operation of project facilities. The existing grievance redress mechanism (GRM) will be strengthened within one month of project effectiveness as part of the LMP. The GRM for workers needs to meet the requirements of the ESF in addition to those of local laws. The mechanism will include contact details for the submission of grievances, timelines for responses, and escalation procedures. The GRM will be accompanied by a service provider for on-call psychosocial services which will include a hotline for reporting cases of GBV/SEAH and child abuse.

3. ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is relevant as wastes from school WASH facilities, sanitation and safety materials such as non-reusable PPEs and disinfectant chemicals should be properly disposed of following the requirements of this standard (so that pollution as well as surface and groundwater and soil contamination could be prevented and managed).

The management wastes from school used to prevent the contamination of surface water, groundwater and soil. Besides, MoE and REBs' will introduce mechanisms for energy efficiency (such as switch off unwanted light bulb and unused electrical machines) to cope up with the increase in energy consumption and electronic waste management that may be associated with the targeted enhancements to ICT infrastructure. The project should ensure that the equipment procured is energy efficient to the extent possible. Another set of risks is related to the potential generation of e-waste. This project is not anticipated to generate any substantive e-waste but the location specific ESMP shall cover any potential e-waste management where appropriate. The project will prepare and implement site-specific environmental and social risk management plans to mitigate the risks based on the procedure to be set in the Environmental and Social Management Framework besides adopting good international industry practices. The e-waste is not determined as the tangible risks, but it could be an assumption that will be expected.

4. ESS4 Community Health and Safety

This standard is relevant as mismanagement of school WASH facilities, sanitation and safety materials and disinfectant chemicals could have adverse effects on the community health. The site-specific environmental and social risk management tools should adequately assess the potential risks and impacts of the project on the health and safety of the community living particularly in the rural and remote project areas, and cover ways to avoid or minimize potential community health concerns. The project will properly assess and address the risks of adverse impacts on communities that may result from temporary project induced labor influx especially workers to be engaged in the installation of specialized technical equipment and provision of WASH facilities, including Gender-Based Violence (GBV), or Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) and associated impacts of transmission of communicable diseases like HIV/AIDS.

Droplet transmission occurs when a person is in in close contact (within 1 m) with someone who has respiratory symptoms (e.g., coughing or sneezing) and is therefore at risk of having his/her mucosae (mouth and nose) or conjunctiva (eyes) exposed to potentially infective respiratory droplets. Transmission may also occur through fomites in the immediate environment around the infected person. Therefore, transmission of the COVID-19 virus can occur by direct contact with infected people and indirect contact with surfaces in the immediate environment or with objects used on the infected person (e.g., stethoscope or thermometer). In addition, the project ESMF will include mitigation measures to manage the community health issues and safety requirements in line with World Bank Group Environment, Health and Safety Guidelines (EHSB).

5. ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

The project will not involve in any construction activities/civil works and thus at this point ESS5 in reference to permanent resettlement or land acquisition is not considered relevant.

6. ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not relevant at this stage as no large-scale infrastructure construction or alteration of habitats is anticipated. The project activities will be confined to the premises of the existing schools. i) Is the COVID-19 project will finance any types of construction activities such as to build new schools, quarantine center and WASH facilities? ii)Is there any people will be Displaced as a result of the project impacts?

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

The project scope is widespread throughout the country, including emerging regions which are home to a larger population of underserved and pastoralist communities. These communities who mainly reside in Gambelia, Afar, Somali, Benishangul Gumuz, Oromia and SNNPR Regional States fulfill the criteria of ESS7. The project will ensure that these communities are not disproportionately affected by adverse risks of project activities and that they can equally share in the project's benefits - particularly ensuring equal access to education and educational facilities appropriate to their cultural settings and most importantly meaningfully consulted in a culturally appropriate manner. The project will include as many options as possible to reach people in the pastoral and remote areas as well as poorer students and people with disabilities. Learning packages will be prepared in local languages and distributed through postal services, teachers, and school leaders, through markets and community health workers operating in disconnected areas. As it is the case on GEQIP (existing program), the project will ensure that the education programs for pre and primary school are provided in local languages. The project to the extent possible will procure and distribute Radio sets for disadvantaged students (students with Special needs, non-special needs vulnerable children, students from emerging regions and pastoral communities including pastoral girls, and poorest students) for primary education. The project will ensure respect for human rights, dignity, aspirations, identity, culture, and livelihoods of the underserved traditional local communities and avoid adverse impacts on them or, when avoidance is not possible, minimize, mitigate or compensate for such impacts.

To reduce any potential risks of the project on these people and to guide the development of the social development activities during the implementation of the project, social development measures are included under the ESMP. The project will also ensure that the Grievance Redress Mechanism developed for the project as per ESS10 is accessible for these communities and operated in a culturally appropriate manner.

8. ESS8 Cultural Heritage

No physical investment that may have an impact on physical cultural resources is anticipated. The GRM needs to meet the requirements of the ESF in addition to those of local laws.

9. ESS9 Financial Intermediaries

No financial intermediary will be involved in this project

10. ESS10 Stakeholder Engagement and Information Disclosure

More than twenty -six million students and their parents (guardians) (approximately 70% of the population) are the primary stakeholders; it will be important to address their diversity, with a focus on the most vulnerable among them in terms of language, gender, disabilities, etc. Other key stakeholders include teachers and school communities, MOE, REBs, Ethio Telecom, as well as CSOs, and Development Partners that will be actively involved in the design and implementation of the project.

The project will establish a structured approach to engagement with stakeholders that is based upon meaningful consultation and disclosure of appropriate information, considering the specific challenges associated with COVID-19 throughout the project cycle. The approaches taken will thereby ensure that information is meaningful, timely, and accessible to all affected stakeholders, including usage of different languages, addressing cultural sensitivities, as well as challenges deriving from illiteracy or disabilities.

The draft stakeholder Engagement Plan that was prepared during project preparation will be updated and disclosed within one-month time from effectiveness. The updated SEP will provide a detailed outline of the characteristics and interests of the relevant stakeholder groups and timing and methods of engagement throughout the life of the project. The project will ensure that vulnerable groups of people, specifically people in the remote area as well as pastoral communities, are meaningfully consulted and participated. The SEP will thereby be closely aligned with the social assessment in the ESMF to understand the specific needs as well as to the project design overall to ensure that the communication components of the project intervention are aligned.

A Grievance Redress Mechanism (GRM) procedure has been provided in the draft as well as SEP. The GRM will include mobile-phone-based applications, and in-person centers for complaint registration and resolution, and a free hotline linked with a call center. This needs to be conducted in a manner which will not cause a possible increase in the COVID-19 infection rate. That is, it should be done following relevant safety guidelines such as Public Consultations and Stakeholder Engagement in World Bank- supported operations when there are constraints on conducting public meetings. The GRM will address each area of the feedback cycle: (i) uptake, (ii) sort and process, (iii) acknowledge and follow up, (iv) verify, investigate, and act, (v) monitor and evaluate, and (vi) provide feedback to the complainant as well as to project management and the WB.

The project will ensure that accessible grievance arrangements are made publicly available to receive and facilitate resolution of concerns and grievances within a specific time frame concerning the Project, consistent with ESS10.

5. Summary of potential key Labor Risks

During the school closure and reopening of the schools due to COVID-19, activities such as maintenance of WASH facilities, purchasing of Radios, TVs and disinfecting of class rooms/school compounds using disinfectants needs great attention. Therefore; the Project will need to consider labor risks and management issues. Some of the key labor risks associated with the Project includes:

- **Occupational health and safety:** The majority of the work for this Project is likely to be done remotely by teams and working at home. MoE, PCO and REO workers would be required to come to the office when there was an emergency work because there was no Internet access at their homes. Thus; there will be risk of workplace accidental/injury (such as falling or slipping) at MoE and REB, cuts and bruises from sharp objective during maintenance of WASH facility, inhalation of disinfectant chemicals during cleaning the school compound/class rooms. Also there may be an Ergonomic hazard due to lifting of heavy load during maintenance of WASH facility and improper sitting in the office.
- **Community health and safety:** At the MoE, REB, WEO and other workers; there may be the risk of infected by COVID-19 during teamwork, training, monitoring, house to house teaching and school camping.
- **Gender-based Violence (GBV)/Sexual Exploitation and Abuse (SEA)/Sexual Harassment (SH):** There may be the risks of GBV, SEA and SH in the school compound during cleaning/disinfecting the classroom. This will have happened due to an interaction between the workers of the project and other workers during reopening of the school. These interactions would increase the risk of exposure to GBV, SEA and SH for these workers and also the risk for the communities, especially the vulnerable groups.

The project will address these risks by undertaking the following general and site-specific risk mitigation measure:

- Risk related to COVID-19 infection will be mitigated by adhering social distancing measures including the promotion of virtual platforms such as using video conference and social media groups specific to work requiring teamwork, meeting, training, and monitoring. If tasks could not be performed using the visual platforms, the workers must maintain a safe working distance of at least 2 meter between each other and obey the rules that have been given Ministry of Health. Other measure includes the provision of face mask, adequate hygienic and sanitation material (such as alcohol, sanitizer, soap and water, and use of temperature test).
- The risk associated with the maintenance of WASH facility and school compound/class room cleaning will be managed by identification of OHS risks at the project design stage; provision of Personal Protective Equipment and health, safety and security arrangements to individuals working or engage on these activities; training at regular intervals to workers to enhance their skills; orientation of workplace safety procedure before working campaign and providing first aid kit before any campaign.
- The risk of child labor will be mitigated through verification of the certification of worker's age using legally recognized documents such as City Identification Card. In circumstances where these documents are not available, an affidavit of Birth will be used. Further, awareness-raising sessions will be conducted regularly to communities to sensitize on prohibition and negative impact of child and forced labor.
- The risk associated with GVB will be mitigated through sensitizing all project implementers and Community and ensure briefing content including Gender equality and

norms sensitization, Prepare GRM for the handling of SH and assign GBV focal person within the existing GRM committee; provision of equal employment opportunities, promotion of fair treatment and non-discrimination.

The detailed actions and implementation of Labour Management Procedure (LMP) for Ethiopia COVID-19 education emergency response is explained under Annex 2.

6. Social and Environmental Impacts and Mitigation Measures

6.1. Positive Social and Environmental Impacts

The project activities will have significantly positive environmental and health outcomes as the provision of safe sanitation and hygienic conditions is essential for protecting human health during infectious disease outbreaks including COVID-19. The project can give a chance for alternative teaching-learning process using electronic devices such as TV, radios, Celle phones and to some extent usage of internet for high school students. The availabilities of hand WASH facilities due to these emergency situations can make the students more familiarized to keep their personal hygiene after the re-opening of the schools. These are a good habit to protect other communicable diseases (possibly common cold and diarrhea) that are already known in the schools.

The project activities will have social positive outcomes ranging from ensuring continuity of education for more than 26 million students during the crisis, maintaining WASH facilities for schools that will be served as a quarantine center supporting protection from COVID19, to enhancing the capacity of educational system through ICT infrastructures and digital technologies.

The project makes saving the students' families money for their children that pay to continue their education. Parents will not pay fee for the students for a tutorial class to subsidize the breaking of education. Because the project will support remote learning approach delivering a set of interrelated activities aiming at sensitizing communities for effective learning continuity and disease control and prevention of COVID-19.

6.2. Negative Environmental and Social Impacts

The above listed benefits can be realized by safely managing water and sanitation services, and by applying good hygiene practices. The COVID-19 emergency response efforts demand the availability of safely managed sanitation systems such as improved latrines or toilets. Any failure to apply good sanitation and hygiene practices can have significant repercussions in the fight against COVID-19. This is because poor management of water supply, sanitation and hygiene (WASH) services may lead to COVID infections, transmission of the disease from the schools that will be used as a Quarantine centers and selected Level 1 Schools to communities and exacerbate the outbreak and the spread of COVID-19. The MoE may apply recommended and approved chemicals for disinfection purposes (WHO the chemicals are specified under the disinfection section). Ethiopian Food, Medicine and Health Care Administration and Control Authority, Ministry of Health and Ethiopian Puplic Health Institute have been working together regagrding on disinfectant of the schools, WASH and COVID-19 issues. Therefore; the chemicals that will used for disinfectant will be approved by Ethiopian Food, Medicine and Health Care Administration and Control Authority. Despite their disinfectant and antiseptic functions, these chemicals, if used improperly, may lead to accidents and could pose risks to public health. It also cause soil and water contamination, if the storage and disposal of the

chemicals is not managed well. It may also cause possible soil and water contamination, if the storage and disposal of the chemicals is not managed well. Hence, taking appropriate precautionary and protective measures will be necessary while applying disinfectants. Targeted enhancements to ICT infrastructure could lead to an increase in e-waste in the long run. The Ministry will adopt relevant aspects of the National COVID-19 handbook, pertinent WHO guidelines such as Water, sanitation, hygiene, and waste management for COVID-19 (e.g. WHO/2019-nCoV/IPC_WASH/2020.2). The project will also follow the WBG General EHS Guidelines to address environment, health and safety risks.

6.2.1. Impacts of the availability of WASH system

Safely managed water, sanitation, and hygiene (WASH) services are an essential part of preventing and protecting human health during COVID-19 pandemic outbreaks. There are different constraints that apply a good WASH and waste management practice during the re-opening of the schools. These are:-

- There will be costs associated with purchasing the hand-washing stations or alcohol-based hand rub dispensers, refilling water and soap (or rub), personal protective equipment (if needed)
- In case of children students, there is the probability of ingestion of hygiene materials during washing their hands and faces. Lack of the continuity and quality of water and sanitation services
- There are no separated places and usage of schedule for Children, girls and younger students in the school compound.
- There will be a lack of ability enough spaces to maintain effective hygiene protocols of schools.
- There will be a chance of secondary impacts of water borne diseases spreading.
- Some students will not wash properly all surfaces of their hands (front, back, between fingers, fingernails) by scrubbed with soap and water

6.2.2. Mitigation measures for Impacts of availability of WASH system

- Make hand hygiene obligatory upon entry and exit of the school for students, staff as well as visitors.
- Create a schedule for frequent hand hygiene, especially for younger children. Children with their ages 5-6, 7-10,11-13 and 14-16 are grouped under the same category respectively.
- Children may need supervision when using hand rub to prevent accidental ingestion.
- Post signs with visual cues encouraging frequent hand hygiene. The signs should also indicate that the students should avoid touching their face/eyes/nose/mouth with

unwashed hands and cover their cough or sneeze with a tissue and then throw it in the bin.

- Ensure widespread access to hand hygiene facilities by placing hand hygiene stations (hand-washing stations or alcohol-based hand rub dispensers) at entrances, exits, within classrooms, and within 5 meters of toilets/latrines (hand-washing with soap and clean running water should be prioritized after toilet use).
- During usage of hand hygiene facilities, students/staff to keep physical distancing of at least 1.5 meters.
- Hand-washing stations should follow hygiene behavior change principles. In particular, regularly clean the handwashing facilities hand-washing stations should:
 1. Allow users to wet and rinse their hands under a stream of running water for at least 20 seconds;
 2. Secure provided soap with a cage (liquid soap), rope (bar soap), or other device;
 3. Have a place to catch used water;
 4. Provide single-use hand drying materials whenever possible;
 5. Provide a waste bin to collect single-use hand drying materials (when applicable). And the bins should be emptied regularly. This should be an explicit and formal agreement between the school and the Woreda Environment authority on when and where the waste will be taken. This will be included as part of ESMP and the subproject design.
- The installation, supervision, and regular restocking of hand hygiene stations should be the responsibility of school administrators or staff.
- Where there is water supply is limited, temporary measures such as water trucking may be introduced. For long-term, investments in improving water supply should be prioritized to ensure adequate water for hand hygiene and cleaning.
- Store clearly labeled recommended and approved disinfectants cleaning/disinfecting supplies, PPEs and alcohol-based hand rub in a secured, locked location, out of the reach of children and away from fire/flames.
- The PPE also stored in a good way in a locked location and out of moisture/dry place.

6.2.3. Impacts' of Disinfectants

The virus that causes COVID-19 is mainly spread by respiratory droplets. When someone infected with COVID-19 coughs or sneezes, respiratory droplets that contain the virus are expelled and can be breathed in by someone nearby. Although the virus cannot enter the body through the skin, the respiratory droplets carrying the virus can get into your airways or mucous membranes of your eyes, nose, or mouth to infect you. The virus can also be spread if you touch a surface contaminated with virus and then touch your eyes, nose or mouth.

Environmental surfaces are more likely to be contaminated with the COVID-19 virus in health-care centers such as schools that was served as quarantine/isolation center. Reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of schools when schools will be reopening.

The disinfectant can cause has a toxic effects on the students, school staffs and other school members if it will not used as directed by the manufacturer and Health Institute. Disinfectant

solutions should always be prepared in well ventilated areas. Avoid combining disinfectants, both during preparation and usage, as such mixtures cause respiratory irritation and can release potentially fatal gases, in particular when combined with hypochlorite solutions that will require careful planning.

Concentrations with inadequate dilution during preparation (too high or too low) may reduce their effectiveness. High concentrations increase chemical exposure to users and may also damage surfaces.

6.2.4. Mitigation Measures for Impacts of Disinfectants

- Most of disinfectant products are not safe for use by children, whose “hand-to-mouth” behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used.
- Disinfectant solutions must be prepared and used according to the manufacturer’s recommendations for volume and contact time. Enough disinfectant solution should be applied to allow surfaces to remain wet and untouched long enough for the disinfectant to inactivate pathogens, as recommended by the manufacturer.
- Cleaners should wear adequate personal protective equipment (PPE gown, heavy duty gloves, medical mask, eye protection and boots or closed work shoes.) and be trained to use it safely.
- The disinfectant and its concentration should be carefully selected to avoid damaging surfaces to be disinfected.
- High-touch surfaces in Schools care settings should be identified for priority disinfection. These include door and window handles, kitchen and food preparation areas, bathroom surfaces, toilets and taps, touch screen personal devices, personal computer keyboards, students sitting chair, playing areas, class rooms, staff lounge and work surfaces.
- Schools should follow Ministry of Health and Ethiopian Public Health institute COVID-19 prevention and protection Guidelines.
- Temperature checks and symptom screening are a frequent part for reopening schools to identify symptomatic persons to exclude them from entering buildings
- Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building.
- Parents should be instructed to keep their child at home if they are ill and they should be report to the nearest health center. The Hospitals, Health Care centers and other reserved places served as Quarentine, Isolation and Treatment center was already identified and selected by Ethiopian Ministry of Health at all Regions and City Administrations. All the selected centers have a formal agreement to receive all patients(including students) that

will come from any directions. This should also be clearly outlined in each subproject design and ESMP – which center has a formal agreement to receive patients from a target school.

- Personnel preparing or using disinfectants in schools served as quarantine or isolation center require specific PPE, due to the high concentration of disinfectants used in these facilities and the longer exposure time to the disinfectants during the workday.
- Eye protection and medical masks may also be needed by personnel of school cleaners in addition from personnel preparing the disinfectant to protect against chemicals in use or if there is a risk of splashing.

A guidance on cleaning and disinfection of environmental surfaces in the context of COVID-19 (adopted from WHO guidance 2020)

Principles of environmental cleaning and disinfection

Cleaning helps to remove pathogens or significantly reduce their load on contaminated surfaces and is an essential first step in any disinfection process. Cleaning with water, soap (or a neutral detergent) and some form of mechanical action (brushing or scrubbing) removes and reduces dirt, debris and other organic matter such as blood, secretions and excretions, but does not kill microorganisms. Organic matter can impede direct contact of a disinfectant to a surface and inactivate the germicidal properties or mode of action of several disinfectants. In addition to the methodology used, the disinfectant concentration and contact time are also critical for effective surface disinfection. Therefore, a chemical disinfectant, such as chlorine or alcohol, should be applied after cleaning to kill any remaining microorganisms. Disinfectant solutions must be prepared and used according to the manufacturer's recommendations for volume and contact time. Concentrations with inadequate dilution during preparation (too high or too low) may reduce their effectiveness. High concentrations increase chemical exposure to users and may also damage surfaces. Enough disinfectant solution should be applied to allow surfaces to remain wet and untouched long enough for the disinfectant to inactivate pathogens, as recommended by the manufacturer.

Training

Environmental cleaning is a complex infection prevention and control intervention that requires a multipronged approach, which may include training, monitoring, auditing and feedback, reminders and displaying SOPs in key areas. Training for cleaning staff should be based on the policies and SOPs of the health-care facility and national guidelines. It should be structured, targeted, and delivered in the right style (e.g. participatory, at the appropriate literacy level), and it should be mandatory during staff induction to a new workplace. The training programme should include instructions on risk assessment and ensure demonstrative competencies of safe disinfectant preparation, mechanical cleaning and equipment use, standard precautions and transmission-based precautions. Refresher courses are recommended to encourage and reinforce good practice. In health-care facilities and public buildings, posters or other guidance should be visible to cleaning workers and others to guide and remind them about the proper procedures on disinfectant preparation and use.

Cleaning and disinfection techniques and supplies

Cleaning should progress from the least soiled (cleanest) to the most soiled (dirtiest) areas, and from the higher to lower levels so that debris may fall on the floor and is cleaned last in a systematic manner to avoid missing any areas. Use fresh cloths at the start of each cleaning session (e.g., routine daily cleaning in a general inpatient ward). Discard cloths that are no longer saturated with solution. For areas considered to be at high risk of COVID-19 virus contamination, use a new cloth to clean each patient bed. Soiled cloths should be reprocessed properly after each use and an SOP should be available for the frequency of changing cloths.

Cleaning equipment (e.g. buckets) should be well maintained. Equipment used for isolation areas for patients with COVID-19 should be colour-coded and separated from other equipment. Detergent or disinfectant solutions become contaminated during cleaning and progressively less effective if the organic load is too high; therefore, the continued use of the same solution may transfer the microorganisms to each subsequent surface. Thus, detergent and/or disinfectant solutions must be discarded after each use in areas with suspected/confirmed patients with COVID-19. It is recommended that fresh solution be prepared on a daily basis or for each cleaning shift. Buckets should be washed with detergent, rinsed, dried and stored inverted to drain fully when not in use.

Products for environmental cleaning and disinfection

Follow the manufacturer's instructions to ensure that disinfectants are prepared and handled safely, wearing the appropriate personal protective equipment (PPE) to avoid chemical exposure. The selection of disinfectants should take account of the microorganisms targeted, as well as the recommended concentration and contact time, the compatibility of the chemical disinfectants and surfaces to be tackled, toxicity, ease of use and stability of the product. The selection of disinfectants should meet local authorities' requirements for market approval, including any regulations applicable to specific sectors, for example healthcare and food industries.

The use of chlorine-based products

Hypochlorite-based products include liquid (sodium hypochlorite), solid or powdered (calcium hypochlorite) formulations. These formulations dissolve in water to create a dilute aqueous chlorine solution in which undissociated hypochlorous acid (HOCl) is active as the antimicrobial compound. Hypochlorite displays a broad spectrum of antimicrobial activity and is effective against several common pathogens at various concentrations.

The recommendation of 0.1% (1000 ppm) in the context of COVID-19 is a conservative concentration that will inactivate the vast majority of other pathogens that may be present in the health-care setting. However, for blood and body fluids large spills (i.e. more than about 10mL) a concentration of 0.5% (5000 ppm) is recommended. Hypochlorite is rapidly inactivated in the presence of organic material; therefore, regardless of the concentration used, it is important to first clean surfaces thoroughly with soap and water or detergent using mechanical action such as scrubbing or friction. High concentrations of chlorine can lead to corrosion of metal and irritation of skin or mucous membrane, in addition to potential side-effects related to chlorine smell for vulnerable people such as people with asthma.

Commercial sodium hypochlorite products with different levels of concentration may be readily available for use in a variety of settings. In Europe and North America chlorine concentrations in commercially available products vary between 4% and 6%. Concentration may also vary according to national regulations and manufacturers' formulations. To achieve the desired

concentration, it is necessary to prepare sodium hypochlorite by diluting the basic aqueous solution with a given proportion of clean, non-turbid water to produce the final desired concentration. Solid formulations of hypochlorite (powder or granules) may also be available in a variety of settings. Solid formulations are available as concentrated, high-test hypochlorite (HTH) (65-70%) and as chlorine or calcium hypochlorite powder (35%).

Chlorine can decay rapidly in solutions depending on the source of chlorine and environmental conditions, for example ambient temperature or UV exposure. Chlorine solutions should be stored in opaque containers, in a well-ventilated, covered area that is not exposed to direct sunlight.³⁵ Chlorine solutions are most stable at high pH (>9) but the disinfectant properties of chlorine are stronger at lower pH (<8). Solutions of 0.5% and 0.05% chlorine have been shown to be stable for more than 30 days at temperatures of 25-35°C when the pH is above 9. However, chlorine solutions at lower pH have much shorter shelf lives.³⁶ Thus, ideally chlorine solutions should be freshly prepared every day. If this is not possible and the chlorine solution must be used for several days, they should be tested daily to ensure that the chlorine concentration is maintained. Several tests can be used to gauge chlorine strength, and these include chemical titration, chemical spectrometry or colorimetry, colour wheels and test strips, in order of decreasing accuracy.

Spraying disinfectants and other no-touch methods

In indoor spaces, routine application of disinfectants to environmental surfaces by spraying or fogging (also known as fumigation or misting) is not recommended for COVID-19. One study has shown that spraying as a primary disinfection strategy is ineffective in removing contaminants outside of direct spray zones. Moreover, spraying disinfectants can result in risks to the eyes, respiratory or skin irritation and the resulting health effects. Spraying or fogging of certain chemicals, such as formaldehyde, chlorine-based agents or quaternary ammonium compounds, is not recommended due to adverse health effects on workers in facilities where these methods have been utilized. Spraying environmental surfaces in both health-care and non-health care settings such as patient households with disinfectants may not be effective in removing organic material and may miss surfaces shielded by objects, folded fabrics or surfaces with intricate designs. If disinfectants are to be applied, this should be done with a cloth or wipe that has been soaked in disinfectant.

Some countries have approved no-touch technologies for applying chemical disinfectants (e.g. vaporized hydrogen peroxide) in health-care settings such as fogging-type applications. Furthermore, devices using UV irradiation have been designed for health-care settings. However, several factors may affect the efficacy of UV irradiation, including distance from the UV device; irradiation dose, wavelength and exposure time; lamp placement; lamp age; and duration of use. Other factors include direct or indirect line of sight from the device; room size and shape; intensity; and reflection. Notably, these technologies developed for use in health-care settings are used during terminal cleaning (cleaning a room after a patient has been discharged or transferred), when rooms are unoccupied for the safety of staff and patients. These technologies supplement but do not replace the need for manual cleaning procedures. If using a no-touch disinfection technology, environmental surfaces must be cleaned manually first by brushing or scrubbing to remove organic matter.

Spraying or fumigation of outdoor spaces, such as streets or marketplaces, is also not recommended to kill the COVID-19 virus or other pathogens because disinfectant is inactivated by dirt and debris and it is not feasible to manually clean and remove all organic matter from such spaces. Moreover, spraying porous surfaces, such as sidewalks and unpaved walkways, would be even less effective. Even in the absence of organic matter, chemical spraying is unlikely to adequately cover all surfaces for the duration of the required contact time needed to inactivate pathogens. Furthermore, streets and sidewalks are not considered to be reservoirs of infection for COVID-19. In addition, spraying disinfectants, even outdoors, can be harmful for human health.

Spraying individuals with disinfectants (such as in a tunnel, cabinet, or chamber) is not recommended under any circumstances. This could be physically and psychologically harmful and would not reduce an infected person's ability to spread the virus through droplets or contact. Moreover, spraying individuals with chlorine and other toxic chemicals could result in eye and skin irritation, bronchospasm due to inhalation, and gastrointestinal effects such as nausea and vomiting.

Environmental cleaning and disinfection in clinical, non-traditional facilities and home-based health-care settings should follow detailed SOPs with a clear delineation of responsibilities (e.g. housekeeping or clinical staff), regarding the type of surfaces and frequency of cleaning. Particular attention should be paid to environmental cleaning of high-touch surfaces and items, such as light switches, bed rails, door handles, intravenous pumps, tables, water/beverage pitchers, trays, mobile cart rails and sinks, which should be performed frequently. However, all touchable surfaces should be disinfected. Cleaning practices and cleanliness should be routinely monitored. The number of cleaning staff should be planned to optimize cleaning practices. Health workers should be made aware of cleaning schedules and cleaning completion times to make informed risk assessments when performing touch contact with surfaces and equipment, to avoid contaminating hands and equipment.

The environmental cleaning techniques and cleaning principles should be followed as far as possible. Surfaces should always be cleaned with soap and water or a detergent to remove organic matter first, followed by disinfection. In non-health care settings, sodium hypochlorite (bleach) may be used at a recommended concentration of 0.1% (1000 ppm). Alternatively, alcohol with 70%-90% concentration may be used for surface disinfection.

Personal safety when preparing and using disinfectants

Cleaners should wear adequate personal protective equipment (PPE) and be trained to use it safely. When working in places where suspected or confirmed COVID-19 patients are present, or where screening, triage and clinical consultations are carried out, cleaners should wear the following PPE: gown, heavy duty gloves, medical mask, eye protection (if risk of splash from organic material or chemicals), and boots or closed work shoes. Disinfectant solutions should always be prepared in well-ventilated areas. Avoid combining disinfectants, both during preparation and usage, as such mixtures cause respiratory irritation and can release potentially fatal gases, in particular when combined with hypochlorite solutions.

Personnel preparing or using disinfectants in health care settings require specific PPE, due to the high concentration of disinfectants used in these facilities and the longer exposure time to the disinfectants during the workday. Thus, PPE for preparing or using disinfectants in health care settings includes uniforms with long-sleeves, closed work shoes, gowns and/or impermeable aprons, rubber gloves, medical mask, and eye protection (preferably face shield). In non-health care settings, resource limitations permitting, where disinfectants are being prepared and used, the minimum recommended PPE is rubber gloves, impermeable aprons and closed shoes. Eye protection and medical masks may also be needed to protect against chemicals in use or if there is a risk of splashing.

6.2.5. Impacts on the availability of water resources

The consumption of water resources has increased as result of COVID-19 pandemic due to the emphasis to wash hands in running water and maintain hygiene standards. This overuse of clean water for maintaining hygiene and sanitation can subsequently lead to water crises that were already available. With higher consumption of water, more wastewater is produced which could be a potential hazard to other resources.

6.2.6. Mitigation measures of Impacts on the availability of water resources

- Where there is water supply is limited in the school, temporary measures such as water trucking may be introduced.
- During rainy day; rain water harvesting (direct collection of rainwater from roofs) is the best alternatives to solve the problems of water scarcities..Also; it is possible to use the other sources of water such as springs and treated well water to overcome the water scarcity in the school. The well water proposed for this project is the existing and already available one; otherwise the project will not provide additional resources to drill a new boreholes in the school compound.
- Resource recovery from wastewater could provide revenue for utilities and contribute to the sustainability of water supply and sanitation systems. Wastewater, in this context, refers only to greywater, i.e., water from bathroom sinks,handwashing, washing machines etc. Greywater has less organic content, and is far less pathogenic, than blackwater – water from toilets and kitchen, which makes it easier to treat and reuse than blackwater. Therefore; it will be possible use a primary treatment process at school level. Primary treatment consists of temporarily holding the sewage in a basin or clarifier where heavy solids can settle to the bottom while oil, grease and lighter solids float to the surface and disinfect the treated wastewater for further usage. But the construction of watlands at school level is not recommended according to the exsiting situation.
- Good water governance will be needed to ensure an adequate supply of adequate quality water to fight and prevent future pandemics.

6.2.7. Impact of Improper Waste Management

From the schools were selected as Quarantine and Isolation Centers, it is anticipated that solid and liquid wastes are generated on a daily basis. Mainly the wastes to be generated will be domestic waste and infectious/hazardous waste. Also; there will be a need for usage of different sorts of chemicals or reagents. It can be predicted that different types of hazardous wastes would be generated. Therefore; improper and inadequate waste decontamination and disposal can cause public health risks due to environmental pollution and infections when people rummage through improperly dumped infectious waste.

6.2.8. Mitigation Measure for Impact of Improper Waste Management

Improper waste management is one of the serious problem for the school community, the society and the environment. The following major mitigation measures are highlighted below:-

- Follow the national such as Ethiopia MoH's Guideline and pertinent WHO waste collection guideline that is extremely important particularly to avoid over spilling of waste out of collection containers.
- Segregate Waste which is a proper segregation of waste at source generation is essential, efficient and effective in managing of waste.
- Infectious waste would be contained from its point of origin to the point at which it is treated and no longer infectious.
- All waste bags or containers would be labeled with basic information such as colour coding of the waste bin, recyclable or non recyclable and e-waste bin in the local language of the area or in English.
- Healthcare Waste generated and collected from the schools served as quarantine center should be treated according to The Ethiopia Healthcare Waste Management National Guideline 2008 and relevant WHO guidelines.
- Waste transportation can take place by the collection car emptying the garbage into a container for collection by a larger container car that transports it to a place of final disposal site. This is the process of shifting discarded resources from the point of generation (school) to the point of recovery or disposal that already exist in Woreda/Town. If the place of disposal is far away or if very small vehicles are used for collection, it can be appropriate to load the garbage onto a larger transport vehicle.
- The waste shall not be buried at school site. The wastes should be transported to the proper disposal site. The Woreda environment authority shall provide appropriate guidance on this.
- Possible/suitable method for dealing with MSW and hazardous wastes constitute disposing them in engineered MSW and hazardous landfills. While, healthcare wastes can be incinerated and organic wastes can be compost. Liquid waste can be disposed through deep well injection.

Transportation of the wastes

Transportation is classified into on-site transport and off-site transport, since the waste generated from the schools will be disposed off-site. The Woreda and the School shall facilitate transportation of wastes to safe disposal sites.

On site transportation

The on-site transport involves conveying of wastes from the various points of generation within the schools. The following would be adhered to when carrying out on site transportation

- All waste bags would in-place and intact at the end of transportation;
- Carts, trolley, or containers used for the transportation of the schools' waste would not be used for the transportation of any other material; and would be used for transporting safety boxes and bins
- Waste that has the potential to leak will be double bagged;
- A bin or wheelbarrow will be used for transporting safety boxes and bins.
- Containers would be covered with lids during storage and transport.

Off-site Transportation

During the transportation of waste outside the school compound the following safety precautions would be included: -

- Single-bagged waste and containers of sharps and liquids would be placed within a rigid or semi-rigid container such as a bucket, box, or carton lined with a plastic bag.
- Containers would be covered with lids during transportation.
- When transporting plastic bags of infectious waste, care would be taken to prevent tearing of the bags.
- Vehicles used for the carriage of waste would be disinfected prior to use for any other purpose.
- The vehicles would be free of sharp edges, easy to load and unload by hand, easy to clean and disinfect, and fully enclosed to prevent any spillage in the facility premises or on the road during transportation.
- The vehicles would carry adequate supplies of plastic bags, protective clothing, cleaning tools, and disinfectants to clean and disinfect in case of any spillage.
- Staff would be properly trained in the handling, loading and unloading, transportation, and disposal of waste

6.2.9 Localized Noise and vibrations

The project will support small scale interior work during the installation of ICT virtual equipment. During this installation, there will be elevated noise level but localized within the room where ICT equipment will be installed. This may cause nuisance to the immediate offices within the same building. Vibration may not be experienced given the fact that hand held machines will be used.

The following action will be the mitigation strategies:

- Contractor will be careful when selecting equipment to avoid use of old or damaged machinery with high level of noise emissions that would have a negative impact in the environment.
- Contractor will ensure that equipment is properly serviced and efficient.
- Contractors will cordon off construction equipment units with noise absorbing materials, for example, plywood rather than iron sheets.

- The contractor will ensure that noise levels emanating from machinery, vehicles and noisy construction activities are kept at a minimum for the safety, health and protection of people in the nearby buildings.

6.2.10. Dust Emissions

The ICT technician will be required to install ICT equipment within the selected premises/rooms/offices, these installations include the tracking of the internet cables, installation of the internet routes on the wall. To ensure strong anchoring, minimal drilling of the wall may be done thus causing localized dust emission within the premises/rooms. A secondary source of emissions may include exhaust from diesel engines of transport trucks (transporting equipment and food to schools in different parts of the country). Mitigation strategies:

- use dust screens or nets in windows, doorways and ventilators of rooms where renovation or drilling activities are occurring.
- Ensure good housekeeping where, among other necessary actions, dust should be quickly swept off cement floors and collected in covered containers.
- inspect and restrain contractors from generating excessive dust.
- Workers will be provided with PPE and the use of PPE shall be enforced.

6.2.11. Impacts of Electronic waste (E-Waste)

In order to continuing the teaching learning process through digital technology, there will be a procurement of radios, TV, Maintenance of the existing Satellite for Education System. The resultant waste from their usage has over the years accumulated, and now poses a threat to the environment. There was no good trend of electronic waste management in the school compound as a whole. The improper disposal of E-waste through incineration is likely to lead to atmospheric pollution through the release of toxic and noxious gases in the atmosphere. Electrical and electronic equipment contain different hazardous materials, which are harmful to human health, water sources, soil and the environment including soil and water due to the release of toxic materials in the e-waste if not disposed of carefully.

6.2.12. Mitigation Measures for E-Waste Impacts

- All electronic devices must be procured from manufacturers that are credible and all devices will have a clear date of manufacture and warranty. This will avoid procurement of refurbished or used second hand electronic devices with a shorter shelf life a common problem that leads to generation of E-waste as a result of obsolescence.
- Awareness and sensitization of teachers who will use the electronic devices on the proper disposal of once they become obsolete. The schools should include in the sensitization, the usefulness and significance of E-waste recycling, and collection of obsolete electronic devices in a separate waste collection area.
- The schools that will be provided electronic gadgets will be responsible for ensuring that the mitigation measures outlined in E-waste management plans are followed.
- The contractor for the installation of the ICT equipment shall adhere to the provisions in the E-Waste Management Plan – to be developed as part of the subproject level ESMP.

- Collection bins should be placed at specific points or at strategic locations for dumping the e-waste, hence segregating the e-waste from other wastes.
- The bins should be emptied regularly to licensed refurbishers, collection centers, or recyclers to avoid soil and groundwater contamination from toxic materials in the e-waste.
- The Woreda and the school shall facilitate the safe transportation of the e-wastes (but not substantive amount of e-waste is expected)

The electronic waste management plan is listed in table 6.1 below

Table 6. 1.E-Waste Management/Disposal Plan for the Proposed Project

| Issue: Procurement and provision of Electronic Devices (Radios, TV, laptops, tablets) | | | | |
|---|---|--|---|----------------|
| Impact | Mitigation | Monitoring | Responsibility | Budget(Birr) |
| <p>Air Pollution through improper disposal which leads to release of toxic, hazardous and carcinogenic gaseous</p> | <ul style="list-style-type: none"> - Procure Electronic devices from credible manufactures to avoid purchasing second hand, refurbished or obsolete devices with a short shelf life or already categorized as E-Waste; - Establish temporary E-Waste Collection Centers in all schools; including collection bins/receptacles; - The collection bins should be emptied regularly to refurbshers or recyclers. - Transport all E-wastes to licensed E-waste company or recycling company and/or return to the supplier depending on warranty period/agreement.If there is no e-waste recycling company in the area, the school must report to Waste Management and Environmental Protection Authorities. - Conduct awareness and sensitization targeting the users of the electronic devices to ensure that they engage in best practice for E-waste management. - There are different organization found available in Ethiopia that buy back an electronic waste. They repair/renewed make the e-waste for utilization. - Where available, utilize buyback options with equipment suppliers. | <ul style="list-style-type: none"> - Warranty for Electronic Devices purchased Credibility of manufacturers supplying the electronic devices - Availability of E-waste receptacles in each school - Number of awareness and training conducted for users of electronic devices on E-waste | <p>MoE, REB, Individual Schools, REPA</p> | <p>300,000</p> |

| | | | | |
|--|---|---|---|----------------|
| <p>Pollution of water sources Electrical and electronic equipment contain different hazardous materials which are polluetd water sources if not disposed of carefully.</p> | <ul style="list-style-type: none"> • Recycle or safely dispose of the E-Waste • Avoid rickless dumping of e-wastes • Conduct awareness and sensitization e-Waste management • Establish E-Waste Collection Centers in all schools; including collection bins/receptacles. The bins should be emptied regularly. | <p>-REPA ES monitoring reports - ES monitoring reports by the schools - Number of awareness and training on E-waste</p> | <p>MoE, REB, Individual Schools, REPA</p> | <p>250,000</p> |
| <p>Human Health Impacts due to poor disposal. Electrical and electronic equipment contain different hazardous materials, which are harmful to human health and the environment if not disposed of carefully</p> | <ul style="list-style-type: none"> • E-wastes should not be recklessly dumped but should be properly recycled or disposed of • There should awareness creation on potential health risks of e-wastes • | <p>REPA and school ES compliance monitoring reports - Training reports</p> | <p>MoE, REB, Individual Schools, REPA</p> | <p>350,000</p> |
| <p>Total</p> | | | | <p>900,000</p> |

6.2.13 Traffic related Hazards

There may be a high risk associated with traffic and road safety hazards during the operation phase in relation to the collection, supply and delivery of the equipment and food supplies to schools in different parts of the country. Mitigation strategies

- adopt best transport safety practices with the goal of preventing traffic accidents and minimizing injuries suffered by project personnel and the public.
- emphasize safety among all drivers. Specifically, they will ensure drivers respect speed limits through schools and areas with public institutions;
- safe traffic control measures will be used, including flag persons to warn of dangerous conditions.
- clear warning signs will be placed around the school premise

6.2.14. Impacts on Female students/child marriage

The Program Development Objective (PDO) of the project is to maintain students' learning during school closures in response to the COVID-19 pandemic and after school re-openings and enable education system recovery and resilience. Accordingly; students are returned to their home during the COVID-19 pandemic. Therefore; as expected from this project, the students must stay at home to follow their educational lesson via different electronic devices such as Radio,TV,tablets, Telegram etc. The electronic devices used for teaching-learning proces are covered by the project. Stayed at their home is a manadatory to follow online learning. The school closure could cause a rise in teenage marriages, unwanted pregnancies; which all constitute major impediments to girls' education in Ethiopia.

There was the risk of forced early marriage in a community where marriage to an employed man is seen as the best livelihood strategy for teenage/adolescent girl that was stay at home due to the school closure.

According to the GAGE-COVID-19 Ethiopia child Marriage report on July 2020; there was an increment of child marriage due to the school closure during corona virus pandemic. A critical reason that adolescents as well as key informants underscored for increased arranged marriages during the pandemic was the closure of schools. Many young people are at home and every one supports the marriage.

6.2.15. Mitigation Measure for Impact on Female students/child marriage

- The Ministry of Education and Regional Education Office, UNICEF and other Governmental and NGO proposed sensitization activities which are targeting on parents, community members, and all students (girls and boys) to stop teenage marriage.
- The proposed GPE and WB Project is taking a strong gender approach in its design through the deployment of gender-based campaigns, including sensitization programs on early marriage, early pregnancies and importance of continuing learning, parental education and gender-based violence prevention and reduction.
- At school level, the Parent Teacher Student Association(PTSA) and GRM committee will take a leading responsibility to prevent teenage marriage. The school management must

strengthen the gender club in the school in order to discuss on the impacts of teenage marriage on the societies and individual.

- Also the school staff can be appointed to be a focal person on the child marriage prevention efforts.

6.2.16. Impacts of Liquid and Solid Wastes on Water Resources

There are different primary and secondary schools that can be used as a quarantine area for COVID-19 pandemic in Ethiopia. There, the nearby rivers, streams and springs may be polluted due to different liquid and solid wastes.

Even if the nature of these impacts will be moderate if appropriate measures are followed and employed. Else, the impacts of such wastes streams on the environment and water bodies can be severe, leading to a possible spread of waterborne diseases, not trans-boundary (localized) and short term effects; such impacts could overburden the already available water source for the community living around the project site which can use surface water.

The surrounding community complains of the odor, health and safety risks to children and older aged peoples. The plastics and smoke due to burning of the waste is posing risks to the public health. The leachate from the waste deposited enters the stream water course at downstream and is polluting the water source.

Generally; If there are not properly managed liquid and solid waste can cause:-

- Public health impacts
- Water source pollution
- Air pollution
- Soil pollution

6.2.17. Mitigation Measure for Liquid and Solid Wastes on Water Resources

To minimize these impacts, the liquid and solid wastes would be

- Properly segregate, regularly collected and disposed off on a site designated for this purpose.
- Manage sanitary wastewater of these sites using septic systems.
- Properly designed and installed Water supply, sanitation and hygiene (WASH) facilities; the drainage system for liquid waste minimization,
- segregation, packaging, collection and handling, storage, transportation, treatment and disposal in accordance with local regulations and guidance to prevent any hazard to public health or contamination of land, surface or groundwater.

- During preparation and maintenance of the wash facilities in the school, it will be recommendable to connect the wastewater drainage with the municipal drainage system. This prevents pollution of surrounding soil and ground water.
- To solve the problems related with the solid waste, the school should segregate, collect and carefully store on a temporary solid waste storage and give the general solid waste collectors enterprise. In order to prevent the odour formation and leachate, the general waste collectors must collect on.

6.2.18. Impacts on Online Education System

The majority of rural and urban students lacked access to online education, especially those in high school and preparatory school where online classes are transmitted by TV or Telegram. Even for those who have access to TV or internet via their mobile phones, frequent power outages and insufficient money to cover mobile phone costs as well as internet subscription create additional barriers to online education. Online education is not applied due to the lack of energy access because there was a shortage of energy in rural primary schools.

Also; there was a high dependency on ‘traditional’ classroom teaching and learning methods, and slow adaptation of educational technologies. Inadequate access to remote learning meaning that teaching and learning are interrupted when traditional classroom methods are not available. Inadequate monitoring and evaluation arrangements for the existing remote learning interventions and targeted interventions for the unreached students.

6.2.19. Mitigation measures for impacts on online Education System

- Ministry of Education Introducing the digital connectivity of schools (Satellite Service for Education System to reach disadvantage Children who live in remote areas)
- The Woreda Educational Office and Energy Office must work together to solve the electric power shortage by using other alternative electric sources such as Solar Power. Such kinds of activities are not difficult and it will be easily implemented by the school. This alternative will be easily applicable in the school compound.
- Procuring and distributing context specific connecting devices (Educational Tablets) for teachers in all regional states.
- Procure and distribute Radio Sets for Disadvantaged Students (Students with Special Need, Pastoralist Girls and poorest students) for primary education. According to the Proposal of MoE for GPE Accelerated Funding for Emergency Response of COVID-19, this activities will be done in the selected regions.
- Enhancing the capacity of regional education Bureau to broadcast radio program for primary school with progressive approach including psycho-social virtual trainings program.

6.2.20. Impacts on girls’ lose education when schools reopen

The electronic devices used for teaching-learning process are covered by the project. Stayed at their home is a mandatory to follow online learning and when schools will reopen. School closures may lead to an increase in the burden of care-related tasks, which disproportionately

impact girls in many contexts. Girls suffer extra constraints due to social expectations, for example to take on household responsibilities and domestic chores, and in economically disadvantaged areas they tend to marry and have children early. Additional barriers to girls' school participation and retention are poverty, poor infrastructure and long distances to schools, insecure learning environments and increased exposure to violence and sexual harassment or abuse.

6.2.21. Mitigation measures for Impacts on girls' lose education when schools reopen

- MoE and Regional Educational Office play great roles to mobilize parents and communities to ensure students return to school on reopen.
- Procure and distribute playing and Montessori materials for pre-schools children to stimulate their physical exercise while they are coming back to schools after Covid-19.

6.2.22. Impacts of Gender Based Violence

- There will be a risk of forced early marriage in a community where marriage to an employed man is seen as the best livelihood strategy for an adolescent girl.
- Abusive behavior can occur on the female students by a person's who have a close relationship with their families or live their neighbor. In most cases, there was a close relationship between peoples who lives nearer to each other. This close relation can make an interaction between the family members. This can make the occurrence of sexual abuse.
- Increased risk of violence is experienced when female students are confronted with traveling long distances to access work opportunities or forced to travel at night during the school closure.
- Due to the reason mentioned above such as early marriage and sexual abuse there are different health consequences of violence; such as injuries, unwanted pregnancy, sexually transmitted infections (STIs) including HIV, pelvic pain, urinary tract infections, fistula, genital injuries, pregnancy complications, and chronic conditions. These can cause mental health impacts for survivors of gender-based violence include Post Traumatic Stress Disorder, depression, anxiety, substance misuse, self-harm and suicidal behavior, and sleep disturbances.
- On top of the above contextualized risks, the temporary project induced labor influx especially due to workers who will be engaged in the installation of specialized technical equipment and provision of WASH facilities, Gender-Based Violence (GBV), or Sexual Exploitation and Abuse and Sexual Harassment (SEA&SH) and associated impacts of transmission of communicable diseases like HIV/AIDS will adversely impact the adjacent communities.

6.2.23. Mitigation Measures for impacts on Gender Based Violence

- During the students stay at home, media alerts and educational messages will be aired for community to limit domestic GBV that may rise using their language.
- In addition, schools must use effectively school grants to make separate washrooms for women and men (for teachers and learners) with a visual sign and inside locks.
- The Ministry of Education and other relevant ministries combined NGOs will promote a zero-tolerance policy for sexual harassment. This will be delivered periodically by

training voluntary service providers jointly with health care workers on preventing and responding to GBV and associated physical, psychosocial and mental health conditions.

- GBV services and other legal protection and hotline services are available free of charge. The school management must collaboratively work with the Woreda Justice Office and Woreda Social Service Protection office in order to make a free service programme once per a week/month regarding on GBV and SH.
- Health care providers will be alerted/ trained on risks of GBV and mental breakdown and information exchange for notifying GBV incidents at the school of quarantine sites particularly among women, children and people with disabilities and special needs.
- Implement the recommended actions to mitigate project induced risks of GBV/SEA&SH (Annex-8)

6.2.24. Impacts on Child labor and Forced Labor

One of the impacts of the school closure due to COVID-19 pandemic is that the students of a poor economic systems are more likely to face violence and abuse arising from parents who may expect the children to provide more labor to contribute to the economic resources as the children stay at home. The students from the lowest income families and poor families living in very remote areas may not access to internet, television and radio which are fast being adopted as mediums of learning during the COVID- 19 lockdowns. The young students in particular girls are sexual exploitation and abuse especially for lowest income families because of accessing some materials like cell-phone, laptop etc.

6.2.25. Mitigation Measures for Impacts of Child labor and Forced Labor

Young worker as per the Labor Proclamation 1156/2019 is set as 15 years' minimum age for any kind of employment. Article 89, sub article 3 defines that young workers should not be involved in any work that endangers their lives or health. Further, Article 89, (4) outlines the barred areas for young workers. The detail was found in annex 2.

- Conduct a virtual awareness creation workshop at the community, regional education office and other governmental and NGO that have been working on child labor.
- Expand public education and awareness campaigns on violence against children, including prevention, such as parenting tips to prevent child maltreatment, ways to identify warning signs of potential violence at home, how to access services, and how a neighbour or friend can assist someone experiencing abuse.
- Implement strictly labor regulation and review the hiring policy and procedures
- Ensure that employers/Industry owners should have a system of human resource management according to Ethiopian national labor law.
- Implement the project LMP (annex-2).

6.2.26. Impacts on disability students

According to the global report, an estimated 15% of the world's populations live with some form of disability, yet they are among the most vulnerable and neglected in any type of emergency. People with disabilities are disproportionately affected in emergencies and experience particularly high rates of mortality in these contexts (WHO, 2016).

Emergencies can increase the vulnerability of people with disabilities spatially students, as people with disabilities may be less able to protect themselves from hazards. As the current pandemic of COVID 19 disease, students with disability are more at risk due to shortage of PPE, hygiene facilities (toilet, bathing, dressing and hand wash facility) when they will come back to school. Additionally; facilities did not be found at their home due to the shortage of finance during schools closure.

6.2.27. Mitigation Measure for Impacts on disability students

- Actively engaging students with disabilities in emergency risk management and promote self-help and raise disability awareness on COVID-19 disease when came back to school.
- Ensure equitable access for health and related services, such as hand washing facilities and toilets with an adequate supply of water.
- Sign language displays and audio of messages, signs, and directions should be available to address people with hearing and sight impairment.
- Avoid crowded environments to the maximum extent possible and minimize physical contact with other people.
- Prepare volunteer students and school staff about how to engage with people with disabilities. And also it will be better using these volunteer students and school staff for COVID-19 response efforts during schools reopening.
- Equally distribute PPE such as Masks, gloves for disability students in the school.

6.2.28. Impacts of Cyber Bullying

The implementation of remote learning interventions will enhance learners, teachers, and parents/guardians access to online internet services. The use of this online platform may subject the user to exposure to cyber bullying. Cyber bullying activities are viewed as negative consequences of growth and development in technology.

Here the following are some of the impacts of Cyber Bullying

- Students and teachers who are bullied are more likely to experience symptoms of depression and anxiety and to avoid going to school.
- Bullying that is particularly sustained, severe or intense may be linked to serious physical and mental health outcomes, including increased risk of suicide.
- Verbal and social / relational bullying can be just as harmful as physical bullying.
- Increased the risk for adverse outcomes in the long-term, including early school leaving. On the students.
- Disruption in adolescent sleep patterns associated with cheap night calls;
- Time lost through prolonged sessions on social network sites;
- Increased widespread access to pornography.

6.2.29. Mitigation of Cyber Bullying

- provide information for students, teachers, parents, and school personnel on what constitutes cyberbullying and to avoid being a victim.

- encourage two-way communication between home and school to share information about bullying behaviour
- Schools to develop cyber bullying policies to protect school going children

6.2.30. Occupational Health and Safety

The operational phase of the project, will include the installation of ICT equipment and WASH facilities and may be associated with potential occupational safety and health risks: physical hazards, such as slips, falls from heights associated with working on ladders, elevated noise, electrocution of the workers/staff, and limited exposure to chemical hazards, including elevated dust levels.

6.2.31. Mitigation measures for occupational safety and health

- Recommend the workers to use personal protective equipment such as Ear plug, Helmet, dust protecting masks.
- In case of noise; use noise barrier or acoustic shield reduces noise by interrupting the propagation of sound waves.
- The installation of ICT and WASH facilities to be taken place at the week-end or at night there are no staff workers around the installation area.

6.2.32. Labor disputes

The contractor workers will be involved in the installation of ICT equipment and WASH facilities for schools in urban and rural settings. Potential labour disputes may arise due to breach of contract regarding conditions of employment, fringe benefits, hours of work, and wages negotiated or of already agreed terms. Labor disputes may also arise due to disagreements amongst the workers and between workers and the contractors and WASH service providers.

6.2.33. Mitigation measures

The project shall adhere to the requirements proposed in the labor management procedures (LMP) as specified under annex-2.

- Fair terms and conditions shall be applied for project workers (as guided by relevant national and international labor laws);
- The project shall also have GRMs for project workers (direct workers and contracted workers) to promptly address their workplace grievances; and
- The project shall respect the workers' right of labor unions and freedom of association.

6.2.34. Discrimination and Exclusion of Vulnerable Groups

Some children can easily be excluded than others from any planned response and interventions. In this time of COVID 19, children with disabilities (special needs), girls, children from poor family, students from emerging regions and pastoral communities may be disproportionately disadvantaged or become more vulnerable to the project impacts and/or fail to equally share the development benefits of the project. This can be exacerbated in the selection bias and or elite

capture, where project benefits are diverted to less-vulnerable individuals, schools and locations. However, exclusion of vulnerable, marginalized and minority members of the community as well as migrants from project benefits may as well be amplified by the context of limited resources against widespread need.

6.2.35. Mitigation measures

The provisions under the project documents such as LMP, SEP, and this ESMF to ensure that the disadvantaged and vulnerable groups including the underserved communities are appropriately consulted and engaged in all project activities and benefits will be strictly observed. In addition, the following measures will be taken according to the category of vulnerability.

a. Children with special needs

- When developing content for either TV/digital: remember that some children may be deaf and therefore require sign language to keep up. Partners can help adapt the materials available to be used for both deaf and non-deaf learners
- Print media can also be published in brail for visually impaired children
- Radio programmes are particularly great for visually impaired learners

b. Girls and other vulnerable groups

- The probability of household responsibilities falling on the girls when schools close increase; it is therefore important to plan to air programmes during times that are likely to be less busy
- Vulnerable girls and other high-risk groups could benefit more from the radios with preloaded content as well as the self- learning kits as they will be able to follow at their own pace when done with household chores.
- the role of teachers may also be threatened by alternative learning methods provided by the project, which could lead to anxiety and mental stress for teachers, students, and families overall

Therefore; this project includes a strategy mainly oriented towards parents to allow children access to the study materials availed by the project and the study time at home, as well as mitigation measures to ensure the most culturally appropriate and convenient way to provide learning materials and to reduce their exposure to violence against children (VAC), sexual exploitation and abuse, and sexual harassment (SEA-SH). MoE other stakeholders will also develop and set up a participatory citizen engagement strategy plan as part of its Stakeholder Engagement plan. There was no need of a specific section to cover the communication strategy, because it was already the part of stakeholder engagement plan. Psycho-social support for teachers, parents, and learners during the lock-down and transition to the reopening of schools should be done through sensitization activities that include stakeholders' views and concerns.

7. Proposed Environmental and Social Management Plan (ESMP)

To address the above listed risks, site specific environmental and social risk management tools (e.g. environmental and social management plans, infection control and waste management plans) will be prepared and implemented at the operational (school) level. MoE will ensure that site-specific Environmental and Social Management Plans (ESMP) are developed by the schools setting out how the environmental and social risks and impacts will be managed through the project lifecycle. This ESMP template includes several matrices identifying key risks and setting out suggested Environmental and Social mitigation measures. MoE can use the matrices to assist in identifying risks and possible mitigations. The Woreda/School Environmental and Social Safeguards focal person and REB's work together to address the risks, site specific environmental and social risk management tools (e.g. environmental and social management plans, infection control and waste management plans), prepare and implement at the operational (school) level.

The ESMP should also include other key elements relevant to delivery of the project, such as institutional arrangements, plans for capacity building and training plan, background information and budget required for ESMP implementation. The Borrower may incorporate relevant sections of the ESMF into the ESMP, with necessary updates. An Environmental and Social Management Plan format is explained under Annex 5.

The matrices illustrate the importance of considering lifecycle management of ES risks, including during the different phases of the project identified in the ESMF: **phase two** (Learning for during closure of schools) and **phase three** (Recovery phase; once schools are re-open) The issues and risks identified in the matrix are based on current COVID-19 responses and experience of other Bank financed healthcare sector projects. The Borrower should review and add to them during the environmental and social assessment of a subproject.

The WBG EHS Guidelines, Ethiopian Environmental guidance documents, Ethiopian Labour Proclamation and reference materials cited in ESMF set out in detail many mitigation measures and good practices, and can be used by the Borrower to develop the ESMP. Proper stakeholder engagement should be conducted in determining the mitigation measures, including close involvement of medical and healthcare waste management professionals. The Environmental and Social Management Plan is explained in table 7.1.

Table 7. 1. General Environmental and Social Management Plan

| Activities | Potential E&S Issues and Risks | Proposed Mitigation Measures | Monitoring indicators | Responsibilities | Timeline | Budget (Birr) |
|--|--|---|--|---|---------------------------------------|----------------|
| WASH facilities after reopening of schools | <p>-children students, there is the probability of ingestion of hygiene materials during washing their hands and faces.</p> <p>- Lack of the continuity and quality of water and sanitation services</p> <p>- lack of ability enough spaces to maintain effective hygiene protocols of schools</p> | <p>- It should be obligatory for all including; students, staff, and visitors upon entry and exit of the school.</p> <p>- Regularly clean the handwashing and sanitizing stations and check soap and sanitizer levels.</p> <p>- Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal.</p> <p>- Limit the number of people permitted to use the toilet facilities at any one time. Be sure to utilize an enhanced cleaning regime for all toilet facilities-specifically focusing on door handles, locks, and the toilet flush.</p> <p>- Organize schools entry and exist to maximize social distancing(> 1.5 m).</p> <p>-Provide additional water tanker to overcome the problems</p> <p>-Make the temperature checkup</p> | <p>Availability of WASH facility at schools</p> <p>ES focal persons school, Woreda, and Region levels</p> <p>Daily compliance monitoring report by ES focal persons at school level</p> <p>Quarterly report covering the WASH requirements</p> | <p>MoE, REB, School Management, Local Community</p> <p>ES Focal Person at each school</p> | <p>During reopening of the school</p> | <p>190,000</p> |

| | | | | | | |
|--|--|---|--|---|--|----------------|
| | | <p>for every students and teachers using Infrared Thermometer during to the school.</p> <p>-Create a schedule for frequent hand hygiene, especially for younger children.</p> <p>-Children may need supervision when using hand rub to prevent accidental ingestion.</p> | | | | |
| <p>Safety Practice of Environmental Cleaning related with COVID-19</p> | <p>-The disinfectant can cause has a toxic effects on the students, school staffs and other school members if it will not used as directed by the manufacturer</p> <p>- High concentrations increase chemical exposure also damage surfaces.</p> | <p>-Disinfectant solutions must be prepared and used according to the manufacturer’s recommendations for volume and contact time.</p> <p>-Enough disinfectant solution should be applied to allow surfaces to remain wet and untouched long enough for the disinfectant to inactivate pathogens, as recommended by the manufacturer.</p> <p>- Store and use disinfectants in a responsible and appropriate manner according to the label.</p> <p>- Do not mix disinfectants. This can cuase fumes that could be very dangerous to breathe in.</p> <p>Ensure that cleaning</p> | <p>Availability of safe disinfection practice based on the disinfection guidance provided in the preceding section</p> <p>Training reports on disinfection practices</p> <p>ES focal persons school, Woreda,</p> | <p>MoE, REB, School Management, Local Community ESS Focal Person at each school</p> | <p>-During quarantine time</p> <p>- During reopening of the school</p> | <p>220,000</p> |

| | | | | | | |
|-----------------------------------|---|---|--|--|--|---------|
| | | chemicals/disinfectants do not introduce a product safety hazard.- Cleaners should wear adequate personal protective equipment (PPE gown, heavy duty gloves, medical mask, eye protection and boots or closed work shoes.) and be trained to use it safely | and Region levels Daily compliance monitoring report by ES focal persons at school level Quarterly report covering the compliance with disinfection requirements | | | |
| General Waste Management practice | If there are not properly managed, liquid and solid waste and e-waste can cause:- - Public health impacts - Water source pollution - Air pollution | <ul style="list-style-type: none"> - Properly segregate, regularly collected and disposed off on a site designated for this purpose. - Manage sanitary wastewater of these sites using septic systems. - Properly designed and installed (wash facilities) during repairing of the WASH facilities drainage | Reports on proper collection, transportation and disposal of wastes Training reports on waste management | MoE, REB, EPA School Management, Local Community ESS Focal Person at each school | During reopening of the school as well as quarantine time. | 300,000 |

| | | | | | | |
|--|--|---|---|--|---------------------------------------|----------------|
| | - Soil pollution | <p>to connect with the existing municipal liquid waste drainage system in accordance with local regulations and guidance to prevent any hazard to public health or contamination of land, surface or groundwater.</p> <p>- Wastes will not be disposed of with in school premises</p> | <p>t practices</p> <p>ES focal persons school, Woreda, and Region levels</p> <p>Daily compliance monitoring report by ES focal persons at school level</p> <p>Quarterly report covering the compliance with waste management requirements</p> | | | |
| GBV, lose of education for female students | <p>-risk of forced early marriage in a community because of stay at home due to COVID-19.</p> <p>-Abusive behavior can occur on the female</p> | <p>-During the students stay at home, media alerts and educational messages will be aired for community to limit domestic GBV that may rise using their language.</p> <p>-Schools must use effectively</p> | <p>Daily compliance monitoring reports ESS focal persons at school level</p> | <p>MoE, REB, School Management, Local Community, ES S Focal Person, PTSA</p> | <p>During reopening of the school</p> | <p>250,000</p> |

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>students by a person's which have a close relationship with their families or live their neighbor which have a close relation among them. According to the tradition of Ethiopian people, neighbor drink coffee together and there was a highly social interaction. Sometimes there was a misbehave person in such kind of relation.</p> <p>-when schools will be reopen female students are confronted with traveling long distances to access work opportunities or forced to travel at night during the school closure.</p> <p>-different health consequences of violence; such as injuries, unwanted pregnancy, sexually transmitted infections (STIs) including HIV, pelvic pain, urinary tract infections, fistula, genital</p> | <p>school grant to make separate washrooms for women and men (for teachers and learners) with visual sign and inside locks when students come back to school.</p> <p>-GBV services and other legal protection and hotlines services are available free of charge.</p> <p>-Procure and distribute playing and Montessori materials for pre-schools children to stimulate their physical exercise while they are coming back to schools after Covid-19.</p> <p>Implement the recommended actions to address GBV risks in the project (Annex-8)</p> | <p>Quarterly reports covering actions taken to address GBV risks</p> | <p>ESS Focal Person at each school</p> | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|---|--|--|---|---|---|---------|
| | injuries, pregnancy complications, and chronic conditions at which female students are confronted. | | | | | |
| Education continuity during the school closure – impacts on the poor and most vulnerable students | <p>The majority of rural and urban students lacked access to online education, especially those in high school and preparatory school where online classes are transmitted by TV or Telegram.</p> <p>-Lacks of income to cover mobile phone costs create as well as internet subscription.</p> <p>-Shortage of energy sources due in rural primary school.</p> | <p>-Strengthening the Radio/TV distance campaign to create awareness about the COVID- 19 crisis, focusing on girls and children with special needs</p> <p>- Introducing the digital connectivity of schools (Satellite Service for Education System to reach disadvantage Children who live in remote areas)</p> <p>-Procuring and distributing context specific connecting devices (Educational Tablets) for teachers and hard to reach</p> <p>-Procure and distribute Radio Sets for Disadvantageous Students (Students with Special Need, Pastoralist Girls and poorest students) for primary education</p> | Compliance reports covering activities that will be taken to address risks to the poor and most vulnerable students | MoE | During the school closure | 370,000 |
| Potential key labor related risks associated | Risks related to occupational health and safety such as workplace accidental/injury (such as falling or slipping), cuts | <p>Identification of OHS risks at the project design stage;</p> <p>Provision of Personal Protective Equipment and health, safety and</p> | OHS risks properly identified; | MoE, REB, School Management, ESS Focal Person at each | Notify the MoE and the Bank of any accident | 170,000 |

| | | | | | | |
|-------------------------------------|--|--|--|---------------|---|--|
| <p>with the project activities.</p> | <p>and bruises from sharp objective during maintenance of WASH facility, inhalation of disinfectant chemicals during cleaning the school compound/class rooms, etc.</p> <p>Risks related to community health and safety;</p> <p>Risks related to sexual exploitation and abuse and sexual harassment (SEA/SH) due to an interaction between the workers of the project and other workers during reopening of the school.</p> | <p>security arrangements to individuals working or engage on these activities;</p> <p>Training at regular intervals to workers to enhance their skills; orientation of workplace safety procedure before working campaign and providing first aid kit before any campaign.</p> <p>Verification of the certification of worker's age using legally recognized documents to avoid child employment.</p> <p>Sensitizing all project implementers and Community and ensure briefing content including gender equality and norms sensitization.</p> <p>Each worker should sign a Code of Conduct to promote individual accountability and sensitization on OHS, SEA/SH and other aspects of community health and safety.</p> <p>Prepare GRM for the handling of SEA/SH and assign GBV focal person within the existing GRM committee.</p> | <p>Quarterly reports covering activities that have been to address OHS risks</p> <p>Training reports to address OHS risks</p> <p>Availability of appropriate PPE</p> | <p>school</p> | <p>within 24-48 hours of occurrence and document each accident / incident.</p> <p>Training on quarterly basis</p> <p>PPE provision on daily basis</p> | |
|-------------------------------------|--|--|--|---------------|---|--|

| | | | | | | |
|--|--|---|-----------------------------|---|--|-----------|
| | Risks of disputes induced by labor conditions | <p>Provision of equal employment opportunities, promotion of fair treatment and non-discrimination.</p> <p>The project shall adhere to the requirements proposed in the project LMP (annex-2), including (i) fair terms and conditions, provision of GRM for workers, respect the workers' right of labor union and freedom of association.</p> | | | | |
| targeting and accessing of project activities and benefits | Discrimination and exclusion of vulnerable groups such as girls, students with special needs, non-special needs vulnerable children, students from poor family, emerging regions and pastoralist communities | Implement the provisions in the project documents such as LMP, SEP on social inclusion of vulnerable groups during consultations, project activities and benefits sharing. | Inclusive approach followed | MoE, REB, School Management, ESS focal persons at all level | During project design and implementation | |
| Total | | | | | | 1,500,000 |

8. Monitoring, Supervision and Reporting Plan

Monitoring is a key component of the ESMF during the Project implementation. Monitoring by the regulatory agency and woreda should be undertaken on biweekly basis monitoring aims at checking the effectiveness and relevance of the implementation of the proposed mitigation measures. The School ESS focal persons shall monitor compliance on daily basis. The Woreda ESS focal person may be conduct biweekly monitoring but according to the agreement on the ESCP, the report will submitted to WB quarterly. Monitoring verifies the effectiveness of impact mitigation measures, including the extent to which mitigation measures are successfully implemented. Monitoring specifically helps to:

- Improve environmental and social management practices;
- Check the efficiency and quality of the ESMP processes;
- Establish the scientific reliability and credibility of the ESMP for the project and
- Provide the opportunity to report the results on safeguards and impacts and proposed mitigation measures implementation.

Monitoring will take place during the implementation of the school closure and school reopening will consist of both internal and external monitoring.

Internal Monitoring

First, school level focal persons will monitor and report the implementation of the environment, health and safety requirements. The Woreda focal persons also biweekly monitor the implementation of environmental and social risk management activities and report to the regional environmental and social risk management experts. The Regional GEQIP Environmental and Social Safeguards Expert monitors(the list of these experts are explained under annex 6) will be required to provide quarterly reports on the implementation of the proposed mitigation measures as contained in the Environmental and Social Management Plan (ESMP). These reports will be submitted to the MoE/PCO for transmission to the Project Steering Committee. Second, the MoE/PCO will compile quarterly reports to the World Bank.

External Monitoring

External monitoring (an ES audit) will be done by the consultancy firm/independent group through out-sourcing the annual project activities. The firm must be gets the license from Environment, Forest and Climate Change Commission of Ethiopia. Consultancy firm contracted in the external monitoring with MoE. The frequency and scope of this monitoring will be determined in the Memorandum of Understanding to be signed between the MoE and Firm.

Some of the outline that will be expected from the external monitoring are:-

- Identify gaps, if any, between the World Bank Environmental and Social Standards and national policy and legal frameworks
- Review of project activities and possible environmental and social impacts
- Legislative and regulatory considerations & institutional framework

- Key social issues including social diversity and gender; institutions, rules and behavior; stakeholders; participation; and social risks
Occupational Health and Safety and Community health and safety
- Stakeholder consultations and stakeholder management plan
- Strategy to achieve environmental and social development outcomes
- Outputs, schedule, and reporting

A terms of reference for the external monitoring (ES audit) will be prepared by MoE in consultation with the Bank.

Monitoring indicators:

In order to assess the efficiency of the Ethiopia COVID-19 education project's activities during the school closure and reopening, it is proposed that the following monitoring indicators be used:

Environmental and social indicators:

- Assignment of ESS focal persons or experts at school, Woreda, Region and Federal levels
- Preparation and implementation of environmental and social risk management instruments at school levels
- According to the agreement between MoE and WB on ESCP, quarterly environment and Social, health and safety compliance reports will be expected.
- Water quality in schools and surrounding communities meet Ethiopian and WHO water quality standards.,
- Safe waste management related to quarantine schools and waste generated during school reopening: well-organized waste collection points (with separate e-waste collection, as relevant); established agreement with the local government of the frequency of waste removal from site to a designated waste management facility
- Degree of involvement of disabled students, girls, or disadvantaged groups
- Number and percentage of affected individuals/institutions (such as students, schools, teachers, contracted workers) consulted during the planning stage;
- Frequency and quarterly of public meetings, according to safety standards;
- Compliance with the Environmental and Social Management Guidelines of GEQIP-E which was already prepared at MoE level.
- Management of complaints disputes or conflict smonitoring of grievance log books could be one method
- Fairly distributed (based on the student population proportion of each regional state) radios, tablets and IT equipment for the students..

- Procurable items also include sanitary materials to schools such as buckets for water transportation, portable hand-washing stations, disinfectants and sanitizing materials, PPE and waste management materials (bins);

The monitoring roles and responsibilities would be carried out by the following:

- ESS focal persons will monitor compliance on daily basis and write biweekly report the woreda ESS focal persons
- ES focal persons at woreda will write biweekly compliance reports to regional ES focal persons
- Regional ES focal persons will write biweekly report to the federal ES expert
- The federal /MoE ES experts will write a quarterly compliance report to the Bank
- MoE plays the leading oversight role as it relates to safeguard issues; will carry out its own quarterly compliance monitoring to satisfy itself that the permit conditions and relevant standards and mitigation measures are being fulfilled by operators in the sub-projects. The Woreda ESS focal person may be conduct biweekly monitoring but according to the agreement on the ESCP, the report will submitted to WB quarterly.
- Regional Educational Office, Woreda Education Office and Community representatives would participate in the monitoring to ensure and verify adequacy of implementation of various measures.
- Communities as well as the REB/WEO will be useful agents in collection of data that will be vital in monitoring and realigning the project to the part of sustainability as such they will play a role in the monitoring framework.
- World Bank will continually assess the implementation of the ESMF and other instruments and suggest additional measures as the need may be for effectiveness and efficiency.

9. Environmental and Social Management Framework Process and Implementation Arrangement

The ESMF sets out the principles, rules, guidelines and procedures to assess the environmental and social risks and impacts of the Ethiopian COVID-19 education emergence response project/subprojects. It contains measures and plans to reduce, mitigate and/or offset adverse risks and impacts, provisions for estimating and budgeting the costs of such measures, and information on the agencies responsible for addressing project risks and impacts, including on its capacity to manage environmental and social risks and impacts.

The ESMF requires that all relevant COVID-19 project/subprojects i.e. Maintaining learning trajectories and safety during school closure (Component I), Supporting readiness for school reopening and mitigating learning loss (Component II), the sub-component to Support to catch-up learning and Enhancing hygiene and prevention of disease in schools (Component II) and the System-level resilience and project coordination (Component III) be screened for social and environmental impacts. Screening will help to determine if a sub-project belongs to high, substantial, moderate or low risk classification in accordance with the ESSs and thence to determine the type of environmental assessment that needs to be carried in a level proportional to the nature and scale of the associated impacts and risks. The ESMF also outlines the next steps to be taken to realize the outcomes of the screening and categorization and describes the various elements of the process.

9.1 Sub-project Screening and Approval Process

The objective of screening sub projects is to assess any potential safeguard issues early in the design and preparation process and rate the ES risk depending on the level, and scope of potential environmental and social impacts. The screening of the project subprojects will be done by completing screening checklist tables indicated in Annex 1.

Step 1: Sub-project Identification

The initial step will be sub-project or business plan identification. Sub-projects and business plans will be identified by the client. In this COVID-19 education emergency response project, the Ethiopian Ministry of Education has already identified and specific sites of these sub-projects that have been already decided.

Step 2: Screening and Checking Eligibility of subprojects

At this stage the sub-projects will be subjected to screening process by ESS focal persons at school levels against environmental and social checklist indicated to check their eligibility for the project financing. The checklists will be filling out by an Environmental and Social Safeguards experts or focal persons. In checking the eligibility of the sub projects the questions in Annex 1 would be answered as “Yes” or “No”. If the answer to any one of the questions in the annex is ‘Yes’, then the subproject will be redesigned to be acceptable or stopped if redesigning is not possible. If on the contrary the answer is ‘No’ for all the above questions, then one must proceed to the next step.

The following activities will not be eligible for this project financing (Exclusion list):

- Activities that have high probability of causing serious adverse effects to human health and/or the environment not related to treatment of COVID-19 cases.
- Activities that may have adverse social impacts and may give rise to significant social conflict

- Activities that may affect lands or rights of indigenous people or other vulnerable minorities,

Furthermore, ESS expert/focal persons would assess the significance of potential impacts using environmental and social impact rating checklist below. The checklist must be filled, and number of potential impacts marked as None, Low, Medium, High and Unknown and will be used to determine individual and the overall impact rating of the sub-project. The table 9.1 below is a guidance to determine what action would be taken before proceeding to the next level based on the results.

Table 9. 1.Rating and Classification of Potential Impacts of Sub-projects

| | |
|--|---|
| For sub-projects with no impact (All impact rating becomes ‘None’) | These types of subprojects would be labeled as ‘subprojects of no environmental and social concern’ . These types of sub-project can to be approved and cleared by Woreda or Regional office responsible for environment |
| For sub-projects with low, medium and/or one high impact | These types of subprojects would be labeled as ‘Sub-projects of medium environmental and social concern’ . In this case, incorporate potential mitigation measures into the design of the subprojects would be integrated and ESMP would be prepared. |
| Subprojects cause more than one high potential impact plus more than two unknown impacts | These types of subprojects would be labeled as ‘subprojects of high environmental and social concern’ . In this case, ESMP would be prepared and/or conducting additional ESIA assessment may also be required. In case where an ESIA has to be carried for sub-projects, the Regional Environment, Forest and Climate Change Commission (REFCCC) would review the ESIA reports, to ensure that all environmental and social impacts have been identified and that effective mitigation measures have been proposed, before issuing the environmental clearance certificate. REFCCC would supervise compliance to the national regulations and guidelines of the regional laboratories by conducting statutory review of environmental/social screening and ESIA reports of the sub-projects to ensure that all the environmental concerns are mainstreamed into the sub-project activities to minimize negative impacts. World Bank would also oversee compliance of the WB Safeguard Policy the time of implementation of sub-projects. However, activities that may require ESIA are |

| | |
|--|---|
| | not anticipated in this project. Overall project risk was identified as Moderate. In case High risk projects are identified, the project can (a) notify the Bank of such change to update ESRC and identify the relevant course of action; or (b) exclude such subprojects from financing. |
| Subprojects where it is difficult to predict the potential impacts, i.e., subprojects which have two or more unknown potential impacts | <p>These types of subprojects would be labeled as ‘subprojects of unknown environmental and social concern’ because of the many unpredictable potential impacts. In this case, ESMP would be prepared and/or additional assessment will be required. See annex 5 for ESMP format.</p> <p>Overall project risk was identified as Moderate. But in case High risk projects are identified, MoE notify the Bank of such change to update ESRC and identify the relevant course of action.</p> |

For sub-projects labelled as ‘unknown’ and/or ‘high’ environmental and social concern, the need to conduct additional assessment would be decided through discussion among federal and regional safeguard specialists.

Step 3: Approval of the screening reports

At this stage environmental and social screening reports will be reviewed and approved by the Regional Environmental Protection Authority(EPA) or Environment, Forest and Climate Change Commission. If the sub-project has high or medium environmental and social concerns, Ministry of Education would ensure that all the necessary mitigation measures are incorporated in the ESMP tool before approval.

Step 4: ESMP/ E-waste and liquid and solid waste management plan preparation and approval

The school ESS focal persons prepare appropriate site specific environmental and social management plan tools. Environment, Forest and Climate Change Agencies shall approve the tools to be prepared before commencement of any work and any project financed activities. According to the Proclamation number 300/2002 of Environmental Pollution Control proclamation, the Federal or Regional Government organ entrusted by law with a responsibility has the responsibility to approve. This activity or subprojects do not require full ESIA but an environmental and social management plan will be prepared. The ESMP will be based on generic E&S management and monitoring plan included in this ESMF and send to Environmental Protection Authority for review and clearance. Environmental Protection Authority review and clear the ESMP as soon as possible to minimize implementation delay. Consultation and Disclosure of Subprojects Information Before the approval of the subprojects, the project implementing unit should properly consult the stakeholders and make ESMP available for public review at a place accessible to local people and in a form, manner and language they can understand. The public will be invited to comment on these reports prior to their approval. The public should also participate and be consulted at all levels of environmental

and social assessments including eligibility checks, screening, scoping, impact identification and rating.

Step 5: Subproject ESMP implementation, monitoring, supervision and reporting.

The MoE will ensure that an appropriate environmental and social safeguards compliance monitoring and reporting system will be established. The responsible for monitoring in Ministry of Education. The first responsible organization to take action is Woreda Education Office, the next is Regional Education Office. If the problem is not solved at Regional Level, then it transferred to MoE. Again if MoE will not solve problem, Federal Ethics and Anti-Corruption commission interfere and take the final action. The goals of implementation monitoring are to:

- measure the success rate of the project;
- verify the accuracy of the environmental and social impact predictions;
- determine the effectiveness of measures to mitigate adverse effects of projects on the environment;
- determine whether interventions have resulted in dealing with negative impacts; determine
- whether further interventions are needed, or monitoring is to be extended in some areas;

The school ES focal persons, the Woreda ES experts, the Regional ES experts and the MoE ES experts will be responsible for compliance monitoring. EPA shall play its regulatory role. Any non-compliance shall be responded to as per the requirements of the World Bank and national requirements.

9.2. Institutional and implementation Arrangements

The project will be implemented at the national level over a period of 18 months from the date of effectiveness. Ministry of Education will assume overall responsibility for coordination and implementation of the project, including procurement, distributing and Health and Safety protection in collaboration with the World Bank group. The implementation arrangements will be based on the existing GEQIP MoE structure with clear responsibilities.

At each school, focal persons with relevant qualification (e.g. health extension workers, biology, chemistry & geography teachers) will be trained and assigned as focal persons to provide oversight on the management of risks associated with COVID-19 so that environment, health and safety risk mitigation measures are properly planned and implemented. The focal persons who will be assigned at the school level will be responsible to follow up and report to the Woreda Bureaus of education and health biweekly so that the implementation of risk management activities could be properly monitored and reported. The Woreda ESS focal person may conduct biweekly monitoring but according to the agreement on the ESCP, the report will be submitted to WB quarterly based on the template in annex 7.

Each Woreda will also assign a qualified focal person that will provide an oversight on the implementation of environment, health and safety risk management measures. The Woreda education bureau, together with the health bureau, will also monitor the proper implementation of environment, health and safety risk management activities biweekly. Each regional state will have qualified focal persons who can support and monitor the implementation of environment, health and safety risk (EHS) management activities and who will also be responsible to compile the reports from administrative Zones in each region and report to the federal Ministry of

Education on monthly basis. The Ministry (at project coordination level) in turn share a quarterly EHS risk management report to the Bank based on the reporting template annexed to the ESMF.

At the Ministerial Level: The project management arrangements will strong support from MoE leadership. Under the current arrangement for ongoing projects, the Minister has established Education Technical Working Group(ETWG) response for the oversight of COVID-19 Education Emergency Response. The ETWG is led by Minister of Education and State Ministers in the Ministry are also the members of ETWG. This Management structure has been designed to ensure the overall project implementation process.

Regional Level: At each Regions and City Administrations; there was GEQIP Coordination of that was already exist. To ensure that the COVID-19 Education Project will be implemented with the full participation of all the experts exist in the regions and city administrations. Especially; an Environmental and Social Safeguard Specialist or ESS Focal Persons should be assigned to coordinate safeguards matters of the Project Implementation. These experts will be responsible for monitoring the implementation of the actions laid out in the ESMF/ESMP and reporting their implementation.

9.3. Capacity Building

The ESMF capacity building is directed to the staff of the MoE/PCO, relevant government institutions, Regional Education Office officials, REO project coordinators, School Principal/Management, PTA, school ES focal persons and school communities. The capacity improvement and training program will be organized to cover a selection of key topics as listed in table 9.2. These workshops focus on the creation of awareness, prevention, and mitigation of the virus, and on the improvement of the structures that will allow an effective communication among students, teachers, parents, and the government offices that was planned in the mother document under phase one. Each workshop has a designated target audience, a time frame for delivery and identification of who will facilitate the workshop. Based on social distancing protocols and COVID19 precautions, these workshops can be delivered via remote connections and virtual platform.

Table 9. 2.Capacity Building Program for the COVID-19 Education Emergency Response Project

| Activities | Description | Target Group | When | Facilitation |
|---|---|--|--------------------------------|-------------------------|
| Creating awareness on hygiene, sanitation and healthy of life | National environmental, social, health and safety Guidelines,basic concept of environmental & social impact assessment, Labor management regulations. Wastemanagement, ESMF and OSH | MoE, REO, Teachers, PTSA, School Principal and Woreda and School Focal Persons | During reopening of the school | MoE/PCO with World Bank |
| Awareness, prevention and mitigation | Impacts of COVID-19 on education sector especially pre-primary school, primary school and secondary and the proposed mitigation measures for those impacts | MoE, REO, Teachers, PTSA School Principal and Woreda and School Focal Persons | During reopening of the school | MoE |
| | Citizen Engagement Component (Events and workshops for community awareness in the Project areas) | MoE, associated institutions, REO, Teachers, PTSA School Principal and Woreda and School Focal Persons | During reopening of the school | MoE |

9.4. Budget for ESMF Implementation

ESMF implementation costs are allocated according to the budget line items in table 9.3. Such costs include training, development of E&S due diligence measures and supervision activities be determined. Costs for undertaking travel to conduct monitoring and training as well as participation with World Bank supervision missions are included.

Training topics/themes will cover the following topics mentioned below:

- The targeted groups are REB’s ESS experts/ESS focal person, Woreda/School ESS/GRM focal person and to some extent teachers.
- Ethiopian Environmental and Social Policy and World Bank Environment and Social Standards that was relevant with COVID-19 Education Emergency Response Project
- Understanding concerns about waste management system in the school to prevent environmental and social issues.
- Gender-based violence, students with a disability and violence against children, to be seriously concered during the school closure and reopening.
- COVID-19 associated infections are preventable through good hand hygiene – cleaning hands at the right times and in the right way.
- MoE actions and environmental and social considerations
- Labor management practices
- ESSs and OHS Considerations for all activities of phase one, phase two and phase three
- awareness raising regarding WaSH, water, sanitation and hygiene, practices among school community members is part of COVID-19 training.
- Grievance redress mechanisms
- Consultations, communications and feedbacks
- Ensuring all peoples are given equal access and rights
- Monitoring and reporting at all levels
- E-waste handling, temporal storage and disposal
- Occupational and Community Health and Safety

Table 9. 3. ESMF Implementation Costs

| Training | Budget (ETH Birr) |
|---|----------------------|
| Provide training for Regional ESS Experts on GRM,ESMP and other activities. This training is not a one-time event and it has continuity. | 200,000 |
| Prepare a training for pastorial community students, disabled students , girls and some local community Environmental protection and geneder-based violence. | 200,000 |
| Impacts of COVID-19 on education sector especially pre-primary school, primary school and secondary and the proposed mitigation measures for those impacts Training on about hygiene, Waste management, ESMF and OSH | 180,000 |
| Supervision, Monitoring and and reporting | |
| 1.Travel for training and conducting monitoring and reporting | 150,000 |

| | |
|--|----------------|
| 2. Quarterly monitoring and evaluation including preparation monitoring report | |
| Total Budget | 730,000 |

10. Stakeholder Engagement and Information Disclosure

10.1. Virtual Stakeholders Consultation

The MoE entered into consultation once identifying the project stakeholders and carrying out a stakeholder analysis as per WB ESS10. Considering the COVID-19 pandemic a Virtual Consultation Procedure was adopted to conduct a stakeholder consultation mainly using phone interview and video conference tool. A key stakeholder from Regional Education Bureau and GEIP safeguard staff were consulted between August 12, 2020, and August 13, 2020.

For all stakeholders, the MoE circulated the project document and the draft ESMF ahead of the consultation meeting. Furthermore, during the consultation meeting participant were briefed about the purpose of the consultation and the ultimate use of the information along with a conscience presentation about the project objectives and components, positive and adverse impact/risk, proposed adverse impact remedial measure, risk management strategy and safeguard system.

Discussion Points

Some of the discussion points forwarded to capture the stakeholder's feedback and opinion over the project during the phone interview are:-

- Do you believe the project is appropriate for the country?
- What are your concerns about the project?
- What other risk/impact/problem do you see and what is the risk level
- What do you suggest to reduce the risk you mentioned?
- What do you personally consider the success for this project?
- What would be your role in this project? How would you involve in the project?
- What is your opinion of the government's commitment to manage the project and enforce the proseed environmental and social management system?

Findings from Consultation

- The project promotes alternative means of the teaching-learning process applying electronic devices such as TV, radios, Cell phones
- The project also introduces the e-learning system and promotes the use of intranet in high school students.
- The project brings opportunity for the renovation of school hand WASH facilities which would in turn improve students washing habits and/or personal hygiene practice.

Finally, the participants allowed to share their concern over the planning and implementation on the project, forwarded their feeds backs regarding on the impacts that will be expected with the mitigation measuremnets.

Key Finding of the consultation

Concerning the relevance of the project almost all participants who have interviewed overwhelmingly expressed the importance and timing of the project and some of the participant further pointed out the following advantage and opportunity of the project:

- The project promotes alternative means of the teaching-learning process applying electronic devices such as TV, radios, Cell phones
- The project also introduces the e-learning system and promotes the use of intranet in high school students.
- The project brings opportunity for the renovation of school hand WASH facilities which would in turn improve students washing habits and/or personal hygiene practice.

Most of the participants were certain on the capacity of the MoE and GEQIP-E staff to lead the project into a success. However, the stakeholder advised the MoE to work in outmost coordination with REB and engage other NGOs that are already working on the Ethiopian education system.

Stakeholder concern over the project

The stakeholder allowed to share their concern over the planning and implementation on the project. Accordingly; participant has raised the following administrative, equity, and technicality issues:

- A few participants reflected their doubt on the effectiveness of remote learning operation including its impact on helping a student. The reason pointed out by the participants include lack of experience, inadequate communication infrastructure and lack of online teaching-learning materials; Other also reflected equity issues due to access gaps
- A few participants also believed that refugee and IDP students do not get sufficient or special attention by the project.
- Some participants were also concerned about the technical difficulty and fair distribution of all the necessary hygienic materials when school reopened.

Risk and mitigation measures identified by Stakeholder

Most of the stakeholder identified the following ES aspect as a negative impact/risk:

- Failure to apply good sanitation and hygiene practices at the schools which can have significant repercussions in the fight against COVID-19
- OSH risks such as exposure to COVID-19 and risks that would be caused by chemical disinfectants (despite their disinfectant and antiseptic functions, these chemicals, if used improperly, may lead to school firing, and could pose risks to the student)
- Poor waste-management at the schools that may be used as isolation/quarantine centers/ COVID-19 infections, the transmission of the disease from the schools that were used as quarantine centers and selected Level 1 Schools to communities;
- Pressure on the existing WASH system,

- An increase in consumption of energy and generation of e-waste in the long run due to enhancements to ICT infrastructure, females students/child marriage due to school closure,
- Unfair distribution of the online education system due to lack of materials and energy, female students lose education when the school reopens, and problems of gender-based violence (GBV).

For the above-mentioned ES risks, the participants suggested the following remedial measures as risk management strategy and actions. Moreover, the participants also advised the MoE to strengthen the safeguard system and citizen engagement mechanism.

- Schools should be equipped with a backup water storage system or backup water tank particularly in schools where water supply shortage is a problem. However, as a long term solution, investments in improving water supply should be prioritized to ensure adequate water supply for hand hygiene and cleaning.
- To control the spread of COVID19 after school reopened, social distance protocol and mask usage should be communicated in schools
- To control fire risk in schools, safety training should be provided to all schools who store and handle sanitizer and alcohols
- To control infection waste contact, schools should comply to waste collection guidelines. This also important particularly to avoid over spilling of waste out of collection containers.
- Awareness and sensitization of teachers who will use the electronic devices on the proper disposal of once they become obsolete. The schools should include in the sensitization, the usefulness and significance of E-waste recycling, and the collection of obsolete electronic devices in a separate waste collection area.
- The proposed GPE and WB Project is taking a strong gender approach in its design through the deployment of gender-based campaigns, including sensitization programs on early marriage, early pregnancies, and the importance of continuous learning, parental education, and gender-based violence prevention and reduction.
- The Woreda Educational Office and Energy Office must work together to solve the electric power shortage or adopt other alternative means of electric sources such as Solar Power and Biofuel. These alternatives will be easily applicable in the school compound.

Anticipated challenges and gaps

The stakeholders were requested to identify possible challenge and gaps that would hamper the project success and they were mentioned the following capacity-related gaps:

- participant pointed out coordination will be a big challenge during the implementation and a shortage of human resources in the emergency response effort.
- It will be difficult to manage the environmental and social risks of the project in pastoralist and refugee camps

Stakeholders feedbacks on safeguard system

- The MoE and GEQIP should give attention on safeguard system and strengthen the system capacity to meet the country and world bank requirements
- The existing GRM is functional only in some regions. Strengthen the GRM system requires follow up and assistance from GEQIP and WB. There are different ways at which the project affected persons or groups to give their complaints. For example, using a telephone, traditional means of information sharing system (Dagu in Afar Region), using a letter for the GRM committee.

There is an increased risk of gender-based violence when female students are confronted with traveling long distances to access work opportunities or forced to travel at night during the school closure. Such problems have mostly happened in pastoralists' areas and economically poor families of rural areas. The stakeholders proposed the MoE to device a site-specific GBV management strategy

The minute of the regional stakeholder discussion is presented under annex 6.

Table 10. 1. Stakeholders Engagement Program Formt for the Project

| Objectives | Information Disclosure | Communication Plan | Stakeholders | Time frame | Location | Responsible party |
|--|--|---|--|---|--|--------------------------|
| Public awareness about Project progress | General project schedule, advance, and milestone achievement. Project's commitment to environmental and social management and monitoring | Announcement through electronic media, fact sheet, internet, newsletters, social media. | local government, village leaders, Affected communities (incl. women and vulnerable group of people), environmental and social NGOs, | Regularly during the school closure and reopening phase | Negotiation with Regions/City Administration | MoE, REB |
| identification of affected students with special attention on vulnerable people (if any) | Project's action plan to mitigate/alleviate impacts including Project's livelihood skill development Program. Impact monitoring report accessible by public/affected communities | Announcement through electronic media, fact sheet, internet, newsletters, social media. | Potentially affected households by Project activities, local government | Regularly during the school closure and reopening phase | Negotiation with Regions/City Administration | MoE, REB |
| Awareness creation about GBV, Students with a disability, GRM, | Project's action plan to mitigate/alleviate impacts on GBV, Students with a disability, GRM | Announcement through electronic media, fact sheet, internet, newsletters, social media. | | Regularly during the school closure and reopening phase | Negotiation with Regions/City Administration | MoE, REB |

10.2. Grievance Redress Mechanism (GRM)

Grievance Redress Mechanisms (GRMs) can be used as a tool to stay engaged with communities and share information when other direct measures for stakeholder engagement and consultations are more limited during the outbreak of infectious diseases like COVID19 pandemic. The existence of the grievance mechanism will be communicated to all stakeholder groups via the channels used to reach these groups for stakeholder consultations, including advertising it in local radios, newspapers and/or local notice-boards.

Effective grievance handling mechanisms (GRM) play an important role in the process of addressing complaints and disputes arising from issues during project implementation. It will be developed and applied to meet the needs of affected people, being cost-effective, accessible, designed to take into account culturally appropriate ways to handle community concerns, and working based on a well-defined time schedule.

Potential Compliant Issues

There are different issues that may be the cause of a grievance during the project implementation. Some of these are listed below:-

- Dissatisfaction affected Parties include local communities, community members and other parties that may be directly affected by or otherwise experience direct impacts from the Project.
- Undesirable working conditions such as light, enough space or poor physical conditions of work place conditions, poor quality of materials.
- Poor availability of Disinfectants, sanitizers and WASH facilities in the school compounds.
- Because of discrimination of disadvantaged or vulnerable individuals or groups, who often do not have a voice to express their concerns or understand the impacts of a project.
- Exclusion of other interested parties such as:-Traditional media, including newspapers, radio, and television networks , Participants of social media ,Politicians, International NGOs.
- Occupational health and safety issues for the direct and indirect workers
- Gender Based Violence, SH, etc

Description of GRM

This project will use, in line with the flagship education program GEQIP-E, the Ethiopian public grievance mechanism, supported amongst others by the Bank's Enhancing Shared Prosperity for Equitable Services (ESPES) program. The existing Public GRMs are being supported by ESPES program to ensure their functionality and effectiveness through the provision of continuous

capacity building trainings as well as monitoring of their effectiveness based on the developed GRM guideline. ESPES program. Thus, the complaints and grievances of affected people in the course of COVID19 Education Response Project implementation will be handled in a formal, transparent, cost-effective, culturally appropriate and time-bound manner. The GRM were established as an inbuilt part of the PTSA structure to deal specifically with complaints related to the school grant component and incorporated into the school grants guideline for strengthened and more effective applicability. Besides, the GRM will be monitorable at school level (PTSA and the School Management Committee), and WEO levels. Thus, it will be necessary to ensure that the PTSA structure.

GRM Committee Members

The GRM were established as an inbuilt part of the PTSA structure to deal specifically with complaints related to the school grant component and incorporated into the school grants guideline for strengthened and more effective applicability. Besides, the GRM will be monitorable at school level (PTSA and the School Management Committee), and WEO levels. Therefore; the existing GRM will be strengthened to meet the requirements of ESS10 and fit the situation of COVID- 19.

GRM Structures

Different types of grievances will be handled at different levels: schools' level (Parent Teachers Students Associations (PTSAs) and school's management committee), community level (Kebele administrations), Woreda level (Education Offices of Woredas), Regional level (RBES) and Federal level (MoE) including via dedicated hotline to be established. Project-affected persons are also entitled to present their complaints and grievances to the Ethiopia Institute of Ombudsman (EIO), which is an autonomous body that reports to the Parliament. If complainants are still not satisfied by one or more of the above levels of GRM structures, they have the right to also appeal their cases to the regular courts at their convenient.

The Project will provide a summary of the implementation of the grievance mechanism to the public on a regular basis, after removing identifying information on individuals to protect their identities.

The GRM will include the following steps:

Step 0: Grievance discussed with the respective education facility

Step 1: Grievance raised with the Regional Grievance Office

Step 2: Appeal to the Regional (or, where available, Zonal) Grievance Office

Step 3: Appeal to the Ethiopia Independent Ombudsman and/or the Ministry of Education Once all possible redress has been proposed and if the complainant is still not satisfied then they should be advised of their right to legal recourse.

Effective grievance handling mechanisms (GRM) play an important role in the process of addressing complaints and disputes arising from issues during project implementation. It will be

developed and applied to meet the needs of affected people, being cost-effective, accessible, designed to take into account culturally appropriate ways to handle community concerns, and working based on a well-defined time schedule. The GRM report format will mention in Annex 4.

Reference

1. Amare, A. (2015) Conservation Challenges of Gibe Sheleko National Park, Southwestern Ethiopia. *Natural Resources*, 6, 286-289. <http://dx.doi.org/10.4236/nr.2015.64025>
2. Bruche, S., Gusset. M., Lippold, S., Barnett, R., Eulenberger, K., Junhold, J., Driscoll, A.C. and Hofreiter, M. (2012) A Genetically Distinct Lion (*Panthera leo*) Population from Ethiopia. *European Journal of Wildlife Research*, 59, 215- 225. <http://dx.doi.org/10.1007/s10344-012-0668-5>
3. Federal Democratic Republic of Ethiopia; Ministry of Health and Ethiopian Public Health Institute Environmental and Social Management Framework (ESMF) for COVID-19 Emergency Response Project, June 2020, Addis Ababa
4. Environmental Health department, Ministry of Health of Ethiopia. An assessment of the status of four Federal hospitals Infectious waste management system and hygiene practice. July 2004, Addis Ababa (Unpublished).
5. EPA (1986). EPA guide for infectious waste management. Washington, DC: U.S. Environmental Protection Agency, Office of Solid Waste.
6. FAO. Global Forest Resources Assessment 2010: Main Report; FAO: Rome, Italy, 2010.
7. FAO. Global Forest Resources Assessment 2015; Desk Reference: Food and Agriculture Organization of the United Nations: Rome, Italy, 2015.
8. Federal Democratic republic of Ethiopia. Environmental Pollution control. Federal Negarit Gazeta, 9th year, Proclamation No 300/2002, Addis Ababa 3rd December 2002
9. Federal Government of Ethiopia (2008), National Healthcare Waste Management National Guidelines
10. Gambia COVID-19 PREPAREDNESS AND RESPONSE PROJECT ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK (ESMF);Draft: June 17, 2020
11. ILO (2012), The global impact of e-waste: addressing the challenge/Karin Lundgren; International Labour Office, Programme on Safety and Health at Work and the Environment (SafeWork), Sectoral Activities Department (SECTOR). Geneva.
12. Karlsson J (2015). Scoping study of water resource management in the textile industry in Ethiopia. Stockholm International Water Institute (SIWI), Stockholm pp. 1-39.
13. MEFCC. Release Note; Ministry of Forest, Environment and Climate Change (MEFCC): Addis Ababa, Ethiopia, 2016.
14. Mengistou S (2006). Status and challenges of aquatic invertebrate research in Ethiopia: A review. *Ethiopian Journal of Biological Sciences* 5(1):75-115.
15. Tulu FD, Desta MA (2015). Human development and Wetland Conservation Policy. *International Journal of Environmental Sciences* 4(3):126-138.
16. UNICEF, GIZ (2016). Scaling up group hand-washing in schools - Compendium of group washing facilities across the globe.
17. Wolff, J.V. (1961) Wildlife in Ethiopia. *Ethiopian Forestry Review*, 2, 3-13.
18. World Bank GPE Project Appraisal Document (PAD), COVID-19 EDUCATION EMERGENCY RESPONSE PROJECT.

Annexes

Annex 1: Environmental and Social Screening Form

This form will be filled by Environmental and Social Safeguards experts or ESS focal person and GRM committee at woreda or school level/regional level. MoE will gather information from through screen potential environmental and social risk levels of a proposed subproject, determine the relevance of Bank environmental and social standards (ESS, and the instrument to be prepared for the sub project.

| | |
|------------------------|--|
| Subproject Name | |
| Who filled the form | |
| who submitted the form | |
| Subproject Location | |
| Subproject Proponent | |
| Estimated Investment | |
| Start/Completion Date | |

| Questions | Answer | | ESS Relevance | Due diligence/ Actions |
|--|--------|----|---------------|------------------------|
| | Yes | No | | |
| Does the subproject involve civil works including expansion, upgrading or rehabilitation of WASH facilities and/or associated waste management facilities? | | | ESS1 | ESMP, SEP |
| Does the subproject involve recruitment of workforce including direct, contracted, primary supply, and/or community workers? | | | ESS2 | LMP, SEP |
| Does the subproject involve infectious and hazardous materials in the schools served as quarantine or isolation center during the school closure? | | | ESS3 | ESMP, SEP |
| Does the subproject involve use of disinfectant during the school reopening? | | | ESS4 | ESMP, SEP |
| Does the subproject involve in any construction activities/civil works and thus at this point ESS5 in | | | ESS5 | ESMP, SEP |

| | | | | |
|---|--|--|-------|------------------------|
| reference to permanent resettlement or land acquisition | | | | |
| Does the subproject involve in any activities that could potentially affect biolgiversity and living natural resources | | | ESS6 | ESMP, SEP |
| Are there any vulnerable groups present in the subproject area and are likely to be affected by the proposed subproject negatively or positively? | | | ESS7 | Vulnerable Groups Plan |
| Does the project area Includes and Considers the Stakeholder Engagement and Information Disclosure? | | | ESS10 | ESMP, SEP |
| Does the project area present considerable Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) risk? | | | ESS1 | ESMP, SEP |

Conclusions:

Proposed Environmental and Social Risk Ratings (High, Substantial, Moderate or Low).

Provide Justifications

.....

For low risk projects, no further action will be needed apart from initial screening. For others, ESMPs and if relevant ESIA should be prepared depending on the nature of the subproject. The following activities should be exluded. Exclude the following type of activities as ineligible for financing under the Project:

- Activities that may cause long term, permanent and/or irreversible (e.g. loss of major natural habitat) adverse impacts
- Activities that have high probability of causing serious adverse effects to human health and/or the environment
- Activities that may adverse social impacts and may give rise to significant social conflict
- Activities that may affect lands or rights of indigenous people or other vulnerable minorities,

Annex 2: Labour Management Procedure

These Labour Management Procedures (LMP) lay out the Project's approach to meeting the objectives of World Bank Environment and Social Standard 2: labour and Working Conditions(ESS2). They set out the terms and conditions for employment or engagement of workers on the project, specifying the requirements and standards to be met and policies and procedures to be followed, assesses risks and proposes the implementation of compliance measures.

The LMP is developed to help avoid,mitigate and manage risks and impacts in relation to the COVID-19 Education Emergency Response project workers and ensure protection of their fundamental rights, fair treatment and provision of safe and healthy working conditions. The LMP applies to all project workers,as categorized by the ESS2, what ever basis of their employment or engagement on the project may be.

Therefore; the primary objective of ESS2 on 'Labor and Working Conditions' is to promote sound worker- management relationships and enhance the development benefits of a project by treating workers in the project fairly while also providing them with safe and healthy working conditions. The LMP sets out general guidance relevant to different forms of labor but also issues and concerns that relate to COVID-19 considerations.

1. Overview of Labor Use in the Project

The engagement of different categories of workers in this project is described below.

- **Direct Workers:** The direct workers mainly consist of Project Coordination Unit Staff who are assigned to manage project implementation, procurement, finance, M&E, and Environment and Social Safeguard works in MoE and where relevant in REB. Others in this category also include experts of MoE and REB, who may be assigned as a task force to develop guidance materials for remote and accelerated learning to provide training to teachers and broadcast TV/Radio program. The project may also engage primary and secondary school teachers in area virtual teaching, preparation of accelerated learning material including tutorial and lesson plan and distribution of remote learning packet.
Contracted workers: The project may employ or engage contracted workers through the third party to undertake distribution of learning packet through formal and informal delivery system, maintenance of WASH facility (toilets, tap-water and Consumable items), and advertising about COVID19 response measure through Radio/TV broadcasting. All of these workers will be managed by the firm contracted for the project.
- **Primary supply worker:** the project engages suppliers to procure radio sets, educational tablets, Face Masks, Disinfectant Chemicals, Sanitizers, and other sanitary materials to fulfill project objectives. Electronic waste materials must take a care during the installation and maintenance of electronic equipment's for educational purpose.
- **Community Labors:** These include local people (like teachers, students, and parents) who are engaged or volunteer in providing community outreach service in school

cleaning and distribution of Face Masks, Disinfectant Chemicals, Sanitizers, and other Sanitary materials for schools that will be served as a Quarantine center.

- **Workforce requirement:** the requirement of the work force at different levels will be determined during the school closure and reopening of the schools.

2. Ethiopian Government Labour Law and OHS requirements

A new Labor Proclamation 1156/2019 has been issued in September 2019 by the House of People's Representatives of Ethiopia replacing Proclamation no 377/2003, which was in force for the previous 16 years. The new Labor Proclamation is enacted with a view to securing durable industrial peace, sustainable productivity and competitiveness that will contribute to the overall development of the country. The Proclamation has introduced new concepts and also modified some of the existing provisions which were unclear, and therefore, prone to various interpretations. According to Ethiopian Proclamation No 377/1996, an employer shall take the necessary measure to safeguard adequately the health and safety of the workers: such as i) comply with the occupational health and safety requirements provided for in this Proclamation; ii) take appropriate steps to ensure that workers are properly instructed and notified concerning the hazards of their respective occupations and the precautions necessary to avoid accident and injury to health; iii) provide workers with protective equipment, clothing and other materials and instruct them of its use; iv) register employment accident and occupational diseases and notify the labour inspection of same.

The following terms and conditions apply for workers as per the Government of Ethiopia Labor Laws:

- Labor Proclamation No. 42/1993 (replaced by Labor Proclamation No. 377/2003)
- Federal Civil Servants Proclamation 1064/2017
- Labor Proclamation No.1156/2019 (complements (does not replace, Labor Proclamation No. 377/2003).
- Proclamation No. 632/2009, Employment Exchange Service Proclamation
- Proclamation No. 568/2008, Right to Employment of Persons with Disability

In case of variations between the national legislation, regulations, the World Bank ESS2 provision more important terms and conditions of employment and the prohibition of forced and child labor will be applied.

I. Rest

- The provision of rest in Labour and civil servant proclamation are quite different. To this effect, for the direct worker, the following provision of Federal Civil Servant Proclamation No. 1064/2017 will be applied. The other workers; i.e. contracted, primary, and community workers will be governed by the proclamation number 377/1996.
- The working hours are eight hours a day and may not exceed a maximum of 39 hours a week.
- The workers have a weekly rest period consisting of Saturday and Sunday, but a civil servant may be requested to work on a weekly rest day, due to compelling circumstances, and be granted a compensatory leave during the working days of the next week.

- The workers have also entitled to a public holiday with pay. But, any civil servant ordered to work on a public holiday or day government institutions are closed by the order of the Government, due to compelling circumstances, the worker is entitled to overtime pay or compensatory leave based on his preference.

II. Wages

In the Labor Act 1997, unless the context otherwise requires, wage means the aggregate of the basic pay and all other remunerations payable to the worker by an employer and includes the value of any food, fuel or residence and any overtime, payments or other special remunerations for any work done and any other increments, provided, or gift or traveling allowance or privilege or any subscription paid by the employer for the worker in any social insurance project, such as provident fund or pension or life insurance, or special expenses paid by the employer to the workers.

Article 28 (1) Any contract that exceeds three months in duration shall be made in writing by the employer. Such contract shall be written in three copies and signed by the two parties. Each party shall keep one copy and the third copy shall be deposited with the Labour Office. Article 30 gives the content of contract which should include among others "the agreed wage and the time of payment". Note: It is important to mention here that the minimum wage is determined by national tripartite committee. Article 13 the worker wage is determined by the initial value of his position. Article 15 employment condition specify the age of employment as not greater than the age of retirement (65) and not less than 18.

III. Leave (annual, sick, family events, union members, special purpose, and maternity leave)

Proclamation 1156/2019, Article 76-86 amended the provisions of different leaves including the number of days under the Labor Proclamation 377/2003. Every worker is entitled for annual leave after completing one year of continuous service with full pay as follows:

(a) Annual leave: every worker is entitled for sixteen (16) working days of annual leave for the first year of service; where, plus one working day for every additional two years' service. Sub article (5) states that, Where the length of service of a worker is below one year, the worker shall be entitled to an annual leave proportional to the length of his service.

(b) Sick leave: a worker should complete six months for sick leave entitlement of up to six months within a year. However, should notify the employer the next day from absence from work. The worker should present a sick leave certificate from issued by a duly recognized medical facility. The worker will be paid (i) first one month, with payment of 100% of his/her wages; (ii) for the next two months, with payment of 50% of his/her wage; and (iii) for the next three months, without pay.

(c) Family events: workers are entitled for leave with pay for events such as marriage, paternity leave, maximum of two rounds of leave for exceptional and serious events.

(d) Union members: a worker representing a union will be entitled for leave in cases in labour disputes, negotiating collective agreements, attending union meetings, participating in seminars or training courses.

(e) Maternity Leave: paid leave with presentation of certificate related with pregnancy. A pregnant worker shall be granted a period of 30 consecutive days of leave with pay of antenatal leave and a period of 90 consecutive days of leave post- natal. If a pregnant woman does not deliver within 30 days of antenatal leave, she is entitled to additional leave until her confinement. If a pregnant woman delivers before the 30 days' period has elapsed, postnatal leave commences after delivery. The Constitution of Ethiopia provides that women workers have the right to maternity leave with full pay. The new labor law of Ethiopia also grants a male worker a paternity leave for 3 working days with pay. Other than maternity leave, workers are also entitled to paid leave for medical examinations related to pregnancy and paid leave during pregnancy on recommendation of a medical doctor.

IV. Prohibition of Child and Forced Labour

Young worker as per the Labor Proclamation 1156/2019 is set as 15 years' minimum age for any kind of employment, replacing previous provisions under Proclamation 377/2003 which set the age of young workers at 14 years. Article 89, sub article 3 defines that young workers should not be involved in any work that endangers their lives or health. Further, Article 89, (4) outlines the barred areas for young workers. Further, article 90 states that, young workers should not be assigned to night and overtime work, of the following nature; (i) night work between 10 p.m. and 6 a.m.; (ii) over time work; and, (iii) work done on weekly rest days; or (iv) work done on Public Holidays.

3. Age of Employment

An Ethiopian legislation prohibits anyone under 18 from performing “unhealthy or heavy” labor and there are special requirements for leave, work hours, and other conditions of employment. It is expected that people to be hired within the project will be over 18. Ministry of Education will be required to verify the age of all workers. The workers will come with their work experience and original education certificate or documentation. If a child under the minimum age is discovered working on the project, measures will be taken to immediately terminate the employment.

4. Responsible Staff

This section defines the roles and responsibilities of the project implementing entities in (i) engagement and management of project workers; (ii) engagement and management of contractors/subcontractors; (iii) occupational health and safety (OHS); (iv) training of workers; (v) recording and documenting; (vi) monitoring and reporting; (vii) communicating and information disclosing and (viii) addressing worker grievances.

The management and supervision of the Direct worker will be the responsibility of the MoE and REB in collaboration with the project unit at federal and regional levels. Among other roles, their responsibilities will include:

- Preparing necessary guidelines, procedures, and forms as needed,
- Building capacity of REB, Regional and Woreda anti-corruption experts, Regional and Woreda Environmental and Social Protection Office experts’, WEB staff and school teacher on labor-management issues
- Provision of expert advice on labor management,
- Carrying out enforcement and monitoring role as stipulated by law,
- Carrying out a periodical review of labor and working conditions
- Facilitating training for staff who will administer this LMP at woreda and school level
- Providing funding for implementation of Labor-Management Procedures at woreda and school level
- Monitoring and supervision of contracted service providers to ensure that the management of their workers complies with the agreements in the contract.

Table 2.1: Activities and Responsibilities of project’s staff

| Activity | Responsible staff/party |
|--|---|
| Oversee the project team on the overall day-to-day management and coordination and implementation of the subcomponents of the project. | Project Coordinator |
| Lead the procurement activities of the project and coordinate with the technical teams and stakeholders assigned to implement the subcomponents. | Procurement Specialist |
| Responsible for ensuring that project activities avoid or minimize negative environment and social impacts; ensure occupational health and safety standards on site; and where they cannot be avoided, that impacts are identified and the necessary mitigation measures are developed and implemented following the relevant National laws, International laws as well as the World Bank policies | Environment and Social Safeguard specialist |
| Lead the monitoring and evaluation activities of the project and coordinate with the technical teams and stakeholders assigned to implement the subcomponents. | Monitoring and Evaluation Specialist |

5. Terms and Conditions

The project will depend on the various laws; such as, (i) Labor Proclamation No. 42/1993 (replaced by Labor Proclamation No. 377/2003), (ii) Labor Proclamation No. 377/2003, (iii) labor Proclamation No.1156/2019, (iv) Proclamation No. 632/2009, Employment Exchange Service Proclamation, (v) Proclamation No. 568/2008, Right to Employment of Persons with Disability. Further, Ethiopia is a signatory to the international UN conventions and has ratified

the major international human rights instruments. Ethiopia has also ratified the following ILO conventions:

- Forced Labor Convention No. 29/1930;
- Freedom of Association and Protection of the Right to Organize Convention, No. 87/1948;
- Employment Service Convention, No. 88/1948;
- Right to Organize and Collective Bargaining Convention, No. 98/1949;
- Abolition of Forced Labor Convention, No.105/1957;
- Minimum Age Convention No. 138/1973;
- Occupational Safety and Health Convention, No. 156/1981;
- Termination of Employment Convention, No. 158/1982;
- The Rights of the Child Convention, 1989; and
- The Worst Forms of Child Labor Convention No. 182/1999.

6. Worker Grievance Redress Mechanism Structure

School level. The project focal person at the school level will serve as Grievance Focal Point (GFP) to file the grievances and appeals of the project workers. He/She will be responsible to coordinate with the existing school management committee and/or relevant Labour, Environment and Social affairs offices and persons to facilitate addressing these grievances. If the issue cannot be resolved at the school level within five working days, then it will be escalated to the region level.

Woreda/Zonal/Subcity level. The project focal person at the woreda level will serve as focal person to file the grievances and appeals of the project workers. He/She will be responsible to coordinate with relevant labor, Environment and Social affairs at woreda education offices and persons to facilitate addressing these grievances. If the issue cannot be resolved at the woreda level within five working days, then it will be escalated to the region level.

Regional Educational level: The Environment/Social specialist will serve as Focal person to file the grievances and appeals. He/She will be responsible to coordinate with relevant departments and persons to facilitate addressing these grievances. If the issue cannot be resolved at the regional level within ten working days, then it will be escalated to the MoE level.

Ministry of Education: If there is a situation in which there is no response from the regional level, or if the response is not satisfactory then the complainants and feedback providers have the option to contact the Focal Person at MoE and Human Resources Directorate of the MoE directly to follow up on the issue.

Ministry of Labor and Social Affairs (MOLSA): Workers who are not satisfied with the decisions of the MoE Human Resource Directorate decision could take their cases to the labor dispute court at the MOLSA. This could be dealt at two levels, (i) through taking the case to the formal labor division courts, (ii) through the labor relations board for conciliation.

World Bank Grievance Redress System: Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to

existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been allowed to respond.

Proclamation 200/2000, Public Health Proclamation; Public Health Proclamation comprehensively addresses aspects of public health including among others, water quality control, waste handling and disposal, availability of toilet facilities, and the health permit and registration of different operations. The Proclamation prohibits the disposal of untreated solid or liquid hazardous wastes into water bodies or the environment that can affect human health.

Proclamation 189/2010, Ethiopian Food, Medicine and Health Care Administration (FMHACA) and Control Authority Establishment Council of Ministers gives FMHACA the mandate to protect consumer health by ensuring the standard of health institutions and the hygiene and environmental health protection requirements for communities.

Proclamation 661/2009, Food, Medicine and Health Care Administration and Control provides provisions to:

- Ensure proper disposal of expired medicine and foods and raw materials,
- Ensure handling and disposal of trans-regional solid and liquid wastes from different institutions are not harmful to public health,
- Ensure the quality of trans-regional water supply for the public is up to the standard,
- Ensure availability of necessary hygienic requirements in public health institutions,
- Ensure any waste generated from health or research institutions is handled with special care and disposed of according to procedures that meet national standards,
- Ensure that untreated waste generated from septic tanks, seepage pits, and industries is not discharged into the environment, water bodies or water convergences.

National Health Care Waste Management (HCWM) Strategic Action Plan 2015/16-2019/20 focuses on thematic areas:

- Legal and regulatory framework to provide guidance to health care managers on minimum operation requirements and the need to standardize HCWM practices in all healthcare facilities in the country;
- Process of operational research in pollution reduction and adoption of environmentally friendly technologies;
- Conduct behavioural changes targeting patients, care givers, visitors, and the community in the vicinity of health facilities.

Health and Safety Guidelines for Public Health Laboratories in Ethiopia, 2010: provides guidance on laboratory waste disinfectant, handling, and disposal and to serve as a helpful reference and guide for all public health laboratories in the country.

Annex 3:- 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 | Purpose of Consultation | |
| 5 | Consultation Time Started | |
| 7 | Consultation Agenda/Issues | 1. 2. 3. 4. |
| 8 | Additional Issues Raised During Consultation | |
| 9 | Agreed Agenda/Issues | |
| 10 | Disagreed Agenda/Issues including Reasons for Disagreement | |
| 11 | Consultation Ended Time | |
| <u>Consultation Facilitators Name:</u> | | <u>Signature:</u> |
| 1. _____ | | _____ |
| 2. _____ | | _____ |

3. _____
 Stakeholders (preferably their leaders)
 1. Name ----- Signature -----
 2. Name ----- Signature -----

Kebele Seal: _____

Annex 4:- Grievance Report Form

GRIEVANCE REPORT FORM

Received by: _____ Date Received: _____ Reported by:
 _____ Database ID: _____ Responsible
 Agency: _____ Staff Name: _____
 Location: _____

| | Village | First Name Last Name/ Prefers to be anonymous | Contact Details |
|----------------------------------|---------|---|-----------------|
| Complainant(s) Or Representative | | | |
| Chief | | | |

Acknowledged by: _____ **Date Acknowledged:** _____

Description of Concern:

Category: Inadequate Notification/ Disruption Property / Environmental Damage / Social Risks / Safety Risk /Traffic / Other

Proposed Resolution or Feedback:

Complainant satisfied with process? Yes No Why not?.....

Complainant satisfied with outcome? Yes No Why not?

Print Name (Complainant): _____

Signed (Complainant): _____ Date: _____ Signed

(Recipient): _____ Date: _____

Copied to: _____

Annex 5:ESMP Preparation Template Form

| Potential environmental & social impacts | Proposed mitigation measures | Responsible for implementing the mitigation measures | Responsible for monitoring the implementation of mitigation measures | Time Horizon | | Cost Estimate | |
|--|------------------------------|--|--|--------------|------------|---------------|------------|
| | | | | Mitigation | Monitoring | Mitigation | Monitoring |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

An ESMP usually includes the following components:

- Description of the proposed subproject.
- **Description of adverse effects:** The anticipated effects are identified and summarized.
- **Description of mitigation measures:** Each measure is described with reference to the effect(s) it is intended to deal with.
- **Description of monitoring program:** Monitoring provides information on the occurrence of environmental effects. It helps identify how well mitigation measures are working, and where better mitigation may be needed.

- **Responsibilities:** The people, groups, or organizations that will carry out the mitigation and monitoring activities are defined, as well as to whom they report and are responsible. There may be a need to train people to carry out these responsibilities, and to provide them with equipment and supplies.
- **Implementation schedule:** The timing, frequency and duration of mitigation measures and monitoring are specified in an implementation schedule, and linked to the overall subproject schedule.
- **Cost estimates and sources of funds:** These are specified for the initial subproject investment and for the mitigation and monitoring activities as a subproject are implemented. Funds to implement the EMP may come from the subproject grant, from the community, or both Government agencies.
- **Monitoring methods:** Methods for monitoring the implementation of mitigation measures or environmental effects should be as simple as possible, consistent with collecting useful information, so that community members can apply them themselves .

Annex 6. Minutes for Stakeholders Discussion

Stakeholder Consultation Report

Stakeholder consultation is one of the guiding principles for any development policy in Ethiopia. Citizens have the right to be consulted on policies and projects that affect their environment under Ethiopia's Constitution (article 92). The environmental policy of Ethiopia requires the participation of stakeholders in the decision-making process. In the same way, the World Bank ESS10 requires a stakeholder engagement throughout the project cycle. To ensure stakeholder engagement, the MoE consulted key project stakeholders on the proposed Ethiopian COVID-19 Education Emergency Response Project as an integral part of the ESMF and SEP development. The aim of the MOE stakeholder consultation includes but not limited to the following:

- To disclose relevant information on environmental and social risks of the project
- To inform the intended risk management strategy as well as to gather feedback on the proposed risk management strategy and safeguard system
- To solicit the stakeholder interest and concern over the project

The MoE entered in to consultation once identifying the project stakeholders and carrying out a stakeholder analysis as per WB ESS10. Considering the COVID-19 pandemic a Virtual Consultation Procedure was adopted to conduct a stakeholder consultation mainly using phone interview and video conference tool. A key stakeholder from Regional Education Bureau and GEQIP safeguard staff were consulted between August 12, 2020, and August 13, 2020. Among the identified stakeholder groups, it was able to consult the affected stakeholder groups.

For all stakeholders, the MoE circulated the project document and the draft ESMF ahead of the consultation meeting. Furthermore, during the consultation meeting participant were briefed about the purpose of the consultation and the ultimate use of the information along with a conscience presentation about the project objectives and components, positive and adverse impact/risk, proposed adverse impact remedial measure, risk management strategy and safeguard system.

Following the briefing and presentation session, the facilitator brought the following discussion points forward to capture the stakeholder's feedback and opinion over the project.

- Do you believe the project is appropriate for the country?
- What are your concerns about the project?
- What other risk/impact/problem do you see and what is the risk level
- What do you suggest to reduce the risk you mentioned?
- What do you personally consider the success for this project?
- What would be your role in this project? How would you involve in the project?
- What is your opinion of the government's commitment to manage the project and enforce the proposed environmental and social management system?
- Where do you bring your complaint or grievance over the project? Do you know that there is an existing GRM system? Is the existing GRM fully operational? What is missing? If it is not working, identify key reasons.

- What is the best way to provide information to you? In what ways would you like to be informed? What kind of information do you want or need?

Key Finding of the consultation

Concerning the relevance of the project almost all participants who have interviewed overwhelmingly expressed the importance and timing of the project and some of the participant further pointed out the following advantage and opportunity of the project:

- The project promotes alternative means of the teaching-learning process applying electronic devices such as TV, radios, Cell phones
- The project also introduces the e-learning system and promotes the use of intranet in high school students.
- The project brings opportunity for the renovation of school hand WASH facilities which would in turn improve students washing habits and/or personal hygiene practice.

Most of the participants were certain on the capacity of the MoE and GEQIP-E staff to lead the project into a success. However, the stakeholder advised the MoE to work in outmost coordination with REB and engage other NGOs that are already working on the Ethiopian education system.

Stakeholder concern over the project

The stakeholder allowed to share their concern over the planning and implementation on the project. Accordingly; participant has raised the following administrative, equity, and technicality issues:

- A few participants reflected their doubt on the effectiveness of remote learning operation including its impact on helping a student. The reason pointed out by the participants include lack of experience, inadequate communication infrastructure and lack of online teaching-learning materials; Other also reflected equity issues due to access gaps
- A few participants also believed that refugee and IDP students do not get sufficient or special attention by the project.
- Some participants were also concerned about the technical difficulty and fair distribution of all the necessary hygienic materials when school reopened.

Risk and mitigation measures identified by Stakeholder

Most of the stakeholder identified the following ES aspect as a negative impact/risk:

- Failure to apply good sanitation and hygiene practices at the schools which can have significant repercussions in the fight against COVID-19
- OSH risks such as exposure to COVID-19 and risks that would be caused by chemical disinfectants (despite their disinfectant and antiseptic functions, these chemicals, if used improperly, may lead to school firing, and could pose risks to the student)
- Poor waste-management at the schools that may be used as isolation/quarantine centers/ COVID-19 infections, the transmission of the disease from the schools that were used as quarantine centers and selected Level 1 Schools to communities;

- Pressure on the existing WASH system,
- An increase in consumption of energy and generation of e-waste in the long run due to enhancements to ICT infrastructure, females students/child marriage due to school closure,
- Unfair distribution of the online education system due to lack of materials and energy, female students lose education when the school reopens, and problems of gender-based violence (GBV).

For the above-mentioned ES risks, the participants suggested the following remedial measures as risk management strategy and actions. Moreover, the participants also advised the MoE to strengthen the safeguard system and citizen engagement mechanism.

- Schools should be equipped with a backup water storage system or backup water tank particularly in schools where water supply shortage is a problem. However, as a long term solution, investments in improving water supply should be prioritized to ensure adequate water supply for hand hygiene and cleaning.
- To control the spread of COVID19 after school reopened, social distance protocol and mask usage should be communicated in schools
- To control fire risk in schools, safety training should be provided to all schools who store and handle sanitizer and alcohols
- To control infection waste contact, schools should comply to waste collection guidelines. This also important particularly to avoid over spilling of waste out of collection containers.
- Awareness and sensitization of teachers who will use the electronic devices on the proper disposal of once they become obsolete. The schools should include in the sensitization, the usefulness and significance of E-waste recycling, and the collection of obsolete electronic devices in a separate waste collection area.
- The proposed GPE and WB Project is taking a strong gender approach in its design through the deployment of gender-based campaigns, including sensitization programs on early marriage, early pregnancies, and the importance of continuous learning, parental education, and gender-based violence prevention and reduction.
- The Woreda Educational Office and Energy Office must work together to solve the electric power shortage or adopt other alternative means of electric sources such as Solar Power and Biofuel. These alternatives will be easily applicable in the school compound.

Anticipated challenges and gaps

The stakeholders were requested to identify possible challenge and gaps that would hamper the project success and they were mentioned the following capacity-related gaps:

- participant pointed out coordination will be a big challenge during the implementation and a shortage of human resources in the emergency response effort.
- It will be difficult to manage the environmental and social risks of the project in pastoralist and refugee camps

Stakeholders feedbacks on safeguard system

- The MoE and GEQIP should give attention on safeguard system and strengthen the system capacity to meet the country and world bank requirements
- The existing GRM is functional only in some regions. Strengthen the GRM system requires follow up and assistance from GEQIP and WB. There are different ways at which the project affected persons or groups to give their complaints. For example, using a telephone, traditional means of information sharing system (Dagu in Afar Region), using a letter for the GRM committee.
- There is an increased risk of gender-based violence when female students are confronted with traveling long distances to access work opportunities or forced to travel at night during the school closure. Such problems have mostly happened in pastoralists' areas and economically poor families of rural areas. The stakeholders proposed the MoE to device a site-specific GBV management strategy.

Table 6.1:- Attendance of the Participant

| S.N | Participants' Name | Region | Job Title | Email address |
|-----|------------------------|-------------------|--|--|
| 1 | Habib Mohammed | Afar | GEQIP Focal Person | habibwalwalu.hm@gmail.com |
| 2 | Sadat Mohammed Abdurah | Harrari | Plan Head | alisorat2@gmail.com |
| 3 | Chala Ayele | Gambella | GEQIP Focal person | chalaaye@yaho.com |
| 4 | Gashaw Weldemariam | SNNPR | Planning, Monitoring and Evaluation expert | gashawkeanu660@gmail.com |
| 5 | Negussie Dibissa | Benishangul Gumiz | GEQIP operation officer | dnegusie@yahoo.com |
| 6 | Asmelash Baraki | Tigray | Environmental and Social Safeguards Expert | sentellong@gmail.com |
| 7 | Getachew Derseh | Amhara | GEQIP Officer | getaderese@yahoo.com |
| 8 | Dereje mekonnen | Oromia | GEQIP Officer | derejemekonnen9399@gmail.com |
| 9 | Abdirashid Adem | Somali | GEQIP operaton officer | Buuni55@gmail.com |
| 10 | Solomon Eshetu | Dire Dawa | GEQIP Officer | Solesh5@yahoo.com |
| 11 | EdegilignHailu | Addis Ababa | Environmental and Social Safeguard Expert | yetemgetu@yahoo.com |

Annex 7: Format for Biweekly and quarterly ES compliance Report

Each region shall collect evidence ES compliance based on the following table and compile the reports and share it the federal PIU. The federal ES expert /PIU shall compile the reports and share it with the Bank

Reporting dates: _____

Name of the region: _____

| Name of the school /woreda | Activities financed by the project in the school or woreda | ES focal persons or experts at the school, woreda and region levels assigned and trained | Actions taken to comply with OHS requirements including PPE provision | ES screening done & approved by the regulatory agency | ESMP/E SIA prepared and approved by the regulatory agency | Detail description of the activities carried out at school level to comply with the ES risk management requirements of the project | The implementation of ES tools (ESMPs) followed up by the school focal persons daily and woreda focal persons biweekly | Outstanding ES Issues, if any |
|----------------------------|--|--|---|---|---|--|--|-------------------------------|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| etc | | | | | | | | |
| | | | | | | | | |

Annex 8: GBV Risks Assessment and Recommended Actions

Emerging evidence on COVID-19 impacts indicates several ways in which the pandemic may impact on violence against girls and boys of school going age. These include: (i) gender based violence (GBV); (ii) increased risk of women and girls in emergency settings, including refugee camps and IDP settlements; and (iii) increased risk of sexual exploitation and violence by state officials and armed guards, especially in view of the curfew hours and lockdowns among the other advisories issued by the government during such crises.

GBV or SEA risks assessment has been conducted based on the World Bank GPN and SEA/SH risks screening tool, which resulted in moderate risk level. Thus, proportional to the moderate risks of GBV, actions recommended for GBV/SEA risk mitigation that build on existing mechanisms in the MoE, and the National and Regional Governments involved in the project. The Plan is based on existing protection, prevention and mitigation strategies and measures developed by the WB and coordinated through the MoE and its partners at the implementation level.

Context of GBV in Ethiopia

Gender Based Violence is among the major challenges to human dignity and is a violation of women's rights as human beings. This necessitated the international community to come up with legal instruments to address the problem that are coherent with the Universal Declaration of Human Rights. The major legal instruments and strategies which recognized and addressed GBV are Convention on Elimination of All Forms of Discrimination Against Women (CEDAW), Declaration on the Elimination of Violence against Women (DEVAW), Beijing Declaration and Platform for Action, and the SDGs Goal 5. In line with the international legal instruments, the Ethiopian Constitution, which is the supreme law of the land, devotes over a quarter of its provisions to human rights in which women and children's rights are guaranteed. The Criminal Code of Ethiopia also hosts a number of provisions, which criminalize GBV and its different forms. Article 561 to 570 criminalizes harmful traditional practices, including domestic violence (564), and female circumcision (565, 566). On the other hand, the Ethiopian Criminal Codes do not adequately address sexual harassment (SH). Until now, victims have no legal recourse to redress either the short or long-term consequences of the acts perpetrated against them which leave sexual harassment, go unreported. Positively, Proclamation No. 1064/2017 (2017) on federal civil servants and the new labor proclamation no. 1161/2019 provides for the prohibition of sexual harassment.

In Ethiopia, Ministry of Women, Children and Youth Affairs (MoWCYA) conducted a nationwide assessment on the major manifestation of the prevailing gender inequality expressed in the form of GBV in 2013. This study found that almost one out of every two women, 49.6% of the respondents, reported having experienced at least one type of violence in their workplace (in

both private and public institutions). According to EDHS 2016, more than one-third of ever-married women (35%) reported that they have experienced physical, emotional, or sexual violence from their husband or partner at some point in time. Twenty-four percent (24%) of women reported that they experienced emotional violence, 25% experienced physical violence, and 11% experienced sexual violence. Experience of physical, emotional, or sexual violence from a husband or partner is higher among older women 40-49 (38%), and formerly married women (45%). This does not, however, mean that VAW does not occur in other public settings since incidents of violence are likely to be masked by lack of data.

Potential GBV Risks of the CERP

There are potential GBV risks associated with the project activities. The basic casual factor for the project risk of GBV and associated risk of transmission of communicable disease to the community would be the temporal labor influx especially of project workers for the installation of specialized technology infrastructures and provision of WASH facilities. Moreover, upon return to school, there will be a risk of GBV against learners in the school environment from fellow students, teachers, and other workers. GBV could spill over to the communities in the form of sexual favors sought by service providers (e.g. consultants and contracted workers) to benefit from the project interventions.

At the COVID19 Education Response Project (CERP) level, there is no staff responsible for gender and GBV issues. In addition, the existing GEQIP-E program has not provided trainings on GBV to the staff and relevant stakeholders on how to address GBV related risks. Thus, the knowledge and skill of CERP implementers is limited about GBV prevention and response. Moreover, the project doesn't have a mechanism to address issues related with GBV. However, the assessment conducted using the GBV screening tool indicate that the CERP induce moderate risks of GBV. This is due to partly the project will not involve in the construction of major civil works. The assessment revealed that the main challenges in managing the risks of GBV specifically SEA & SH in schools include, but not limited to: lack knowledge and skill on prevention and response mechanism to GBV in schools, lack of mechanisms to conduct risk screening at the entry point to identify risks related with GBV and prepare mitigation measures, lack of assessment of the capacity of service providers to the survivors, lack of gender-sensitive safeguards instruments, lack of GRM for risks related to GBV, lack of GBV-specialist in the implementing agency (IA), and lack of secured reporting mechanism. However, during the consultation, some stakeholders have basic knowledge and understanding about the risks of GBV more specifically SEA and SH risks in schools. This is due to the efforts made by transmission of relevant lessons through printed and electronic mass media and workshops provided by local CSOs/NGOs engaged to sensitize communities regarding risks related to GBV/SEA. The consulted stakeholders proposed the implementing agency (MoE) to devise a site specific GBV

management strategy to alleviate the risks prevalent mainly in female students from remote areas (rural) and pastoralist communities.

Recommended Actions to Address GBV Risks Induced by the CERP Activities

The following actions are recommended to tackle issues related to GBV/SEA based on the GBV assessment conducted for the CERP.

- Assign a GBV focal person at school, woreda, regional and federal level: Commitment of an organization for gender equity and equality can be expressed in many ways. One of these is the establishment of a unit that facilitates and coordinates gender related activities of the organization. Providing the necessary human and financial resources and building the capacity of the staff are actions that need to be at the forefront.
- Provide sensitization training on prevention from, and response to GBV: incorporate training topics such as GBV prevention and response and assertiveness for women in training programs of behavioral training. Since turnover in the public sector is a critical problem, providing continuous training on GBV prevention and response is a necessity.
- Put in place GRM Mechanism to give response to GBV survivors: one of the response mechanisms to GBV at the project level must be receiving and handling of SH/SAE cases. In order to do so put in place a GRM.
- Put in place a safety mechanism toward GBV prevention known to all school beneficiaries: that enables the school students and the adjoining communities, early identification of perpetrators and equips them with prevention techniques at individual level. Provide them with life skill trainings.
- Imbed special personnel (focal persons) to address GBV/SH in the existing GRM at Woreda and school levels: well-trained focal persons should be assigned in all GRM at the woreda and school level. Such personnel are crucial especially in remote areas where the survivors of SH/GBV have limited access, as these personnel may handle minor SH cases or refer grave ones.
- Ensure that the project and contractors will extend Codes of Conduct to address GBV/SEA risks to be signed between all project workers during procurement.
- Ensure the availability of gender-sensitive WASH and other facilities that help to prevent the risks of GBV in schools.
- Strengthen coordination and referrals with key stakeholders: there are incidences of GBV/SH committed by or against third party or outsider that require justice.
- Develop M&E system with clear indicators to follow up progress made, and challenges encountered: data compilation, establishment of data base and efficient and effective reporting system on GBV/SH from canter to head office is necessary. Put in place accountability mechanism where responsible organs are held liable or rewarded for implementing gender and SH handling GRM and legal frameworks, as well as non-reporting and reporting, respectively.

Recommended Actions to Address Project Induced GBV Risks

| No | Issues Identified | Recommended Actions | Timeline | Implementing body | Indicators |
|-----|---|---|--|--|--|
| 1 | Lack of knowledge and skill on prevention from and response to GBV | Sensitize the Implementing Agency (IA) staff as to the importance of addressing GBV on the project, and the mechanisms that will be implemented. | Preparation. Implementation. | MoE/FPCU together with REBs safeguards experts as well as Woreda focal persons | # IA staff (M, F) attended sessions |
| 1.1 | | Have project workers and local community undergo training on SEA and SH. | Implementation. | IA, Contractors, Consultants | # project workers (M, F) trained on GBV |
| 1.2 | | Conduct consultations with a variety of stakeholders based on the SEP including affected by the project to properly inform and get feedback on GBV risks associated with project activities. | continuous or throughout the project cycle | MoE, REBs, | # consultation sessions conducted with stakeholders (M, F) |
| 2 | Lack of assessment of the availability and capacity of service providers in project areas | Map out GBV prevention and response actors in project adjoining communities. Assess the capacities of the available service providers to provide quality survivor centered services including GBV case management, acting as a victim advocate, providing referral services. | Preparation Implementation | MoE, REBs, | Report on service providers mapping |

| | | | | | |
|-----|--|--|--|--|---|
| 2.1 | Lack of coordination with stakeholders for GBV prevention and response | Establish work relations and coordination with the relevant GBV service providers including legal, police, health institutes, CSOs/NGOs, etc. | Soon after the project effectiveness | Project Safeguards specialists, GBV-specialist and focal persons | Coordination and networks established |
| 3 | Lack of gender sensitive safeguard instruments | Have GBV risks adequately reflected in all safeguards' instruments (i.e., Project ESMP) particularly as part of the assessment in the E&S Assessment, including GBV mapping. | Preparation Implementation | Project Safeguards & GBV Specialists with technical expertise | # safeguards instruments adequately reflect GBV |
| 4 | Lack of GRM to address risks specifically related to GBV | Make certain the availability of an effective grievance redress mechanism (GRM) with multiple channels to initiate a complaint with specific procedures for GBV including confidential reporting with safe and ethical documenting of GBV cases. | Prior to contractor mobilizing for the installation of educational and WASH facilities | MoE, REBs, but discussed and agreed upon with the Task Team. | |
| 4.1 | | Assign GBV focal persons in the existing GRM and provide trainings for the committee members | Within a month period after project effectiveness | MoE, REBs, Woreda Education Offices, and Schools | # GBV focal persons assigned in the GRM & trainings provided for GRC members (M, F) |
| 4.2 | | Review that the GRM receives and processes complaints to ensure that the protocols are being followed in a timely manner, referring complaints to an established mechanism to review and address GBV complaints. | Implementation. | MoE, REBs, Woreda Education Offices, and Schools | # GBV related cases registered and referred to the service providers |

| | | | | | |
|---|---|---|---|--|-----------------------------------|
| 5 | Lack of GBV-focal person in the IA | Ensure IA has an assigned GBV focal person to support project implementation at all level. | Soon after the project effectiveness | MoE, FPCU, REBs, Woreda education Offices, and Schools | # assigned GBV focal perosns |
| 6 | Lack of Code of Conduct that helps to govern the behavior of direct and contracted project workers in preventing and addressing GBV risks | Codes of Conduct signed and understood by all project workers (direct or contracted). Ensure requirements in CoCs are clearly understood by those signing. | Initiated prior to contractor mobilization and continued during implementation. | Contractor, Consultant, MoE, REBs. | Code of conduct extended |
| 7 | Lack of facilities in schools | Ensure the availability of gender-sensitive WASH and other facilities that help to prevent the risks of GBV in schools | Implementation. | MoE, REBs, WoE and Schools | # facilities provided |
| 8 | Lack of regular implementation monitoring of the GBV activities | Undertake regular M&E of progress on GBV activities, including reassessment of risks as appropriate. | Quarterly | MoE, REBs, Contractors, Consultants. | Implementation monitoring reports |