

120253 REV

DOCUMENT OF
THE WORLD BANK

FOR OFFICIAL USE ONLY

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT (ESSA)

FOR THE

**GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM FOR EQUITY
(GEQIP-E) - P163050**

November 2017

This document has a restricted distribution and may be used by recipients only in the performance of their official duties. Its contents may not otherwise be disclosed without World Bank authorization.

TABLE OF CONTENTS

	<u>Pages</u>
Executive Summary	i
1. Introduction.....	1
1.1 Background	1
1.2 Rationale for Environmental and Social Systems Assessment	3
1.3 Purpose and Objective of the ESSA.....	3
1.4 Scope of the ESSA	5
2. Program Description	6
2.1 Government’s ESDP	6
2.2 GEQIP-E Development Objectives and Key Results.....	8
2.3 Program Scope	23
2.4 Program (GEQIP-E) Financing	25
2.5 Program Beneficiaries	26
2.6 Capacity Building and Institutional Strengthening	26
2.7 Disbursement Linked Indicators and Verification Protocols	27
2.8 Program Institutional and Implementation Arrangement.....	28
3. ESSA Methodology and Process	29
3.1 Desk Review.....	29
3.2 Key Informant Interviews	29
3.3 Group Discussions/Consultations.....	30
3.4 Institutional Analysis.....	30
3.5 Field Visits	30
4. Relevant and Applicable Ethiopia’s Environmental and Social Management Systems.....	30
4.1 National Environmental Impact Assessment and Management.....	31
4.2 National Social Management Policies, Regulations, and Guidelines for Social Impact Assessment and Management	37
5. Environmental and Social Benefits, Impacts and Risks of the Proposed Program	47
5.1 Environmental and Social positive and negative impacts	47
6. Findings of Environmental and Social Management Systems against Core Principles of PforR Financing	54
6.1 Introduction	54

6.2 Analysis of the Environmental and Social System Assessment (ESSA) with Core Principles	54
7. Capacity and Performance Assessment of Key Program Implementing Agencies	71
7.1 Introduction	71
7.2 Institutional Roles and Responsibilities of Key Actors for GEQIP-E Implementation	72
7.3 Implementing Agencies' Staff Capacity for Environmental and Social Management	79
7.4 Analysis of the Environmental and Social Systems Management of GEQIP-E Implementation.....	80
7.5 Assessment of the Proposed Program Environmental Management System.....	84
7.6 Performance of the Environmental Management System.....	84
7.7 Assessment of the Proposed Program Social Management System.....	87
7.8 Grievance Redress Mechanism	93
8. Recommended Mitigation Measures to Strengthen System Performance.....	95
8.1 Introduction	95
8.2 Recommendations	95
9. Environmental and Social Risk rating of GEQIP-E	100
10. Stakeholders Consultation and Disclosure.....	101
10.1 Consultations	101
10.2 Disclosure	102
References/list of supporting documents	102
Annexes	106
Annex 1: Policies Supporting Equitable Inclusion in Quality Education	106
Annex 2: Institutions Visited, Profile of Informants, Data Gathering Tools Used, and Issues Covered	108
Annex 3: Key Informant Interview Checklist.....	112
Annex 4: List of Consulted Persons for Data Collection.....	115
Annex 5: GEQIP-E ESSA Stakeholders Consultation Summary and Participants' Photo ..	117
Annex 6: List of ESSA Stakeholders Consultation Participants	124

List of Tables

Table 1: Program Results Chain	19
Table 2: Boundaries of the Proposed Program (GEQIP-E).....	24
Table 3: Program Financing.....	26
Table 4: Overview of DLIs	27
Table 5: Recommended Program Action Plan (PAP) on Environment and Social Management	98
Table 6: Environmental and Social Risk Rating for GEQIP-E.....	100

List of Figures

Figure 1: Overall GEQIP-II Implementation Institutional Structure and Arrangement **Error! Bookmark not defined.**

Figure 2: Proposed Institutional Arrangement for Management of Environmental and Social Issues.....**Error! Bookmark not defined.**

Acronyms

ABE	Alternative Basic Education
ANFE	Adult and Non-Formal Education
BoFED	Bureau of Finance and Economic Development
BPR	Business Process Reengineering
CCA	Continuous Classroom Assessment
CDID	Curriculum Development and Implementation Directorate
CEDAW	Convention on Elimination of All Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of People with Disabilities
CSRP	Civil Service Reform Program
CTE	College of Teachers' Education
DFID	U. K. Department for International Development
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
DP	Development Partner
DRS	Developing Regional States
EGRA	Early Grade Reading Assessment
EIA	Environmental Impact Assessment
EIO	Ethiopian Institution of Ombudsman
ELEAP	Ethiopia Electrification Program
EMIS	Education Management Information System
EPA	Environmental Protection Authority
ESDP	Education Sector Development Program
ESIA	Environmental and Social Impact Assessment
ESMP	Environmental and Social Management Plan
ESMS	Environmental and Social Management System
ESPES	Enhancing Shared Prosperity through Equitable Services
ESSA	Environment and Social Systems Assessment
ESU	Environmental and Social Management Unit
FDRE	Federal Democratic Republic of Ethiopia
FM	Financial Management
GCO	GEQIP-II Coordination Office
GDP	Gross Domestic Product
GEAC	Girls Education Advisory Committee
GEID	General Education Inspection Directorate
GEQIP	General Education Quality Improvement Program
GEQIP-E	General Education Quality Improvement Program for Equity
GoE	Government of Ethiopia
GPI	Gender Parity Index
GRB	Gender-Responsive Budgeting
GRM	Grievance Redress Mechanism

GTP	Growth and Transformation Plan
IA	Implementing Agency
ICT	Information and Communication Technology
IE	Inclusive Education
IERCs	Inclusive Education Resource Centers
IFAE	Integrated Functional Adult Education
IPF	Investment Project Financing
IVA	Independent Verification Agency
KII	Key Informant Interview
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MDTF	Multi-Donor Trust Fund
MEF	Ministry of Environment and Forest
MEFCC	Ministry of Environment, Forest, and Climate Change
MoE	Ministry of Education
MoFEC	Ministry of Finance and Economic Cooperation
MoFPDA	Ministry of Federal and Pastoral Development Affairs
MoLSA	Ministry of Labor and Social Affairs
MoWCA	Ministry of Women and Children Affairs
MSIC	Mathematics and Science Improvement Center
MTELDD	Mother Tongue and English Language Development Directorate
NEAEA	National Education Assessment and Examination Agency
NER	Net Enrollment Rate
NLA	National Learning Assessment
OHS	Occupational Health and Safety
PAD	Project Appraisal Document
PBS	Promoting Basic Services
PCDP	Pastoral Community Development Program
PCO	Program Coordination Office
PDO	Project Development Objective
PforR	Program-for-Results
PGHO	Public Grievance Hearing Office
PPE	Personal Protective Equipment
PRMD	Planning and Resource Mobilization Directorate
PSTA	Parents Students Teachers Association
QA	Quality Assurance
QE	Quality Enhancement
QEAP	Quality Enhancement and Assurance Program
REB	Regional Education Bureau
SEU	Sectoral Environmental Unit
SIP	School Improvement Program/Plan
SNE	Special Needs Education
SNNPR	Southern Nations, Nationalities, and Peoples' Region

SWOT	Strengths, Weaknesses, Opportunities, and Threats
TA	Technical Assistance
TELDD	Teachers and Education Leaders Development Directorate
TLM	Teaching and Learning Materials
TVET	Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
USAID	U.S. Agency for International Development
WASH	Water, Sanitation, and Hygiene
WEO	<i>Woreda</i> Offices of Education
WHO	World Health Organization
WoFED	<i>Woreda</i> Office of Finance and Economic Development
ZEO	Zonal Education Office
ZoFED	Zone Office of Finance and Economic Development

Executive Summary

1. Since 2009, the Government of Ethiopia (GoE) has worked to put into place elements critical to improve students' learning outcomes and completion rates. Funded by multiple DPs, a comprehensive program to improve quality (General Education Quality Improvement Program [GEQIP]) has supported this effort. The focus of this program has been to increase the supply and deployment of qualified teachers; provide teacher training, textbooks, and learning materials; and disburse school grants. Student-input ratios and the quality of inputs have improved markedly. Equally significant have been the learning outcomes at the primary level, which have improved modestly. Both achievements are commendable, especially given the huge increases in enrollments. Ethiopia has avoided the deterioration in the quality of education that often accompanies a rapid expansion of access.
2. The proposed Program-for-Results (PforR) will build on the massive effort of the last decade to improve basic learning conditions in schools. However, it pivots heavily toward seeking improved internal efficiency and learning outcomes, and reduced variance in outcomes between regions, gender, and socioeconomic groups. It seeks to improve retention, progression, and learning outcomes for all students and to align incentives of key stakeholders around these goals
3. The Program Development Objective is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12). The proposed Program comprises a results-based part and an Investment Project Financing (IPF) technical assistance (TA) component, which will strengthen the government's systems and capacity for implementation.
4. The main result areas of the operation are improving internal efficiency, improving equitable access, improving quality, and system strengthening for planning, policy formulation and reform. In this connection, the proposed Program seeks to (i) improve Grade 2 to Grade 1 enrolment ratio, and Grade 5 survival rate; (ii) improve girls-boys ratio in Grade 8, and gross enrolment ratio of Grades 1-8 in Afar, Somali and Benishangul-Gumuz regions; and (iii) improve Grade 2 learning outcomes in mother tongue reading, and Grade 8 learning outcomes in English and mathematics in phase 1 schools.
5. As part of the preparation and appraisal of the program, this Environmental and Social Systems Assessment (ESSA) was prepared.
6. The ESSA was conducted by the World Bank with the objective to assess the capacity of the implementing agency (IA) - the Ministry of Education (MoE) - and other stakeholder's environmental, social, and safety management as well as review the existing legal frameworks at the operations level and identify potential environmental and social benefits, impacts, and opportunities in the education sector. Specifically, the ESSA was conducted to (a) identify environmental and social risks associated with the Program; (b) assess the strengths and weaknesses of the legal, institutional, and implementation frameworks; and (c) recommend measures to strengthen national and regional systems and capacity to deliver the PforR sustainably.

7. Hence, the ESSA mainly focuses on the identification of existing capacities and gaps of the MoE and its counterparts at all levels including Regional Education Bureaus (REBs), *Woreda* Education Offices (WEOs), universities, colleges, and schools, to achieve environmental and social objectives against the range of environmental and social impacts that may be associated with the Program.

8. The ESSA was contextualized within the framework of the six core guiding principles of PforR financing (OP/BP 9.00): (a) General Principle of Environmental and Social Management, (b) Natural Habitats and Physical Cultural Resources, (c) Public and Workers Safety, (d) Land Acquisition and Loss of Access to Natural Resources, (e) Indigenous Peoples and Vulnerable Groups, and (f) Social Conflict.

9. The ESSA was prepared using the following methods of data collection:

- Desk review of relevant government policy, legal, and regulatory documents; ESSA reports prepared for other government ministries; and other pertinent literature;
- Key informant interviews (KIIs) with relevant personnel at the MoE, Ministry of Federal and Pastoral Development Affairs (MoFPDA), different levels of Benishangul-Gumuz Regional State REB, and GEQIP II partners;
- Group discussions/consultations with management and professional staff and members of grassroots community under Benishangul-Gumuz REB, and representatives of GEQIP II partners; and
- Institutional analysis carried out to examine and understand the existing institutional structure and arrangements put in place to implement GEQIP II, and associated gaps in the system and procedures for the management of environmental and social issues.

Summary of Key Findings

10. The Program's interventions are expected to have the following environmental and social risks associated with the Program: dust and noise during ramp and toilet renovation, occupational health and safety (OHS), disposal of used and/or expired chemicals and wastes in school laboratories, lack of considering cultural appropriateness while ensuring quality education, exclusion of non-special needs vulnerable children, likely occurrence of conflict, poor grievance redress system, and shortage of budget for the implementation of environmental and social issues.

11. The PforR will support activities that focus on improving equity, internal efficiency, and learning outcomes in general education. Activities include provision of TLM, teachers and education leaders training, school grants, capacity building, and technical assistance (TA).

12. The ESSA shows that the overall risk for the Program on the environmental and social issues and safety management perspective is Moderate. This is mainly because the Program does not support construction activities involving civil works and land acquisition and loss of assets.

13. The GoE has the necessary legal frameworks for environmental and social management and institutions to ensure consistency with the six core principles of the PforR financing. The environmental and social legal frameworks of Ethiopia are found adequate. The primary legislations that support environmental and social management in the education sector in Ethiopia are the Constitution; Environmental Policy of Ethiopia; Environmental Impact Assessment Proclamation No. 299/2002; Solid Waste Management Proclamation No. 513/2007; Research and Conservation of Cultural Heritage Proclamation No. 209/2000; Environmental Impact Assessment Procedural Guideline (2003); Environmental and Social Management Plan Preparation Guideline (2004); National Policies for Equitable Access to Quality Education; National Social Protection Policy; Cultural Policy; National Policy on Ethiopian Women; and other laws, strategies, and guidelines enforcing special support for developing regions and vulnerable groups.

14. Even though the legal bases are strongly established, their implementation is not consistent in all regions and varies across regions in terms of Environmental and Social Impact Assessment (ESIA) preparation, review, and approval; Environmental and Social Management Plan (ESMP) preparation and implementation; preparation and implementation of Safety Management Plans applicable to the respective activities of the Program; monitoring and enforcement on environmental and social management; and stakeholder consultation, as required at all levels.

15. An assessment of environmental and social regulations, policies and procedures, including institutional capacity and practices indicate the existence of limited environmental and social risks associated with the proposed Program implementation. The analysis indicates that 5 out of 6 core principles of PforR financing are applicable to this Program and the assessment of the Program identifies the gaps and opportunities to strengthen the system and the findings are discussed below:

Core Principle 1: General Principle of Environmental and Social Impact Assessment and Management
Findings: Core Principle 1 is considered in terms of environmental and social management at the GEQIP level. Overall, the analysis found that while the environmental impacts of GEQIP-E tend to be addressed by the education sector, a system-based approach is not in place. While there is a national legal and regulatory framework for environmental management, the education sector (and particularly the MoE) has no defined system for ESIA and for collecting and managing environmental data on its impacts.
Core Principle 2: Environmental Considerations - Natural Habitats and Physical Cultural Resources
Findings: Given the program context, no major gaps that specifically relate to natural habitats or physical cultural resources were identified. However, there may be a possibility that some schools might be located near natural habitats or areas rich in physical cultural heritage.
Core Principle 3: Environmental Considerations - Public and Worker Safety
Findings: Core Principle 3 is applicable to the Program as some schools could use school grants for purchase of chemicals for laboratories. The analysis found that Core Principle 3 is applicable in terms of the use of chemical laboratories and disposal of hazardous wastes by the schools.
Core Principle 4: Social Considerations - Land Acquisition

Findings: There is apparently no ground that the implementation of GEQIP-E will cause land acquisition and loss of assets. As a result of this, Core Principle 4 is not applicable for the Program.

Core Principle 5: Social Considerations - Indigenous Peoples and Vulnerable Groups

Findings: This core principle is applicable on the basis of the following considerations: underserved people in developing/emerging regional states, gender disparity in schools, pastoralist education /emerging regions, special needs education (SNE)/inclusive education (IE); and other non-special needs vulnerable children. Most of the issues identified are embedded under Disbursement-Linked Indicator (DLI) 3 and DLI 4, except non-special needs vulnerable children.

Core Principle 6: Social Considerations - Social Conflict

Findings: When schools in all *woredas* do not receive appropriate school grants and/or citizens do not share benefits equally, there could be conflicts during project implementations that could become an obstacle for sustainability.

16. The overall implementation of GEQIP-E will be carried out using existing government systems, structures, and mandates. The Program will use the government systems for implementation, oversight, financial management (FM), procurement, environmental and social issues, M&E, and reporting arrangements. The Program is implemented by several institutions at various levels. The MoE will have the overall responsibility for policy guidance and oversight for Program implementation and the Ministry of Finance and Economic Cooperation (MoFEC) is responsible for financial coordination. The universities and at regional level, the REBs, Colleges of Teachers' Education (CTEs), WEOs, and schools will be involved. The Program Coordination Office (PCO) has been established and will be accountable to consolidate the information provided by the IAs—MoE, REBs, WEOs, and so on, regarding Program implementation and reporting the result. The PCO will have a specific environmental and social system with the responsibility for the ESSA Program Action Plan coordination, implementation, and monitoring and evaluation (M&E).

17. In the existing institutional structure for the implementation of GEQIP-II, there is no independent responsible body for environmental and social issues management. The responsibility to manage environmental and social issues rest with the different directorates at the MoE such as Gender; Special Support and Inclusive Education; Curriculum Development and Implementation; and Teachers and Education Leaders' Development directorates. As a result, the implementation of environmental and social issues is shared among these implementing units and the work is diffused across a range of directorates. A separate and dedicated unit to handle environmental and social issues has not been set up under the GEQIP-II Coordination Office with well-defined roles and responsibility.

18. The absence of such a functional body has resulted in several limitations. First, environmental and social specific data are not collected and analyzed on time to inform decisions. Not being specified in the mandates of the different implementing directorates at the MoE, these bodies fail to consider the management of environmental and social issues as their major responsibility, leading to inadequate project delivery. As a result, there is hardly any consistent and effective follow-up on the Social Development Plan implementation from the MoE down to school levels, for which purpose, no manuals or related tools are prepared. Moreover, the necessary competent staff and technical leadership, as well as budgetary recourse

have not been made available, which would have been possible in the case of a separately functional Environmental and Social Unit.

19. Findings of the ESSA show that the institutional capacity for effective implementation of GEQIP-II and the management of environmental and social issues in particular have the following gaps: the absence of GEQIP-II coordination units at the REBs; dedicated Environmental and Social Units or specialists not being put in place at all levels with the mandate to address environmental and social issues; staff turnover, lack of incentive and motivation, and the tendency to regard GEQIP-II implementation as secondary to regular job assignments in the REBs; inadequate capacity (awareness, knowledge, and skills) to implement GEQIP-II activities in WEOs including the administration of school grants and the management of environmental and social issues; and failure to deliver trainings by the MoE and REBs on environmental and social management tools for GEQIP-II IAs from federal down to school levels.

20. Education Sector Development Program V (ESDP V) has an M&E framework incorporated into its design based on the performance of the previous four ESDPs. This M&E framework adopts a results-based approach that focuses on monitoring of achievements in strategic education outcomes as reflected in the key performance indicators (KPIs). Although a clear M&E framework has been developed and incorporated into ESDP V, its actual implementation has been lagging behind at all levels. There is a gap in the proper and timely conduct of M&E of GEQIP- II activities.

21. The ESSA finding reveals fragmentation of efforts and lack of coordination in M&E performance of GEQIP-II implementation by IAs at different levels. Furthermore, almost no mechanisms have been established to harmonize the M&E data from the Education Management Information System (EMIS), school inspection, teachers licensing, and National Learning Assessment (NLA).

22. The MoE has demonstrated a strong commitment to the coordination, harmonization, and leveraging of resources toward gender equality, by establishing a Gender Directorate. Correspondingly, gender units have also been established in all REBs, higher institutions, and some WEOs. Other coordination mechanisms include the National Gender Forum and the Girls Education Advisory Committee (GEAC). At the school level, Girls Education Clubs and Girls Advisory Committees to promote gender equality in education access and deliveries were established.

23. Regarding school grants, despite the improvement in the disbursement of school grants recently, there is still a challenge on the part of the MoE in the timely release of funds. Inadequate coordination between the MoE and MoFEC in the monitoring of the flow of school grants to the Bureau of Finance and Economic Development (BoFED), *Woreda* Office of Finance and Economic Development (WoFED), and schools is another factor contributing to the delay in the transfer of the funds. Problems in the timely submission of monthly disbursement reports by regional GEQIP accountants to the MoE and MoFEC need also to be dealt with.

24. **Grievance Redress Mechanism (GRM).** The ESSA shows the following major shortcomings in the GRM system in connection with GEQIP-II implementation: lack of inbuilt

and independent GRM structures to deal with complaints and grievances; lack of knowledge and awareness on the part of regional and *woreda* IAs regarding the rationale behind a working GRM system; lack of due attention on the part of the MoE to make sure that a functional GRM structure is in place; the absence of documented data showing the type, volume, frequency, and handling of the complaints made; and social risk management specialists not being assigned as a focal person at the MoE to coordinate and monitor the implementation of environmental and social issues including complaints and grievances.

Recommended Program Actions

25. The proposed action plan will strengthen the MoE's capacity and fill the identified gaps for managing the environmental and social issues with regard to implementation of GEQIP-E. The recommendations and actions of the ESSA targets to ensure that risks identified in the assessment are properly addressed to meet the PforR financing core principles through strengthening the environmental, social, and safety management capacity and performance of IAs at all levels. The proposed and agreed actions will be implemented by the MoE to make sure that the identified gaps are adequately addressed and the program is implemented in accordance with the PforR Financing Policy.

26. Based on the analysis, the ESSA identified the following main actions to ensure that the Program interventions are aligned with the core principles for improved environmental and social due diligence at the MoE and its counterparts at the regional and *woreda* levels:

Establish Environmental and Social Management System (ESMS) including Strengthening GRM

27. Establishing ESMS and capacity-building activities is required during the Program implementation to ensure the IAs' compliance with environmental and social issues and safety management practices.

28. **An established ESMS with resources and facilities is necessary for the effective implementation of environmental and social issues.** As a result, establishing offices for the ESMS and equipping and furnishing it with the necessary facilities at the national and regional levels is required to effectively and properly implement, monitor, and report environmental and social implementation.

29. Besides strengthening GRM systems at all levels, uptake location/places will be established at all levels to receive, review, and address complaints on time which is associated with dissatisfaction with GEQIP activities/services, negative impacts if any, and so on. In addition, GRM guidelines will be developed and awareness raising orientation will be conducted for implementers, project-affected persons, and the broader community members at large in areas where conflicts are likely to occur.

30. **Trainings.** The ESSA has identified the existence of capacity gaps with regard to environment and social issues and safety management and implementation as well as the use of instruments and tools for such purpose in the IA and its counterparts down to *woreda* and school levels. Hence, capacity development training activities (including training plan) on

environmental and social management, including safety, are required and will be delivered during Program effectiveness. Based on the training plan, provision of an induction training will be conducted before commencement of each activity and consecutive on-the-job training will be provided throughout the proposed Program period for those staff responsible for the execution of environmental, social, and safety measures at all levels.

Conduct Timely and Proper Community/Project-Affected Persons Consultation/Awareness Raising Briefing

31. Generally, the community members in Ethiopia have limited awareness on environmental, social, and safety matters. The MoE and its regional and *woreda* counterparts will conduct awareness raising trainings and briefings for communities affected by activities of the program on social, environmental, and safety impacts and measures to establish at all levels, throughout the program implementation period.

32. The Program is dedicated to conduct appropriate and timely consultation with Program-affected persons and concerned stakeholders. Proper consultation of Program-affected persons will be part of the Program implementation. In addition, during Program documentation consultation formats procedures will be prepared, and consultations will be documented.

Program Benefit Sharing and Equitable Access by Underserved People/vulnerable Groups

33. To meet the core principles of a PforR, underserved people/vulnerable groups should be given due consideration. As a result, the Program is required to support these categories of the population, particularly women/girls, children with special needs, vulnerable children with non-special needs, and pastoralists. Gender issues, SNE/IE, and pastoralist education supports are targeted under DLI 3 and DLI 4 of the Program. However, non-special needs vulnerable children in school do not share benefits from the program. Under GEQIP II, the common understanding of vulnerable children refers to only children with special needs and other vulnerable children with non-special needs were not benefiting and sharing the fruits of GEQIP-E. Thus, it needs to establish ways to enable these segments of the population to benefit from the Program.

Performance Review and Audit on Environmental, Social and Safety Management

34. To minimize and mitigate the potential environmental and social impacts anticipated during Program preparation, annual and biannual performance review and assessment on environmental and social issues and safety management activities is mandatory. Therefore, the MoE shall take the full responsibility of the annual performance review and biannual technical review meetings that will be conducted with the different stakeholders. The participating stakeholders include the MoE, World Bank, MoFEC, Ministry of Labor and Social Affairs (MoLSA), REBs, Zonal Education Offices (ZEOs), WEOs, and other DPs as relevant. Every year, an independent body will be assigned by the MoE to conduct an environmental and social audit to confirm the proper implementation of environmental, social, and safety measures of the ESSA and check the proper implementation of environmental and social mitigation measures of the Program.

Recommended Program Action Plan on Environment and Social Management

No.	Action Items	Activities/Actions	Progress Indicator	Level of application	Responsibility	Schedule/ Time Frame	Output
1	ESMS including functional GRM will be established	<p>Action 1: Establish a functional system at the MoE under the GCO and regions if required</p> <p>Action 2: Recruit and/or assign one environmental and social development specialist at national level (MoE-GCO) and at regional levels, if required.</p> <p>Action 3: Equip and furnish the ESMS with the necessary office facilities and logistics including budgeting</p> <p>Action 4: Develop guidelines (screening, environmental and social management guidelines including GRM guidelines, manual, ESMP, and check-lists</p> <p>Action 5: Capacity development through training by developing a training plan and implement timely on environmental and social issues</p>	<ul style="list-style-type: none"> • Percentage (100 percent) of subprojects under the Program screened to identify environmental and social issues documentation requirements • Percentage (100 percent) equipped ESMS at national level (MoE- GCO) and as required in some REBs • Percentage (100 percent) of environmental and social documentation completed • Percentage (100 percent) of actions according to prepared environmental and social documents prepared 	At all levels (national, regional, <i>woreda</i> , and school levels)	The MoE and responsible REBs	<ul style="list-style-type: none"> • Before Program effectiveness • Before Program effectiveness • Guidelines will be prepared before Program effectiveness 	<ul style="list-style-type: none"> • ESMS established • Office with the required facility and budget is in place • Strengthen GRM system including up-take locations • Staff in place • Prepared ESMF, checklists manuals and ESMP; waste management plan that comprises protocol for handling, storing, transporting and disposing of used/expired laboratory chemicals and other hazardous wastes if applicable • Training plan and training completion reports
2	Conduct proper and timely community/ Program-affected persons	<ul style="list-style-type: none"> • Conduct briefing to the community and affected people • Adopt consultation format and procedures 	<ul style="list-style-type: none"> • Percentage (50%) of people having the information on program • Consultation formats 	At all levels (regional, and <i>woreda</i> level)	The MoE, REBs, and WEBS	During project implementation period	<ul style="list-style-type: none"> • Consultation formats and procedures will be developed • Briefing notes

No.	Action Items	Activities/Actions	Progress Indicator	Level of application	Responsibility	Schedule/ Time Frame	Output
	awareness raising briefings/ consultations on environmental and social impacts of Program activities; establish GRM and ESMS; and develop/adopt consultation format and procedures		and procedures developed				
3	Program benefit sharing and equitable access by vulnerable/ underserved peoples	Include vulnerable children with non-special need at school to share some benefits from school grant	Supports made to non-special need vulnerable children at school	At school level	MoE, MoLSA, REBs, WEOs, and schools	Throughout the project implementation	<ul style="list-style-type: none"> • Report of inclusion vulnerable group • Types of services delivered and number of beneficiaries disaggregated by gender
4	Performance review and annual environment and social audit	<ul style="list-style-type: none"> • Conduct biannual technical review • Undertake annual performance review and environment and social audit 	<ul style="list-style-type: none"> • Number of biannual technical review meetings • Reviewed and cleared annual performance review and audit report 	At all levels (national and regional levels)	MoE, MoFEC, and REBs	<ul style="list-style-type: none"> • Biannual • Annually at the end of each fiscal year 	<ul style="list-style-type: none"> • Biannual performance review report • Annual environmental and social audit report

1. Introduction

1.1 Background

1. Located in the Horn of Africa, Ethiopia has an area of 1.1 million km². The country has more than 90 ethnic and linguistic groups and a population of nearly 100 million (World Bank 2015). With an annual growth rate of 2.5 percent, Ethiopia's population is expected to reach 130 million by 2025. More than 80 percent of the population lives in rural areas, although urbanization is increasing as workers move from agriculture toward manufacturing and services sectors.

2. Ethiopia has a federal system of administration, established in the early 1990s, with nine autonomous regional states and two chartered cities.¹ The Ethiopian People's Revolutionary Democratic Front has been in power in Ethiopia since 1991. Decentralization of governance to the regional and *woreda* levels has been actively pursued since 2003. Ethiopia has experienced fast economic growth over the past decade (World Bank 2015). Real gross domestic product (GDP) growth averaged 10.9 percent annually (8 percent per capita) in 2004–14, according to official data, and contributed to the reduction of extreme poverty. The recent El Niño drought slowed growth in 2015/16, but even in this year, GDP growth was estimated at 8.5 percent, a rate that still places Ethiopia among the fastest-growing economies in the world.

3. Strong and robust economic growth and development will necessarily have to rely on the country's human capital. In 2015, the Government launched its latest development strategy, the Second Growth and Transformation Plan (GTP II), which aims to accelerate structural transformation. GTP II (2015/16–2019/20) aims to continue improvements in physical infrastructure through public investment projects and to transform the country into a hub for light manufacturing. As indicated in GTP II, the central objective of Ethiopian national strategies is to progress to a lower-middle-income economy by 2025.

4. GTP II has set ambitious targets for the Ethiopian education sector. With regard to general education, it is planned to increase the primary education (Grade 1–8) net enrollment rate (NER) from 94.3 percent in 2014/15 to 100 percent by 2019/20. Similarly, it is targeted to increase the NER of general secondary education (Grade 9–10) from 20.65 percent in 2014/15 to 47 percent by 2019/20 and to narrow the gap in general education participation between rural, urban and regions.

5. With regard to special needs education (SNE), 251,054 children with disabilities were enrolled in general education, 89 percent in primary cycles in 2015/16. There are more boys than girls with special needs attending primary school, 56 percent male and 44 percent female. In GTP II, primary education (Grades 1–8) gross enrollment rate of children with special needs is planned to increase from 4.4 percent in 2014/15 to 15 percent by 2019/20.

6. In Ethiopia, primary education lasts eight years, split into Grades 1–4 (primary first cycle) and Grades 5–8 (primary second cycle). Secondary education lasts 4 years and is also split

¹ The regional states are Afar, Amhara, Benishangul-Gumuz, Gambella, Harari, Oromiya, Somali, Southern Nations, Nationalities, and Peoples' Region (SNNPR), and Tigray. The chartered city administrations are Addis Ababa and Dire Dawa.

into two cycles, Grades 9–10 (secondary first cycle) and Grades 11–12 (secondary second cycle). Government schools account for about 96 percent of school enrollment and nongovernment schools for 4 percent. Where schools do not exist, the first cycle of primary education is delivered through alternative basic education (ABE) centers. The provision of education is the concurrent responsibility of federal, regional, and local governments (*woredas*). The main functions of the Federal Government are policy formulation, monitoring and evaluation (M&E), development of secondary curriculum, and secondary teacher preparation. The mandate for general education lies mainly with regional governments. *Woredas* are responsible for the management and supervision of primary schools, whereas the management and supervision of secondary education is shared between *woreda* and regional administrations.

7. The NER for primary education (Grades 1–8) expanded rapidly from 24.9 percent in 1996/97 to 83.4 percent in 2007/08 and 94.3 percent in 2014/16 (Education Statistics Annual Abstract 2014/15). The overall expansion in access to both primary and secondary education in Ethiopia does not provide a clear picture of the actual situation, and appears to mask the wide regional variations in service distribution. Emerging regions of Afar and Somali, which contain sizeable pastoralist communities, have much lower enrollment rates than other regions, and as stated above, in 2014/15 Afar and Somali showed the lowest NER of 59.2 percent and 81.1 percent respectively. Another aspect of geographic variation is the urban/rural divide. Analysis of 2011/12 data shows that while 81 percent of primary enrollment was accounted for by rural areas, the reverse is true for lower secondary where only 14.5 percent of enrollment is in rural areas. This suggests that children living in rural areas either have to travel to a secondary school in the nearest urban area or drop out altogether. The need to move to urban centers to pursue secondary education poses a number of obstacles and can discourage students from attending school and hinder their learning when in school

8. Since 2009, the Government of Ethiopia (GoE) has worked to put into place elements critical to improve students' learning outcomes and completion rates. Funded by multiple DPs, a comprehensive program to improve quality (General Education Quality Improvement Program [GEQIP]) has supported this effort. The focus of this program has been to increase the supply and deployment of qualified teachers; provide teacher training, textbooks, and learning materials; and disburse school grants. Student-input ratios and the quality of inputs have improved markedly. Equally significant have been the learning outcomes at the primary level, which have improved modestly. Both achievements are commendable, especially given the huge increases in enrollments. Ethiopia has avoided the deterioration in the quality of education that often accompanies a rapid expansion of access.

9. GEQIP-E will build on the massive effort of the last decade to improve basic learning conditions in schools. However, it pivots heavily toward seeking improved internal efficiency and learning outcomes, and reduced variance in outcomes between regions, gender, and socioeconomic groups. It seeks to improve retention, progression, and learning outcomes for all students and to align incentives of key stakeholders around these goals.

10. The Program Development Objective is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12). The proposed Program comprises a results-based part and an Investment Project Financing (IPF) technical assistance (TA) component, which will strengthen the government's systems and capacity for implementation.

11. The main result areas of the operation are improving internal efficiency, improving equitable access, improving quality, and system strengthening for planning, policy formulation and reform. In this connection, the proposed Program seeks to (i) improve Grade 2 to Grade 1 enrolment ratio, and Grade 5 survival rate; (ii) improve girls-boys ratio in Grade 8, and gross enrolment ratio of Grades 1-8 in Afar, Somali and Benishangul-Gumuz regions; and (iii) improve Grade 2 learning outcomes in mother tongue reading, and Grade 8 learning outcomes in English and mathematics in phase 1 schools.

12. As part of the preparation and appraisal of the program, this Environmental and Social Systems Assessment (ESSA) was conducted.

1.2 Rationale for Environmental and Social Systems Assessment

13. In line with the PforR, the World Bank is required to conduct an ESSA to assess the arrangements, within a Program, for managing environmental and social effects in a manner consistent with OP/BP 9.00, Program-for-Results Financing. This policy sets out core principles and key planning elements intended to ensure that PforR operations are designed and implemented in a manner that maximizes potential environmental and social benefits, while avoiding, minimizing, or otherwise mitigating environmental or social harm. In terms of environmental and social management, the PforR employs a risk management approach, in which process requirements are adapted to the Program context. For each proposed PforR operation, the World Bank assesses—at the Program level—the borrower’s authority and organizational capacity to achieve environmental and social objectives against the range of environmental and social impacts that may be associated with the Program.

14. Hence, the World Bank team has conducted an ESSA to review the robustness of government’s system, as it relates to the GEQIP-E, with regard to their capacity to plan and implement effective measures for environmental and social impact management at federal, regional, and *woreda* levels. Specifically, this ESSA considers (a) promoting environmental and social sustainability in the Program design and promoting informed decision making relating to the Program’s environmental and social impacts; (b) avoiding, minimizing, or mitigating adverse impacts on natural habitats and physical cultural resources resulting from the Program; (c) protecting public and worker safety against the potential risks; (e) giving due consideration to the cultural appropriateness of, and equitable access to, Program benefits, giving special attention to the rights and interests of the underserved people and to the needs or concerns of vulnerable groups; and (f) avoiding exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

1.3 Purpose and Objective of the ESSA

1.3.1 Purpose of the ESSA

15. This ESSA was conducted by the World Bank with the overall objective to assess the organizational capacity and performance of the key implementing agency (IA) (MoE) - to achieve environmental and social objectives against the range of environmental and social impacts that may be associated with the proposed Program; as well as conduct a comprehensive review of relevant government systems and procedures that address environmental and social

issues related to the Program. Besides, it describes the extent to which the applicable government environmental and social policies, legislations, program procedures, and institutional systems are consistent with the six core principles of OP/BP 9.00 and recommends actions to address the gaps and enhance performance during Program implementation. The core principles are the following:

- **Core Principle 1: General Principle of Environmental and Social Management.** Promote environmental and social sustainability in the Program design; avoid, minimize, or mitigate adverse impacts, and promote informed decision making relating to the Program’s environmental and social impacts.
- **Core Principle 2: Natural Habitats and Physical Cultural Resources.** Avoid, minimize, or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the Program.
- **Core Principle 3: Public and Worker Safety.** Protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices under the Program; (b) exposure to toxic chemicals, hazardous wastes, and other dangerous materials under the Program; and, (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.
- **Core Principle 4: Land Acquisition.** Manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement, and assist the affected people in improving, or at the minimum restoring, their livelihoods and living standards.
- **Core Principle 5: Indigenous/Underserved Peoples and Vulnerable Groups.** Give due consideration to the cultural appropriateness of, and equitable access to program benefits, giving special attention to the rights and interests of the Indigenous Peoples and to the needs or concerns of vulnerable groups.
- **Core Principle 6: Social Conflict.** Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

1.3.2 Objectives of the ESSA

16. Generally, the ESSA aims to ensure that environmental, social, safety impacts, and risks are properly addressed from an early stage of formulating the environmental and social policy and guidelines for the planned GEQIP-E, and that the PforR implementation should be in line with the World Bank’s PforR financing. The specific objectives of the ESSA include the following:

- (a) Review the policy and legal frameworks related to the management of environmental and social impacts of the Program interventions, and identify gaps and constraints at policy, procedural, and performance levels.

- (b) Assess and analyze the environmental and social management capacity at national and institutional levels for program planning and implementation in the education sector.
- (c) Identify the potential environmental and social impacts/risks applicable to the Program interventions.
- (d) Assess the performance of the system to determine if any measures are required to modify the government's environmental and social management system.
- (e) Improve Program performance with respect to the core principles of the PforR instrument, by drawing up a Program Action Plan.

1.4 Scope of the ESSA

17. According to PforR operations, rather than having the borrower apply the standard set of environmental and social policies, early in Program preparation, the World Bank task team is required for conducting a comprehensive ESSA of the country systems in place for managing potential environmental and social impacts associated with the proposed PforR.

18. The ESSA covers review of the regulatory and legal policy frameworks of the country. The review includes all relevant proclamations and regulations concerning the environment, including cultural heritage and social policies including the MoE (2010), ESDP V (2015/16–19/20), Growth and Transformation Plan II (GTP II) (2015/16 - 2019/20), National Education and Training Policy, Social Protection Policy, Ethiopia Pastoralist Area Education Strategy, Special Needs and Inclusive Education, which consider the application of rights to certain vulnerable and historically underserved groups.

19. In addition, the ESSA examines and assesses the country's systems currently in place for environmental and social management in line with the proposed GEQIP-E activities. For each activity, the following were carried out:

- Review of the systems and procedures currently used by GEQIP-II in relation to the implementation of the Social Development Plan identified against the PforR core principles. This review is situated within the broader government systems and procedures, as required.
- Review of capacity of the concerned IA to implement the systems and procedures with regard to staffing (levels and skill mix), available budgets, and equipment, among others.
- Review of the performance of the systems and procedures. This includes a review of the actual operational experience of the implementation of the Social Development Plan activities identified, including the extent to which the M&E systems for the activities are able to report on the potential social impacts, and whether such information has been acted upon by management.

20. Based on the findings of the reviews and fieldwork, the ESSA has made recommendations for actions required to improve the system to meet the requirements of the core principles for managing any social and environmental effects. These recommendations have incorporated a Program Action Plan. The findings of the ESSA informed the preparation of the Program Action Plan that the Government has to use to bridge any significant gaps in the existing Environmental and Social Management System (ESMS) with respect to the sustainability principles of the PforR financing. The World Bank will provide implementation support as warranted for the implementation of the agreed Program Action Plan.

2. Program Description

2.1 Government's ESDP

21. The ESDP is a 20-year education sector indicative plan that translates the 1994 Education and Training Policy into action through long- and medium-term planning cycles. It is a sector-wide approach that encompasses all the education and training programs of Ethiopia, spanning from preprimary education to tertiary education. It relies on a consultative process of setting targets, its scope and priorities for action. It calls for a sustained public investment program through mobilization of national and international resources. Ensuring equitable access to quality primary education for all children by 2015 is the main aim of the ESDP, with particular attention to the education of girls and the children of pastoralist and agro-pastoralist communities. The ESDP was commended in 1997/98. ESDP V (2015/16 – 2019/20) constitutes the Government Program on which the proposed PforR Program is based. ESDP V identifies six priority programs from which its goals are derived: capacity development for improved management; general education quality; general education access, equity, and internal efficiency; adult and non-formal education (ANFE); technical and vocational education and training (TVET); and higher education. The key pillars of the Government's ESDP V are the following:

- (a) **Capacity development for improved management.** The specific activities are the following:
- Develop a relevant structure, with a clear distribution of mandates and responsibilities at all levels
 - Improving the education sector's organizational structure
 - Managing the implementation of cross-cutting programs
 - Provide regular gathering, processing, and sharing of information to inform decision making
 - Gathering and processing education performance data
 - Gathering and processing financial data
 - Sharing information to inform decision making
 - Promote good coordination and communication within and across levels
 - Job specifications and operational handbook
 - Improved use of existing documentation centers and sharing platform
 - Ensure adequate supply of staff with the right mix of technical and leadership skills in each post/level
 - Profiles and recruitment
 - Professional development: mentoring, training, and on-the-job support
 - Improve resources and conditions of work

- (b) **Improve quality of general education.** The specific activities are the following:
- Strengthen teachers' and leaders' development
 - Transform teaching into a profession of choice
 - Teachers' training and professional development
 - Leaders' training and professional development
 - Improve curriculum development and provide sufficient teaching and learning materials
 - Curriculum development
 - Teaching and learning materials
 - Support schools to develop and implement School Improvement Plans (SIP)
 - Community participation
 - School environment
 - Teaching and learning
 - School leadership
 - Provide ICT infrastructure, facilities and resources
 - ICT infrastructure for teaching and learning
 - Content development for ICT
 - Strengthen quality assurance systems
 - School inspection
 - Teacher and school leader licensing
 - Assessment and examinations
- (c) **Improve access, equity and internal efficiency in general education.** The specific activities are the following:
- Increase access to preprimary education
 - Increase access, equity, and internal efficiency to primary education
 - Expand access to secondary education
 - Provide special support program for the four developing regions
- (d) **Increase participation and improve quality in adult and non-formal education (ANFE).** The specific activities are the following:
- Expand integrated functional adult education (IFAE) and post-IFAE programs in all regions
 - Design and implement effective IFAE programs
 - Design and implement post-literacy programs with community participation
 - Improve female participation in IFAE and post-IFAE programs
 - Introduce continuing education programs in developing regions
 - Improve the quality of adult and non-formal education (ANFE)
 - Create a strong and efficient institutional system for ANFE at all levels
- (e) **Increase access, quality and relevance of technical and vocational education and training (TVET).** The specific activities are the following:
- Promote occupational standards development and assessment
 - Improved ownership by sectors
 - Improved recognition of competence through accessible and quality assessment and certification services
 - Expand trainees' development and institutional capacity building

- Improve capacity of industry and institution trainers, TVET system leaders, and support staff
 - Increased access to TVET through expansion of institutions to all woredas
 - Produce well-trained and competent graduates to satisfy industry needs
 - Welding capacity building for increased productivity and quality in manufacturing
 - Strengthen industry extension and technology transfer services
- (f) **Increase access, quality, and relevance of higher education.** The specific activities are the following:
- Offer university expansion and consolidation
 - Promote equity enhancement
 - Develop relevant programs with emphasis on quality enhancement
 - Improve research, technology transfer, and community engagement
 - Strengthen institutional collaboration, leadership, and governance
 - Institutional collaboration
 - Leadership and governance
- (g) **Cross-cutting issues.** The following are the cross-cutting issues identified under ESDP V:
- Gender
 - Special needs and inclusive education
 - HIV/AIDS
 - Education in emergencies
 - School health and nutrition
 - Drug and substance abuse prevention
 - Water, sanitation, and hygiene

22. Development of the successor program, ESDP VI, is expected to begin in 2017 and continue to focus on the same themes given the large unfinished agenda. Approval of ESDP VI is expected by August 2019.

2.2 GEQIP-E Development Objectives and Key Results

2.2.1 Program Objective

23. The PDO for the PforR operation is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12). Progress toward achievement of the PDO will be measured through the following key performance indicators (KPIs).

- KPI 1: Improvement in Grade 2 to Grade 1 enrollment ratio (disaggregated by gender)
- KPI 2: Improvement in Grade 5 survival rate (disaggregated by gender)
- KPI 3: Improvement in girls-boys' ratio in Grade 8 in Afar, Somali, and Benishangul-Gumuz
- KPI 4: Improvement in gross enrollment ratio of Grades 1–8 in Afar, Somali, and Benishangul-Gumuz (disaggregated by gender)

- KPI 5: Improvement in Grade 2 learning outcomes in mother tongue reading in Phase I schools (disaggregated by gender)
- KPI 6: Improvement in Grade 8 learning outcomes in English and mathematics in Phase I schools (disaggregated by gender)

2.2.2 Program Results Areas

24. The proposed Program will focus on the following four main results areas:
- (a) Improved internal efficiency
 - (b) Improved equitable access
 - (c) Improved quality
 - (d) System strengthening for planning, policy formulation, and reform.

Results Area 1: Improved Internal Efficiency

25. This results area will focus on addressing the chronic issue of over-enrollment in Grade 1 and promoting progression of children through the early grades for improved internal efficiency of the education system. To improve student progression in the early grades, a concerted effort will be made to (a) improve school readiness of Grade 1 entrants so that they will be able to progress to the next grade and (b) get children enrolled on time and once they are enrolled, ensure regular attendance throughout the year.

26. Based on international and Ethiopia-specific evidence, the PforR operation will prioritize support for (a) enhancement in the quality of O-Class provision and (b) provision of incentives for school-based monitoring of student progression through the primary grades, and outreach to parents to encourage them to enroll their seven-year-old children on time in Grade 1. Outcomes in this results area will also benefit from interventions under Results Area 3 and its progress will be tracked through two indicators: (a) Grade 2 to Grade 1 enrollment ratio² and (b) Grade 5 survival rate

1.1 Quality Enhancement and Assurance Program for O-Class in Preprimary Education

27. The Government of Ethiopia (GoE) is committed to providing preprimary education to 80 percent of children by 2020 through a mix of modalities, including O-Class.³ Although O-Class provision continues to expand rapidly, there are concerns with respect to the quality of provision. To fill the gap, the proposed Program supports the efforts of the Government through the Quality Enhancement and Assurance Program (QEAP) for O-Class. This O-Class program consists of two key components: Quality Enhancement (QE) component and Quality Assurance (QA) component. The QE component, which aims to improve pedagogical practices in the classroom, includes teacher preparation and professional development, curriculum and TLM for O-Class.

² As a proxy of promotion from Grade 1 to Grade 2, the ratio of Grade 2 enrollment (current school year) to Grade 1 enrollment (previous school year) will be used as an KPI 1. Compared to the dropout rates, the ‘Grade 2 to Grade 1 enrollment ratio’ is (a) a readily available indicator without technical delays in data collection and (b) a more holistic indicator that can capture dropout, repetition, and readmission by estimating those who are lost in transition between Grade 1 and Grade 2.

³ O-Class is a one-year reception class (nine-month program) based in government primary schools for children of age 6, before formal schooling starts at age 7 (Britto et al. 2012; MoE 2015).

The QA component, which aims to create a QA mechanism, entails the establishment of national standards, SIP and school grant guidelines, training for administrative staff, and school inspection for O-Class. Overall, the QEAP will provide a comprehensive package of intervention which could systemically improve the quality of O-Class provision under a coherent framework of support.

28. The PforR operation will incentivize preparation, implementation, monitoring, and institutionalization of the comprehensive program for quality improvement of O-Class. In Year 1, the QEAP for O-Class will be developed, validated, and approved. The program development will consider the curriculum and teacher training packages that have already been prepared and focus on its refinement based on implementation experience of two regions where it has been rolled out. National standards, SIP guidelines, and an O-Class Inspection Framework would need to be developed, validated, and finalized for implementation. The completion of these actions will be incentivized through Disbursement-Linked Result (DLR) 1.1. Development and validation of the QEAP will be further supported by DLR 1.2 in Year 2 through program implementation in Phase I schools. Approximately 1,500 O-Classes will receive a set of intensive intervention, including teacher training and supervision, administrative support, the delivery of core TLM materials, and school inspection for O-Class.

29. Since the PforR operation aims to sharply shift focus from provision of inputs to achievement of results, Years 3 and 4 are thus pegged to tangible improvements in the quality of O-Class from Level 1 inspection standards to Level 2. This results-oriented approach will highlight that poor quality O-Classes have improved through a systematic support of delivering developmentally appropriate instruction by qualified teachers in improved learning environments under the QEAP for O-Class. The program will simultaneously work on establishing a National Policy Framework, quality data collection by Education Management Information System (EMIS), and monitoring systems for preprimary education to promote sustainability of the O-Class interventions.

1.2 School-based Monitoring and Incentives to Track On-time Enrollment of Grade 1 Entrants and Uninterrupted Progression

30. Aligned with the Government's efforts to reduce dropout and absenteeism in primary and secondary schools through local action, the PforR operation will support school-based monitoring of student attendance, and incentives for schools to improve performance on two specific internal efficiency indicators. These are improvement in (a) the ratio of Grade 2 enrollment to Grade 1 enrollment (KPI 1) and (b) in survival rates to Grade 5 (KPI 2).

31. The first thrust, which is, the establishment of a school-based monitoring system will entail targeted communications to raise awareness of the issues related to grade repetition and readmission, absenteeism, and dropout. The second thrust will be to provide annual awards to the top 10 percent of primary schools nationwide ranked in accordance with a formula that calculates year-to-year improvements in the two abovementioned indicators. To ensure that awards are disbursed on time, the PforR financing will be linked to the percentage of awards that are transferred on time to schools.

Results Area 2: Improved Equitable Access

32. This results area focuses on promoting equitable access to general education in Ethiopia with the aim to (a) improvement in girls-boys ration in Grade 8 in Afar, Somali, and Benishangul-Gumuz (KPI 3); (b) improvement in gross enrollment ratio of Grades 1–8 in Afar, Somali, and Benishangul-Gumuz (KPI 4) to support pastoral students and students in emerging regions; and (c) improve school participation of children with special needs (IRI 4.3). The Program will support Government initiatives that target these three disadvantaged groups and are backed by strong evidence of efficacy.

2.1 Improved Gender Equality in Upper Primary Education

33. This will support the following key interventions to improve gender parity in the three emerging regions with a focus on Grades 5–8: (a) empowerment of girls in upper primary grades through girls’ clubs, (b) development and implementation of a life skills training manual for upper primary, and (c) gender-sensitive school improvement planning. Girls’ clubs are intended to create safe spaces for girls and revive their interest in continuing education. They will also be a means to engage boys to help change behaviors and prevent violence against girls. Life skills courses will cover topics related to sexual reproductive health, menstruation, pregnancy, family planning, gender-based violence, conflict resolution, and leadership. School improvement planning will focus on ensuring gender analysis and explicit targets and actions for enhancing girls’ participation, retention, and learning including provision of adequate facilities such as separate latrines that are largely supported by the Water, Sanitation, and Hygiene (WASH) program.

2.2 Increased Participation in Schooling in Pastoralist Woredas and Emerging Regions

34. The PforR operation will build on synergies with the IDA-financed partnerships with the Pastoral Community Development Program III (PCDP III) to improve participation in general education of children residing in pastoralist *woredas*. The proposed PforR operation will support these new PCDP III schools by (a) providing TLM, (b) training facilitators from the local pastoralist communities including on provision of pedagogical support such as lessons planning, and (c) building management capacity at schools by training principals and cluster supervisors.

35. In addition, the PforR operation will incentivize timely provision of supplementary grants (5 percent top-up) to schools in emerging regions in addition to the basic grants they are entitled to on a per capita basis. Timely delivery of school grants is one of the most critical constraints faced by schools in the emerging regions. The additional funds are also expected to assist pastoralist *woredas* since most pastoralists reside in emerging regions.

2.3 Inclusive Education in Primary and Secondary Schools

36. Building upon experience and lessons learned from recent pilots⁴, the Program supports provision of supplementary school grants to transform 687 cluster center schools into Inclusive Education Resource Centers (IERCs) to promote inclusion of children with special needs in mainstream education. The supplementary grants will be provided to cluster center schools to organize awareness raising and training events; purchase reference materials on special needs,

⁴ Resource centers to support IE have been established on a pilot basis in 113 clusters (out of total number of 7,653 clusters operating in Ethiopia in the 2016/17 academic year).

equipment for assessing needs (for example, embossers and audiometers), and educational resources for children with special needs (sign language dictionary, slate and stylus, and tactile learning materials); and ensure an accessible learning environment (for example, ramps, accessible latrines, and classrooms). The development of the cluster center schools into IERCs will be based on the existing guidelines and plans, recently developed and approved by the MoE, including, among others: Master Plan for Special Needs Education/Inclusive Education in Ethiopia for 2016–2025, Guidelines for Establishing Resource Centers and Guideline for Identification and Support to Students with Special Needs in Primary Schools, and Good Practices in the Implementation of Inclusive Education Resource Centers in Ethiopia. Itinerant teachers in the targeted IERCs will be trained to provide inclusive education (IE) to children with special needs. The training program will rely on the new Common Course Syllabus for Teacher Education ‘Inclusive Education in Ethiopian Primary Schools’, developed by the MoE.

Results Area 3: Improved Quality

37. This results area focuses on the quality of general education, aiming to improve Grade 2 learning outcome in mother tongue reading in phase 1 schools (KPI 5), and improve Grade 8 learning outcomes in English and mathematics in phase 1 (KPI 6). To improve learning outcomes, the Program will provide support to: enhance the quality of O-Class (preprimary) education (supported under Result Area 1); improve primary school teachers’ ability to enable learning (effective teaching practice and increased instructional time in the classroom); and improve learning environment in schools.

3.1 Improved Teaching Practice

38. The Program will develop and implement a school-based professional development program that will provide continuous support to existing teachers to improve their classroom practice. Through the school-based professional development support, teachers’ pedagogical practice will be enhanced, in particular, in the following areas: reading instruction, the use of continuous classroom assessment (CCA) to identify learning gaps, and incorporation of TLM in the learning process. During implementation, the ‘anchors’ of the school-based support system will be (a) key teachers (mother tongue, English, and mathematics being the priority), who will train and build capacity of teachers; (b) supervisors, who will visit schools regularly to observe and advise teachers on classroom practice; and (c) head teachers, who have ready access to classrooms to observe lessons, monitor instructional time, and support classroom activities. A time-on-task study will be conducted by a survey firm to assess teachers’ instructional time in the classroom. The study is expected to help the MoE assess the effectiveness of the school-based professional development program, particularly in the area of teacher’s instructional activities. Assessment findings will inform program improvement.

39. Colleges of Teachers’ Education (CTEs) will build the pedagogical leadership capacity of supervisors and key teachers through training at the CTE level and follow-up visits to school clusters.⁵ Trainings at CTEs will be done through in-out-in modality (for about 15 days in total), followed by CTEs visiting clusters (at least once a semester). Supervisors and key teachers will

⁵ In-out-in modality will involve training at CTEs or clusters followed by implementation at cluster or school level, which will then be followed by another refresher training at CTEs or clusters.

then train teachers and school leaders within the cluster through an in-out-in modality. Additional support will be provided through peer groups constituted at the school and cluster level, which will enable teachers and school leaders to meet regularly to discuss the challenges they face in student learning and share experience of the classroom practices that address these challenges. For training and peer group discussion purposes, teachers and school leaders will visit the cluster at least two times a semester. Key teachers will also conduct follow up support visits to schools at least three times a year, while supervisors will undertake monthly supervision visits to schools.⁶ Overall, the continuous capacity development support for teachers and the increased supervision by school leaders is expected to improve teachers' classroom practice, instructional time utilization, and ultimately student learning outcomes.

40. The school-based professional development program and details of the implementation process will be designed collaboratively by the MoE (that is, Teachers and Education Leaders Development Directorate [TELDD], Mother Tongue and English Language Development Directorate [MTELDD], Mathematics and Science Improvement Center [MSIC] and Curriculum Development and Implementation [CDID]), Regional Educational Bureaus (REBs), CTEs, universities and sample clusters, and schools. Under the Program, a comprehensive support package for teachers will be developed by the MoE. The package will consist of subject and grade-specific CCA tools, complementary remedial instructional materials, training modules that will be used at CTEs and clusters, guidelines for teacher peer groups with clear expectations and description of roles of supervisors, key teachers, principals, and teachers.

41. To incentivize the different actors (CTEs, cluster schools, supervisors, head teachers, and key subject teachers) to carry out their assigned roles and responsibilities and collaborate as needed to build the continuous teacher support system, adequate resources must be provided. To this end, the Program will ensure that (a) CTEs receive funding through the budget allocated by the REBs and (b) cluster schools receive enhanced school improvement grants to finance the training and outreach activities critical for the operationalization of the school-based continuous teacher support system.

3.2 Improved Learning Environment in Schools

42. To enhance learning effectiveness, the proposed Program first strengthens SIP by aligning its targets and planning process with the national inspection standards. Capacity development support will be provided to enable school leaders to use findings from school self-assessments, conducted using the newly aligned standards, and external school inspections, with a view to preparing evidence-based and results-focused SIPs. Capacity to carry out improved planning will be developed through school leadership training by CTEs. In addition to support ineffective school improvement planning the PforR will support SIP. The Program will therefore support improved planning that is evidence- and results-based as well as more timely disbursement of school grants to ensure that resources are available on time to implement SIP. The Program will also promote greater transparency and accountability at the school level for results through school report cards.

⁶ The training days and frequency of visits are estimates and are subject to change during the designing process of the Program.

43. Another important driver for improving learning conditions is the availability of textbooks in the hands of students for utilization in the classroom. To address shortage of textbooks, the Program will support the development and implementation of a system to track the distribution and delivery of textbooks by *woredas* to schools. Both GEQIP I and II have supported the provision of textbooks and the PforR will continue this support. To ensure efficient distribution of textbooks to schools as well as on utilization of textbooks in the teaching learning process, the Government will (a) improve timeliness in the procurement of textbooks and their delivery to regional centers and (b) establish an online textbook distribution and inventory management system.

Results Area 4: System Strengthening for Planning, Policy Formulation, and Reform

44. Sustained improvements in learning outcomes will require a sound education system that delivers high quality inputs to its schools, makes decisions based on evidence, and innovates constantly to improve its performance. The Program will focus on strengthening the key elements of the overall education system, specifically improved data collection and analysis, and teacher preparation, to enable its students to achieve higher levels of learning. This is a cross-cutting area that will support the other results areas to achieve the overall development objectives of improved internal efficiency, equitable access, and quality of education in general education.

4.1 Improved System for Teacher Preparation

45. The government has developed a new strategic framework for the development of teachers, principals, and supervisors to improve teacher preparation. The Program will support piloting of a new four-year degree program for teachers of Grades 5–8. This program will (a) provide a degree rather than a diploma, (b) select candidates from Grade 12 (rather than Grade 10), (c) provide concurrent training of knowledge and content, and (d) use centers of excellence to implement the program. The pilot is expected to serve as a model for development and revision of other preservice training programs, thereby paving the way for comprehensive reform of the teacher preparation system.

4.2 Improved Data Collection and Analysis of School and Student Performance for Evidence-Based Decision Making

46. Bringing about improvements in internal efficiency, equity and quality requires effective and collaborative utilization of data at national and regional levels, to diagnose inefficiencies and learning gaps and to understand variations across and within groups. For example, EMIS data can illuminate internal inefficiencies in the education sector at the national and subnational levels and can identify groups that have high dropout and repetition rates compared to regional and national averages. Analyses of Early Grade Reading Assessment (EGRA) and National Learning Assessment (NLA) combined with EMIS and inspection data can be used to identify learning gaps and factors contributing to these gaps. School inspection results will show input, process and output-related gaps schools are faced with. Based on findings from the analysis of these data, interventions aimed at improving internal efficiencies, equity, and quality can be more

effectively designed and implemented. In addition, effective and relevant midterm to long-term strategic plans for the sectors can be prepared.

47. To create such a system, where data is intensively and collaboratively used, the proposed Program provides capacity development support at national and regional levels. The key objectives of this capacity development support are to (a) improve the timely and accurate collection of valid and reliable data through existing systems; (b) enhance capacity to aggregate, integrate, and analyze data from different sources to identify gaps in the three results areas of the Program; and (c) strengthen the collaborative utilization of analytic findings for planning, designing of interventions, and decision-making purposes.

48. The support from GEQIP-E will also include the following:

- Supporting technical improvements to the systems to enable more automated, reliable, and timely capture, flow, and aggregation of data from the periphery into robust, centralized software applications
- Providing relevant training to data experts from EMIS, General Education Inspection Directorate (GEID) and National Education Assessment and Examination Agency (NEAEA) and corresponding REB departments on data collection, management, and analysis
- Providing training and technical assistance (TA) to the NEAEA to build the agency's capacity to conduct quality and comparable EGRA and NLA more frequently and analyze the results in depth
- Providing the necessary data collection and management software and equipment to the relevant directorates both at the MoE and REB levels
- Supporting the development of a national EMIS policy that sets out clear parameters and expectations for the operation of data collection processes at all levels, as well as standardized technical requirements to govern those processes
- Supporting the development and nationwide adoption of a unique school code that will allow data to be integrated across different data generating systems

49. Lastly, once the mechanism to integrate data is established, it is important that directorates at the MoE level continuously work together to analyze data from different sources and use the findings for planning and decision-making. To encourage such collaborations, as part of the project, the NEAEA, EMIS, and GEID will prepare joint reports, focusing on identifying learning gaps using NLA and EGRA results as well as assessing factors contributing to these gaps using EMIS and inspection data. These reports will be shared with other directorates at the MoE level and departments at the REB level. The CDID, TELDD, MTELDD, and MSCII will prepare a joint strategic report, in response to the first report, identifying coordinated

interventions to address gaps and discussing changes and revisions that should be made to curriculum, TLMs, teacher training programs, and assessment items.

Investment Project Financing (IPF) Technical Assistance (TA) (US\$10 million)

50. The Program includes an IPF-based TA to strengthen the capacity of the Government to implement a results-based operation and mitigate implementation risks. The IPF will support achievement of the PDO by (a) addressing key gaps in policy and capacity at the national and subnational levels to deliver sustained results under the Program, (b) preparing the education system to respond to recurrent natural disasters which undermine the achievement of results, and (c) providing support for management of the system to deliver under a results-based modality.

51. The IPF-based TA has three components: (i) enhanced capacity for delivering sustained results; (ii) emergency response preparedness; and (iii) GEQIP-E management

IPF Component 1: Enhanced Capacity for Delivering Sustained Results (US\$500,000)

52. Under this component, TA will be provided to (a) establish a sound policy framework for expanding early childhood education in Ethiopia and (b) integrate information and communication technology (ICT) for improved service delivery.

Subcomponent 1.1: National Policy Framework for Preprimary Education (US\$250,000)

53. Under the proposed Program, the National Policy Framework will be revised to reflect rapid changes in the early childhood care and education landscape in Ethiopia (O-Class), harmonize the multiple policy efforts from the MoE and REB, and incorporate lessons learned from various interventions in preprimary education. Furthermore, this activity will provide a foundation for a road map toward comprehensive and inclusive preprimary education, which will eventually be extended to early learning for children ages 4–6. This subcomponent will finance consultancy services for development of the National Policy Framework.

Subcomponent 1.2: ICT for Education (US\$250,000)

54. ESDP V identifies ICT as a means to improve the quality of teaching and learning in general education. Through its ICT intervention, GEQIP II aims to improve learning conditions, learning experience, and learning outcomes for learners in selected secondary schools and universities. Specifically, GEQIP II has supported the provision of e-cloud infrastructure in 300 secondary schools and 10 universities, and the development of an e-learning system. Because the full rollout of the ICT infrastructure is expected to be completed by May 2018, it will not be possible to assess its implementation and impact on the quality of teaching and learning within the GEQIP II period. Hence, the IPF component will provide support to conduct a study to review implementation challenges, assess the impact of introducing ICT in secondary schools, and make recommendations for policy reform and future interventions.

IPF Component 2: Emergency Response Preparedness (US\$1.5 million)

55. Ethiopia is highly vulnerable to disasters, in particular drought, food shortages, and adverse nutrition outcomes. Twenty-nine percent of the population is absolute poor, 44 percent

suffer from chronic malnutrition,⁴ and an estimated 43 percent (46 percent of the rural population) are vulnerable to absolute poverty. The World Bank's recent regional study on the quality of education highlights evidence from several studies that show that natural disasters reduce the educational attainment of the rural poor, particularly girls. Enabling the education system to cope with and respond efficiently to such disasters is an important area of ensuring that all of Ethiopia's children benefit from enhanced quality of schooling. This is especially important as the population living in drylands and vulnerable to weather shocks and climate change is expected to increase by 2030.

Subcomponent 2.1: Strategy for Restoring Education Services in Response to Disaster (US\$1.5 million)

56. The IPF TA will provide TA to enhance the capacity of the MoE and of the relevant regional and *woreda* offices to anticipate, prepare for, and implement an emergency plan to cope with drought (food and water insecurity) and other natural disasters.

57. A detailed strategy will be developed by the MoE which will identify the (a) areas and schools that are vulnerable in the drought 'hotspot' *woredas*; (b) interventions that would be promoted to mitigate the risk (for instance, ensuring there is resilient water supply at the school); (c) protocols for triggering the disaster response in schools; (d) detailed design of the interventions that would be implemented or scaled up in the event of a disaster (such as school feeding and emergency provision of water); and (e) appropriate implementation and financing mechanisms and/or scaling up of these mechanisms including adequate budget allocations.

58. The operation will also invest in building capacity of regions and *woredas* to effectively implement the strategy in case of an emergency. This capacity enhancement will include training of regional, *woredas*, and schools on emergency preparedness in line with the strategy.

Subcomponent 2.2: Contingency Emergency Response Component (US\$0)

59. The IPF component will also include a zero allocation Contingency Emergency Response Component to provide the Government with the option of accessing funds when an emergency is declared in any of the country's regions as a result of disaster.⁷ The operation will provide up to US\$5 million from the IPF component for emergency response in line with the agreed strategy if the Government chooses to use this facility. The financing will be transferred to schools through the existing school grants transfer mechanism. Affected schools will receive an amount of up to US\$5 million to implement the emergency interventions.

IPF Component 3: GEQIP-E Management and Evaluation (US\$8 million)

Subcomponent 3.1: Program Management (US\$4 million)

60. The IPF TA will provide support to improve Program management, implementation, M&E. First, it will provide support for operations, capacity-building activities, and hiring of key

⁷ In the event of a natural disaster in the country, the MoE, through the Ministry of Finance and Economic Cooperation (MoFEC), can formally request from the World Bank up to US\$5 million from the IPF component to respond to emergencies. Funds will be spent on activities that support students to remain in the school.

consultants at the MoE and REB levels to effectively coordinate, implement, and monitor the Program. Specifically, consultants will be hired for the Program Coordination Office (PCO), technical directorates, financial management (FM), procurement and contract administration, ethics and anticorruption, and environmental and social issues. The IPF component will also enhance the REBs' capacity in Program coordination; procurement management; and environmental and social issues. The four emerging regions will receive increased capacity and technical support of this nature, given their tremendous needs.

Subcomponent 3.2: Program Evaluation (US\$4 million)

61. The IPF component will finance comprehensive Program evaluations at mid-line and end of the Program. The objectives of Program mid-line and end-line evaluations are to (i) review implementation challenges and progress towards achievement of the PDO and result indicators, and provide guidance on necessary adjustments to be made; (ii) assess the effectiveness and impact of the Program; and (iii) generate evidence for improving effectiveness of the subprograms, specifically SIP/SGs. This subcomponent will also finance the third-party validation of results achievement under the PforR.

Table 1. Program Results Chain

Result Area	Activities/Inputs	Outputs	Intermediate Results	Outcomes
(1) Improved internal efficiency	Development and implementation of a Quality Enhancement and Assurance Program for O-Class.	<p>Newly developed school inspection framework including national standards for O-Class</p> <p>Number of O-Class teachers who received revised in-service training, supervision, and coaching</p> <p>Developmentally appropriate curriculum and Teaching and Learning Materials (TLM) available in O-Classes</p> <p>At least 75% of O-Classes inspected using new framework and standards</p>	<p>Reduction in Gross intake rate in G1</p> <p>Increase in regular attendance in the early grades</p>	<p>Improvement in G2/G1 enrolment ratio</p> <p>Improvement in survival rates to G5</p>
	<p>Based on approved guidelines, school heads monitor student progression and on-time enrolment in partnership with local administrators</p> <p>Subnational education authorities carry out clear and targeted communication to raise awareness of the early grade 'bulge' issue</p> <p>Schools produce and disclose report cards on performance on key indicators including on-time enrolment and dropout</p> <p>Financial awards to schools that show largest improvements in G2/G1 enrolment ratio and G5 survival rates</p>	<p>School report cards produced and publicly disclosed in PSTA and community meetings</p> <p>Financial awards to best performing schools disbursed on a timely basis and publicized</p>		

(2) Improved equitable access	<p>Develop and implement SIPs that target enrolment of girls</p> <p>Develop and implement life skills training</p> <p>Implement gender mainstreaming guidelines for girls and boys in upper primary grades in targeted regions</p> <p>Girls' clubs operationalized in targeted regions</p>	<p>% of schools in emerging regions that have separate girls' latrines</p> <p>% of schools in emerging regions delivering life skills training</p> <p>% of girls' clubs in emerging regions operating according to improved guidelines</p>	<p>Improved female enrollments in Afar, Somali, and Benishangul-Gumuz in grades 5-8</p>	<p>Improved girls to boys ratio in Grade 8 in Afar, Somali, and Benishangul-Gumuz</p>
	<p>Timely distribution of school grants to schools in emerging regions and for Inclusive Education Resource Centers (IERC)</p> <p>Provide TLM packages and training of facilitators for the new schools constructed under the Pastoralist Community Development Project III (PCDP III)</p> <p>Transform the cluster center schools to Inclusive Education Resource Centers</p>	<p>School improvement plans implemented</p> <p>% of PCDP III schools that receive TLM package</p> <p>% of PCDP III schools with trained facilitators</p> <p>Number of adequately resourced IERCs with community outreach activities and support of special needs children in cluster schools</p> <p>Number of teachers trained on special needs provision</p>	<p>Increased % of primary and secondary schools moving from Inspection L1 to L2</p> <p>Increase in enrolment of students with special needs</p>	<p>Improve in Gross Enrollment Ratio in Afar, Somali, and Benishangul-Gumuz (disaggregated by gender)</p>
(3) Improved quality	<p>Validate, approve and implement a new school-based continuous teacher professional development program</p> <p>CTEs build pedagogical leadership capacity at the cluster level by training supervisors on how to support and supervise classroom activities</p>	<p>Availability of minimum package of CCA in schools</p> <p>Number of supervisors and key teachers (prioritizing English and Math subject teachers) trained by CTEs</p> <p>Number of school principals and teachers trained by supervisors and key teachers respectively</p>	<p>Improved classroom practice of existing stock of primary teachers as measured by an index of average scores of inspection</p>	<p>Improved student learning outcomes in the first Phase 1 schools:</p> <p>1) Improved G2 Mother Tongue reading (% of students, disaggregated by gender, at functional fluency level or above)</p>

	CTEs build subject specific (Mother Tongue Reading, English and Math) pedagogical capacity at cluster level by training key teachers	Number of trained by CTEs Number of visits by supervisor and key teachers to support continuous school based professional development Number of peer group meetings at the cluster centers	standards related to lesson planning, teaching practices and assessment practices Increase in teacher's time-on-task	2) Improved G8 learning outcomes in English and Mathematics in the first phase 1 schools, disaggregated by gender (% students at basic proficiency level or above)
	Develop a module under CTE school leadership training for evidence- and results-based school improvement planning Implementation by school leadership of evidence- and results-based SIPs with disclosure on school grant utilization and results Implement a track and trace system for textbooks	Timely availability of school grants at schools to implement their SIPs Utilization of grants in line with the SIPs Timely availability of textbooks in classrooms	Increased % of primary and secondary schools moving from Inspection L1 to L2 and L2 to L3 or above Increased % of primary and secondary schools with textbooks available in classrooms	
(4) System strengthening	Build capacity of the NEAEA, EMIS, GEID, CDID, TELDD, MTELDD, MSIC and regions for better data collection and analysis. Integrate databases of the various statistical systems (EMIS, GEID, NEAEA). Conduct and produce analysis reports	Unique IDs for all schools generated and used Annual education statistics abstract published by June of same academic year EGRAs and NLAs scores available by May and September respectively every other year; detailed analysis report published within six-month of administration	New curriculum reform framework addresses learning gaps in general education	

	<p>of NLAs for grades 4 and 8 in a timely manner</p>	<p>Joint report published by EMIS, GEID and NEAEA using the integrated Education Database on learning gaps and factors contributing to these gaps, using EMIS, School Inspection, EGRA, and NLA data</p> <p>Joint strategic planning report published by CDID, TELDD, MTELDD, MSIC and NEAEA responding to report in Year 3 and focusing on interventions related to curriculum, textbook and learning materials, teacher training programs, and student assessment items</p>		
	<p>Develop, approve and pilot a program for improved pre-service teacher training</p> <p>Use pilot findings for strengthening pre-service teacher training for all teachers and all subjects</p>	<p>New concurrent degree program for Grades 5-8 in English and Mathematics launched</p> <p>A time-bound plan for expanding pilot to all grades and subjects</p>	<p>Improved quality of new teacher trainees (Grades 5-8, Math and English) as measured by annual assessment of teacher trainees</p>	

2.3 Program Scope

62. The World Bank team, MoE, and the development partners (DPs) agreed upon the revised Program boundaries, focusing on preprimary, primary, and secondary education (Grades 0–12). The Program will focus on selected subprograms/activities in the first three of the Government Program’s six priority programs. These are: capacity development for improved management; general education quality; and general education access, equity, and internal efficiency.

Excluded Activities

63. Within the selected ESDP priority programs, there are several areas that are not included within the Program boundaries. Under the ‘Capacity development for improved management,’ the subprograms for development of new structures and systems are excluded because the Program will place emphasis instead, on the strengthening of existing government structures and systems.

64. ESDP priority programs for ANFE, TVET, and higher education are receiving support from other DPs and are thus excluded from GEQIP-E, which will focus on the general education subsector.

65. With regard to the ESDP’s ‘Improve quality of general education’ priority program, ICT is excluded in the Program. The rationale for excluding ICT is that the associated IPF-based TA will be used to build the capacity for using ICT investments made through the ongoing GEQIP effectively to contribute to Results Area 4 of the Program.

66. Under the ‘Improve access, equity, and internal efficiency in general education’ priority program, the Program will not include expansion of access to secondary education because prior work is required on school mapping to identify optimal areas for secondary school construction. Without this prior work, the Program may not be able to support meaningful results under the PforR.

67. Similarly, on ‘cross-cutting issues,’ the proposed Program proposes to focus on supporting interventions on gender, SNE and IE, and education in emergencies. Refugee issues, which also fall under education in emergencies, are likely to be addressed by an Additional Financing and other donor contributions that are channeled through IDA’s refugee window. Other cross-cutting issues, which require more intersectoral approaches with health, nutrition, and social protection sectors, are excluded from the Program boundaries, given that they are supported through other World Bank-financed projects including WASH program, Enhancing Shared Prosperity through Equitable Services (ESPES), Health Sustainable Development Goals Program, and PCDP III that cover a variety of issues in the health and education sectors.

68. Generally, the program for IDA and multi-donor support (the Program) will finance three out of the six priority programs established under ESDP V and VI. The three priority programs are: capacity development for improved management; general education quality; and general education access, equity, and internal efficiency. The operation will in addition, finance several cross-cutting issues: gender, SNE and IE, and education in emergencies. The details of the boundary between the ESDP and the proposed Program are presented in Table 2.

Table 2: Boundaries of the Proposed Program (GEQIP-E)

Government ESDP V Program	PforR Program
1. Capacity development for improved management	
1.1 Develop a relevant structure, with a clear distribution of mandates and responsibilities at all levels <ul style="list-style-type: none"> • Improving the education sector’s organizational structure • Managing the implementation of cross-cutting programs 	✓
1.2 Provide regular gathering, processing and sharing of information to inform decision making <ul style="list-style-type: none"> • Gathering and processing education performance data • Gathering and processing financial data • Sharing information to inform decision making 	✓ ✓ ✓
1.3 Promote good coordination and communication within and across levels <ul style="list-style-type: none"> • Job specifications and operational handbook • Improved use of existing documentation centers and sharing platforms 	✓
1.4 Ensure adequate supply of staff with the right mix of technical and leadership skills in each post/level <ul style="list-style-type: none"> • Profiles and recruitment • Professional development: mentoring, training, and on-the-job support 	✓
1.5 Improve resources and conditions of work	
2. Improve quality of general education	
2.1 Strengthen teachers’ and leaders’ development <ul style="list-style-type: none"> • Transform teaching into a profession of choice • Teachers’ training and professional development • Leaders’ training and professional development 	✓ ✓
2.2 Improve curriculum development and provide sufficient teaching and learning materials <ul style="list-style-type: none"> • Curriculum development • Teaching and learning materials 	✓ ✓
2.3 Support schools to develop and implement School Improvement Plans (SIP) <ul style="list-style-type: none"> • Community participation • School environment • Teaching and learning • School leadership 	✓ ✓ ✓ ✓
2.4 Provide ICT infrastructure, facilities and resources <ul style="list-style-type: none"> • ICT infrastructure for teaching and learning • Content development for ICT 	
2.5 Strengthen quality assurance systems <ul style="list-style-type: none"> • School inspection • Teacher and school leader licensing • Assessment and examinations 	✓ ✓ ✓
3. Improve access, equity, and internal efficiency in general education	
3.1 Increase access to preprimary education	✓
3.2 Increase access, equity, and internal efficiency to primary education	✓
3.3 Expand access to secondary education	✓
3.4 Provide special support program for the four emerging regions	✓
4. Increase participation and improve quality in adult and non-formal education (ANFE)	
4.1 Expand IF AE and post-IF AE programs in all regions <ul style="list-style-type: none"> • Design and implement effective IF AE programs • Design and implement post-literacy programs with community participation 	
4.2 Improve female participation in IF AE and post-IF AE programs	
4.3 Introduce continuing education programs in emerging regions	

4.4 Improve the quality of ANFE	
4.5 Create a strong and efficient institutional system for ANFE at all levels	
5. Increase access, quality, and relevance of TVET	
5.1 Promote occupational standards development and assessment <ul style="list-style-type: none"> Improved ownership by sectors Improved recognition of competence through accessible and quality assessment and certification services 	
5.2 Expand trainees' development and institutional capacity building <ul style="list-style-type: none"> Improve capacity of industry and institution trainers, TVET system leaders and support staff Increased access to TVET through expansion of institutions to all <i>woredas</i> Produce well-trained and competent graduates to satisfy industry needs Welding capacity building for increased productivity and quality in manufacturing 	
5.3 Strengthen industry extension and technology transfer services	
6. Increase access, quality, and relevance of higher education	
6.1 Offer university expansion and consolidation	
6.2 Promote equity enhancement	
6.3 Develop relevant programs with emphasis on quality enhancement	
6.4 Improve research, technology transfer and community engagement	
6.5 Strengthen institutional collaboration, leadership and governance <ul style="list-style-type: none"> Institutional collaboration Leadership and governance 	
7. Cross-cutting issues	
7.1 Gender	✓
7.2 Special needs and inclusive education	✓
7.3 HIV/AIDS	
7.4 Education in emergencies	
7.5 School health and nutrition	
7.6 Drug and substance abuse prevention	
7.7 Water, sanitation and hygiene	

2.4 Program (GEQIP-E) Financing

69. Out of the IDA financing of US\$300 million equivalent for the Program, US\$290 million will be channeled through the PforR modality and US\$10 million through the associated IPF-based TA component. The total cost estimate for the Program is US\$2,200 million. Funding from the Government and DPs (including IDA), accounts for 64.8 percent and 21.5 percent, respectively, of program financing. The financing gap is approximately 13.6 percent.

70. DPs other than IDA, are expected to provide approximately US\$140 million for the Program through a World Bank-administered Multi-Donor Trust Fund (MDTF). As of July 2017, three DPs have committed financing to the Program: £90 million from the U. K. Department for International Development (DFID), €16.9 million from Finland, and US\$ 4 million from United Nations Children's Fund (UNICEF). Other DPs such as Norway and U.S. Agency for International Development (USAID) are also expected to contribute to the MDTF, as was the case for GEQIP II. However, no firm commitments have been made yet. The World Bank will continue to manage the MDTF and work closely with the DPs throughout Program implementation. MDTF funds will be disbursed alongside IDA proceeds against the same set of DLIs under the PforR modality.

Table 3. Program Financing

Source	Amount (US\$, millions)	% of Total Program Financing
Government		
Regional non-salary recurrent expenditure on general education	1,044	
<i>Woreda</i> non-salary recurrent expenditure on general education (net of ESPES)	384	
Total Government financing	1,428	64.8
DPs		
IDA - GEQIP-E	290	
IDA - ESPES	42	1.9
UK DFID	£90	
Finland	€16.9	
UNICEF	4	
Total DP Financing (excluding ESPES)	430	19.5
Financing Gap	300	13.6
Total Program Financing	2,200	100

71. **Expenditure framework.** The program expenditure framework will be composed of two parts: (a) the recurrent non-salary expenditure in the education sector transferred through the regional and *woreda* block grant and (b) expenditures supported through the special purpose grant covering school grants, textbook procurement, and the teachers' development program.

2.5 Program Beneficiaries

72. The Program will provide benefits at three levels. Most interventions including school grants, performance-based awards, textbook delivery, and support for students with disabilities will be provided nationally with all 27 million students and 520,000 teachers in 35,000 public primary and secondary schools in Ethiopia benefiting from the Program. Second, given that inequities mainly exist in the emerging regions of the country, interventions under the equitable access results area will be monitored and evaluated in Afar, Somali, and Benishangul-Gumuz. Third, Program interventions geared to improving quality are proposed to be rolled out in a phased manner,⁸ with a subset of randomly selected, nationally representative *woredas* receiving the interventions in Year 1 with a gradual scale up to cover 50 percent of schools by the end of the operation. Given that only schools in Phase I will receive the intervention for a meaningful period, outcomes related to learning improvements are proposed to be measured for this subset and can provide confidence that similar results can be expected in Phase II and III schools that will receive the same or improved interventions.

2.6 Capacity Building and Institutional Strengthening

73. Capacity building and institutional strengthening activities will be financed under the IPF-based TA component of the operation (see details in section 2.2.2). The Program will use existing government systems for Program implementation, FM, procurement, environmental and

⁸ Phase I covers all schools and clusters in 5 percent of randomly selected, nationally representative *woredas* (approximately 2,000 schools). Phase II covers all schools and clusters in 25 percent (cumulative) of *woredas* (approximately 9,000 schools) and Phase III covers all schools and clusters in 50 percent (cumulative) of *woredas* (approximately 18,000 schools).

social issues, and M&E. However, the capacity of the education system both at the national and regional levels is inadequate and needs to be strengthened to effectively deliver results under the Program. Specifically, the IPF component will support the hiring of key consultancy services and the provision of training programs to enhance the capacity of IAs, from the MoE to *woreda* levels. The design of the Program lays emphasis on building local capacity, especially at the school level (through improved capacity for school improvement planning and timely availability of resources) and the *woreda* level (through a system for textbook management, leadership training, and so on) for sustaining outcomes achieved under the Program.

2.7 Disbursement Linked Indicators and Verification Protocols

74. A total of 8 DLIs and associated DLRs have been agreed with the Government for the four results areas of the Program. During the DLI selection process, lessons learned from GEQIP II on potential implementation bottlenecks and evidence from local and international literature have been considered. Table 4 provides an overview of the DLIs.

Table 4. Overview of DLIs

Results Area	DLI Number	DLI	Financing allocated to DLI (IDA + DP) (US\$, millions)
Results Area 1: Improved Internal Efficiency	1	Quality enhancement O-Class	60
	2	Performance-based awards to school on a timely basis to improve internal efficiency	50
Results Area 2: Improved Equitable Access	3	Improved girls-boys ratio in Grade 8 in Afar, Somali, and Benishangul-Gumuz	50
	4	Improved availability of basic and supplementary school grants in emerging regions	65
Results Area 3: Improved Quality	5	Improved teachers' instructional activities	105
	6	Timely availability of textbooks	70
Results Area 4: System Strengthening for Planning, Policy Formulation and Reform	7	Improved validity and analysis of data for policy planning	20
	8	Improved model for reform of preservice teacher training	10
Total			430

Note: DLI financing includes US\$26 million as prior results.

75. The disbursement of funds will be conditional based on the MoE reporting on results for each DLR and providing sufficient evidence satisfactory to the World Bank. The evidence may include verification by independent verification agency/agencies (IVAs) contracted by the Government. The selection of the IVA will consider the capacity of the agency to properly carry out the verification process on time and independently from the MoE, and availability for engagement throughout the Program implementation period.

76. For each of the DLIs, the verification protocol to confirm reported results is clearly defined. Amounts corresponding to each DLI and DLR have also been agreed upon and where appropriate, disbursement will be scalable to ensure regular flow of funds. The DLIs and DLRs and their associated allocations, reporting deadlines, and verification protocols are described in annex 3 of the Project Appraisal Document (PAD).

2.8 Program Institutional and Implementation Arrangement

77. The Program will use existing government systems for Program implementation, oversight, FM, procurement, environmental and social issues, M&E, and reporting and will aim to strengthen these systems during implementation.

78. At the federal level, the Program will be implemented by the MoE, MoFEC, and university faculties of education. The MoE will serve as the executing agency and will have overall responsibility for policy guidance and oversight for Program implementation. A Program Steering Committee will be established to oversee the coordination, monitoring, and implementation of the Program. The Planning and Resource Mobilization Directorate (PRMD) of the MoE will be the main IA with the task of preparing the annual work plan and budget and carrying out the Program activities, with the support of MoE directorates and agencies, universities, and REBs. A PCO under the PRMD will be responsible for overall implementation and coordination of Program activities across MoE directorates and agencies, universities, and REBs. Channel One Projects Coordination Unit, responsible for programs/projects financed by the World Bank, under MoFEC will be responsible for financial coordination of the Program's finances and consolidation of financial reports of regional BoFECs, Zonal Offices of Finance and Economic Cooperations (ZOFECS) and *Woreda* Offices of Finance and Economic Cooperation (WoFECs).

79. At the regional level, in each of Ethiopia's nine regions and two city administrations, the Program will be implemented by the REBs, BoFECs, and CTEs. The REBs have responsibility for overseeing all regional and subregional program implementation, including CTEs and *woredas*. The REBs report to the MoE's PRMD.

80. At the *woreda* level, the Program will be implemented by *Woreda* Education Offices (WEOs), WoFEDs, and schools. The WEOs have responsibility for monitoring the Program's implementation in schools and report to the REBs. Some regions also have Zonal Education Offices (ZEOs) and ZOFEDs with oversight of *woreda*-level implementation on behalf of the regional administrations.

81. At the school level, where most of the Program's expenditures are incurred, the school management will be responsible for managing all school-level activities and the PSTAs will have a monitoring role. Cluster resource centers in the field will provide training, management, and monitoring support to schools.

82. The MoE will develop and adopt a Program Operations Manual satisfactory to IDA that will provide detailed guidelines and arrangements for implementation of Program activities to achieve the agreed DLIs and KPIs of the Program.

83. **M&E.** The REBs will have the main responsibility for monitoring Program implementation with the MoE providing oversight. In addition, the REBs will play a critical role in the collection of data from school and *woreda* levels. The MoE, specifically the EMIS, GEID, and Licensing and Relicensing Directorate will be responsible for the aggregation, QA and analysis of the data at the national level. The findings from the data analysis will then be used to assess progress against indicators in the results framework. In addition, the NEAEA will be

responsible for administering learning assessments and reporting findings on time to assess progress in quality outcomes.

84. The MoE will evaluate several important interventions to assess their contribution to achievement of the PDO. These interventions include (a) textbook delivery and utilization reform, (b) O-Class QE, and (c) piloting of a new model for preservice teacher preparation. The Government will also contract one or more independent agencies to verify achievement of DLIs following pre-agreed protocols. The verification process is expected to provide both quantitative and qualitative information on the implementation of key interventions and their impact. For instance, the verification of the school-based continuous teacher development program will yield information on additional indicators of improved teaching practice such as time spent on tasks. This information will be critical for informing further government efforts on improving the quality of education.

3. ESSA Methodology and Process

85. The ESSA is undertaken to ensure consistency with a set of core principles and key planning elements for environmental and social management outlined in the World Bank's OP/BP 9.00 (Program-for-Results financing) to effectively manage program risks and promote sustainable development. The gaps identified through the ESSA and subsequent actions to fill those gaps directly contribute to the Program's anticipated results to enhance the effectiveness performance of the MoE's institutional structures and IAs for GEQIP-E. With a view to enabling the achievement of the stated objectives of the ESSA, the following selected methods were used to generate a wide range of the required data (see annex 2 for details regarding the profile of informants, data gathering tools used, and issues covered).

3.1 Desk Review

86. Sufficient and relevant secondary information is vitally important to gain a thorough understanding of the work accomplished so far in the area of environmental and social systems management, which GEQIP-E may draw on as a basis for a more successful and improved program implementation. Secondary information is also helpful to appreciate good practices and lessons of related previous interventions, identify existing gaps, and plan for effectively dealing with the limitations. With these aims in mind, an extensive review of the most pertinent literature was undertaken, which covered the following types of secondary sources: (a) government policy, legal, and regulatory frameworks focusing on environmental and social issues in general and the education sector in particular; (b) ESSA reports for Health Sector Development Program, ESPES, Ethiopia Electrification Program (ELEAP), and Nepal: School Sector Development Program; (c) GEQIP-related documents (GEQIP-II PAD, GEQIP-II Second Annual Progress/Performance Report, GEQIP II Social Assessment Report, and GEQIP-II Social Management Plan Draft Implementation Performance Report); and (d) commissioned consultancy and academic research reports relevant to the subjects of gender, disability/special needs, and pastoralist education.

3.2 Key Informant Interviews

87. In-depth interviews with key staff in educational leadership and senior experts at different levels of the MoE, stakeholders, and partners are an essential method of gathering the necessary primary data to address the core issues of the ESSA. As a result, KIIs were carried out with (a) relevant personnel at the MoE responsible for the implementation of GEQIP-E, (b) relevant personnel at the MoFPDA responsible for coordinating the special support to developing regions, (c) selected management staff and experts of the PRMD of Benishangul-Gumuz REB, and (d) representatives of selected GEQIP II pool funding partners. See annex 2 for the issues in focus during the KIIs and group discussions and consultations held to conduct the ESSA and the list of participants.

3.3 Group Discussions/Consultations

88. As an additional method of supplementing the information gathered through KIIs, group discussions/consultations were held with (a) experts at several directorates of Benishangul-Gumuz REB related to GEQIP II implementation, (b) the management and professional staff at Asossa WEO, (c) members of the PTSA at one primary school in Asossa *woreda* of Benishangul-Gumuz Regional State, and (d) representatives of GEQIP II partners (DFID and Embassy of Finland).

3.4 Institutional Analysis

89. A close examination was made toward an understanding of the existing institutional structure and arrangement set up to implement GEQIP II, including the system and procedures for the management of social issues. This was necessary to identify the roles and responsibilities assigned to the different IAs (directorates/units/teams at the MoE, REBs, zone/*woreda* offices, schools, and so on), and assess the levels of capacity and performance in coordination between these structures.

90. The institutional analysis helped observe the existing gaps in structural arrangement and organizational capacity with regard to the management of potential environmental and social risks and impacts related to the implementation of GEQIP-E.

3.5 Field Visits

91. A range of relevant institutions (MoE, MoFPDA, Ministry of Environment, Forest, and Climate Change [MEFCC], and GEQIP II partners (USAID, DFID, and Embassy of Finland) were visited in Addis Ababa to conduct consultation and interviews with key personnel in these organizations. A targeted field visit was made to Benishangul-Gumuz Regional State to conduct consultations and interviews with management and professional staff at the concerned directorates of the REB, the Asossa WEO, and members of the management and PTSA of a selected primary school in the *woreda*. In total, 28 key informants and consultation participants were involved in the interviews and group discussions conducted to gather the necessary data for the preparation of this ESSA report.

4. Relevant and Applicable Ethiopia's Environmental and Social Management Systems

92. The PforR financing sets out core principles and key planning elements intended to ensure that the PforR operations are designed and implemented in a manner that maximizes

potential environmental and social benefits, while avoiding, minimizing, or otherwise mitigating environmental or social harm. To this end, it requires that all operations function within an adequate legal and regulatory framework to guide environmental and social impact assessment and management. This section reviews the policies, laws, and regulations relevant to GEQIP-E implementation at the national level in Ethiopia, designed to manage environmental and social systems, and the roles and responsibilities of the respective concerned institutions.

4.1 National Environmental Impact Assessment and Management

4.1.1 Applicable Policies, Laws, and Guidelines

A. The Constitution

93. The Constitution of Federal Democratic Republic of Ethiopia (FDRE) provides for the guiding principles that underpin environmental protection and management in the country. The concept of sustainable development and environmental rights are enshrined in the Constitution's Articles of 42, 43, 44, and 92.

- Article 42: Recognizes the rights of workers to
 - Reasonable limitation of working hours, to rest, to leisure, to periodic leaves with pay, to remuneration for public holidays, and to a healthy and safe work environment.
- Article 43: The Right to Development considers peoples' right to
 - Improved living standards and sustainable development and
 - Participation in national development and, in particular, to be consulted with respect to policies and projects affecting their community.
- Article 44: Environmental Rights, all persons
 - Have the right to a clean and healthy environment and
 - Who have been displaced or whose livelihoods have been adversely affected as a result of state programs have the right to commensurate monetary or alternative means of compensation, including relocation with adequate state assistance.
- Article 92: Environmental objectives are identified as
 - The Government shall endeavor to ensure that all Ethiopians live in a clean and healthy environment;
 - The design and implementation of programs shall not damage or destroy the environment;
 - People have the right to full consultation and to the expression of views in the planning and implementation of environmental policies and projects that affect them directly; and
 - The Government and citizens shall have the duty to protect the environment.

94. The abovementioned constitutional provisions are directly related to Core Principles 1–5 of OP/BP 9.00 and lay down the basis to issue specific rules and regulations in subsidiary legislations.

B. Relevant National Policies

95. *Environmental Policy of Ethiopia* Adopted in 1997, the policy aimed at guiding the sustainable social and economic development of the country, through the conservation and sustainable utilization of the natural, artificial, and cultural resources. The goal of Ethiopia's Environmental Policy is to improve and enhance the health and quality of life of all Ethiopians and to promote sustainable social and economic development.

96. The policy encompasses 10 sectoral and 10 cross-sectoral components. The sectoral components of the policy present the activities of line ministries/agencies, including the provision of basic services. The cross-sectoral components contain issues related to Environmental Impact Assessments (EIAs), social and gender affairs, community participation, and tenure and access rights to land and natural resources. For effective implementation, the policy stipulates the creation of an organizational and institutional framework from federal to community levels. The policy sets out guiding principles that require adherence to sustainable development. In particular, it underscores that the EIA

- (a) Considers the impacts on human and natural environments;
- (b) Provides for early consideration of environmental impacts in projects and programs design;
- (c) Recognizes public consultation;
- (d) Includes mitigation and contingency plans;
- (e) Provides for auditing and monitoring; and
- (f) Is a legally binding requirement.

C. National Proclamations

Environmental Protection Organs Establishment Proclamation, No.295/2002

97. The objective of this proclamation is to define coordinated, but differentiated responsibilities of environmental protection agencies at the federal and regional levels and sector environmental units. Thus, the proclamation aims to lay down a system that fosters sustainable use of environmental resources, thereby avoiding possible conflicts of interests and duplication of efforts.

98. By Proclamation No.803/2013, the former Environmental Protection Authority (EPA) was upgraded to the Ministry of Environment and Forest (MEF). The duties and responsibilities of the former EPA and those of the Ministry of Agriculture relating to forests were accordingly entrusted to this ministry.

99. **Sectoral Environmental Units (SEUs).** The concerned line ministries are required, by Proclamation No.295/2002, to establish or designate an environmental unit that will be

responsible for coordination and follow-up of their activities to make sure that they are in harmony with the proclamation and other environmental protection requirements.

100. **Regional Environmental Protection Agencies.** Proclamation No.295/2002 decrees that national regional state shall establish an independent regional environmental agency or designate existing agencies to ensure public participation in the decision-making process, based on the Ethiopian Environmental Policy and the National Conservation Strategy. The Regional Environmental Protection Agencies are responsible for

- Coordinating the formulation, implementation, review, and revision of regional conservation strategies;
- Environmental monitoring, protection, and regulation;
- Ensuring the implementation of federal environmental standards, or as may be appropriate, issuing and implementing regional standards; and
- Preparing and submitting reports on the state of the environment and sustainable development of their respective regions.

Definition of Powers and Duties of the Executive Organs Proclamation No.916/2015

101. This proclamation redefines the mandates of several Federal Government agencies, including that of the environment. It makes amendments to previous laws and provides for expanded responsibilities to the MEF, adding ‘climate change’ to its naming and the responsibilities of climate change mitigation and adaptation to its mandate. Included, among the current responsibilities of the ministry, are the following:

- EIA and strategic environmental assessment of social and economic development polices, strategies, laws, programs, and projects designed by the Government or the private sector
- Promote social, economic, and environmental justice and channel the benefit to affected communities, reduce emissions of greenhouse gases from deforestation and forest degradation
- Coordinate actions on soliciting the resources required for building a climate-resilient green economy in all sectors and regional levels and provide capacity-building support and advisory services
- Establish a system for evaluation and decision making, in accordance with the EIA proclamation, the impacts of investment programs and projects on the environment, before their implementation on the approval of licensing organs
- Design programs and directives for the synergistic implementation and follow-up of environmental agreements ratified by Ethiopia pertaining to the natural resources base, desertification, forests, hazardous chemicals, industrial wastes, and anthropogenic environmental hazards

- Participate in the negotiations of international environmental and climate change agreements and, as appropriate, initiate a process of their ratification and play a key role in coordinating the nationwide responses to the agreements
- Formulate environmental safety policies and laws on the production, importation, management and utilization of hazardous substances, and the management of wastes.

102. The proclamation also envisages environmental cost-benefit analysis and the formation of an accounting system to be integrated in development plans and investment programs.

Environmental Impact Assessment Proclamation No.299/2002

103. Proclamation No.299/2002 makes EIA a mandatory requirement for the implementation of major development projects, programs, and plans. The proclamation is a tool for harmonizing and integrating environmental, economic, cultural, and social considerations into decision-making processes in a manner that promotes sustainable development. The law clearly defines

- (a) Why there is a need to conduct EIAs;
- (b) What procedures are to be followed to implement the project's EIA;
- (c) The depth of environmental impact studies;
- (d) Which projects require full EIA reports;
- (e) Which projects need partial or no EIA report; and
- (f) To whom the report has to be submitted.

104. Under the proclamation, development projects and programs that are likely to have negative environmental and social impacts are subject to an EIA process. With regard to development projects, Article 3(1) of the proclamation stipulates that no person shall commence implementing proposed projects that are identified by a directive as requiring EIA, without first passing through an EIA process and obtaining authorization from the concerned environmental agency. In line with this, Article 7 of the proclamation requires project proponents to carry out EIA on them and submit the report to the concerned environmental organ, and, when implementing the project, fulfill the terms and conditions of the EIA authorization given to them.

105. Furthermore, Article 3 of the proclamation obliges licensing institutions, before issuing investment permits or operation licenses to projects, to ensure that the relevant environmental bodies have authorized the implementation of the projects. In addition, Article 12 requires such licensing institutions to suspend or cancel the permit or license they have issued for projects if the concerned environmental body has withdrawn the authorization given for the implementation of the project. These provisions are important to ensure that project owners comply with the EIA requirements. The proclamation also provides for public participation in the EIA process. Article 15 requires environmental bodies to ensure that the comments made by the public, in particular the comments by the communities, likely to be affected by the implementation of a project, are

incorporated into the EIA study and project evaluation reports. Moreover, the proclamation decrees that environmental bodies make the EIA study reports accessible to the public and solicit comments on them.

Solid Waste Management Proclamation No.513/2007

106. Proclamation 513/2007 aims to promote community participation to prevent adverse effects and enhance benefits resulting from solid waste management. It provides for preparation of solid waste management action plans by the concerned government sector and other agencies/institutions.

D. Environmental Guidelines

Environmental Impact Assessment Procedural Guideline (2003)

107. This guideline aims to ensure the implementation of the Environmental Policy of Ethiopia and compliance with EIA-related legal and technical requirements, assist interested and affected parties, especially communities, in realizing their environmental rights and roles, assist environmental protection organs and licensing agencies in discharging their roles and responsibilities, and establish partnership and networking among and between key stakeholders in the EIA administration. It includes details about the EIA processes and requirements and the roles and responsibilities of key actors in the EIA processes, including affected and interested parties.

Guideline for Social, Environmental and Ecological Impact Assessment and Environmental Hygiene in Settlement Areas (2004)

108. It aims to strengthen the positive impacts and reduce or eliminate the negative impacts of social and economic activities on environmental well-being and human health in settlement areas. In addition, carrying out voluntary and informed consultation, sustainable improvement of life, and ensuring environmental sustainability are three of the six principles of the guidelines. The guidelines require project proponents to describe the main negative environmental and social impacts anticipated from the implementation of project activities, devise mitigation plans for the negative impacts, and ensure that all phases of environmental and resource development and management, from project conception to planning and implementation to M&E, are based on the decisions of the local people. They promote the perception of heritage conservation as part of, and integrated with, Ethiopia's general social and economic development.

Environmental and Social Impact Assessment Guidelines

109. The former Federal Environmental Protection Agency prepared a series of environmental and social impact assessment guidelines for the different sectors, outlining the key issues, principles, procedures, and processes to be adopted and adhered to avoid and/or mitigate potentially negative environmental and social impacts during project planning, implementation, and operation by government, public, and private entities. Some of the guidelines are generic and are applicable in different sectors and there are also sector-specific guidelines prepared for key environmental and social issues to adhere to during the ESIA analysis in those specific sectors.

Environmental Impact Assessment Guideline (2000)

110. This guideline provides the policy and legislative framework, the general ESIA process and key sectoral environmental issues, standards, and recommendations for environmental management in key sectors such as agriculture, industry, transport, tannery, dams and reservoirs, mining, textiles, irrigation, hydropower, and resettlement projects.

Environmental and Social Management Plan Preparation Guideline, November 2004

111. The guideline provides the essential components to be covered in any environmental management plan (for example, identified impacts, mitigation measures, monitoring, capacity building, and so on) and structured formats for mitigation measures, monitoring, and institutional arrangements.

4.1.2 Institutional Roles and Responsibilities for Environmental Impact Assessment and Management

112. The GoE is organized into a federal structure and nine regional states and two chartered cities. The regulation of the EIA is managed between the Federal Government and the regional states. The Environmental Protection Organs Establishment Proclamation No.295/2002 established the institutions responsible for the regulation of the EIA: the EPA (currently the MEFCC), regional environmental agencies, and the SEUs.

Ministry of Environment, Forest, and Climate Change

113. The MEFCC is the lead agency responsible for formulating policies, strategies, laws, and standards to ensure that social and economic development activities sustainably enhance human welfare and the safety of the environment according to Article 6 of Proclamation No.295/2002. The regulation of the EIA is one of the key responsibilities entrusted to the MEFCC. The MEFCC is responsible for establishing a system for undertaking the EIA in public and private sector projects, developing the directives that identify categories of projects likely to generate adverse impacts and require a full EIA, and issuing guidelines for the preparation and evaluation of Environmental Impact Study Reports according to Proclamation No.299/2002, Articles 5 and 8.

114. In addition, the MEFCC is responsible for evaluating the EIA reports of projects that need to be licensed and executed by the Federal Government and projects that are likely to generate interregional impacts. The MEFCC is also responsible for monitoring, auditing, and regulating the implementation and performance of such projects. It holds a primary responsibility for providing technical support on environmental protection and management to regional states and sectoral institutions.

Regional Environmental Protection Organs

115. Proclamation No.295/2002 requires regional states to establish or designate their own regional environmental agencies. Regarding EIA, the proclamation provides such agencies the responsibility to review and approve EIA reports of projects that are licensed, executed, or supervised by regional states, and that are not likely to generate interregional impacts. Regional

environmental agencies are also responsible for monitoring, auditing, and regulating the implementation of such projects. The institutional structure of regional environmental agencies varies between regions. In some regions, for example Amhara, they are established as separate bureaus accountable to the regional council, while in others (SNNPR) they are a department within the Bureau of Agriculture.

Sectoral Environment Units

116. The other environmental organs stipulated in Proclamation No.295/2002 are SEUs, established in some line ministries at the federal level. Such structures are not yet in place at the regional level. The SEUs are entrusted with the responsibilities of coordinating and implementing the respective sectoral activities in line with environmental protection laws and requirements, according to Article 14 of the proclamation. Moreover, SEUs play an important role in ensuring that EIA is carried out in projects initiated by their respective sectoral institutions.

117. The Federal Environmental Protection Agency has delegated authority to sector institutions to ensure implementation of EIAs in their sector and to undertake EIA reviews. This delegation has been communicated to sector ministries through an official letter sent by the Federal EPA dated December 2010. However, the MoE is not among these delegated institutions and the ministry does not have environmental units for the management of environmental and social issues during program implementation.

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

118. The policies and legislations reviewed here are related to land acquisition, vulnerable and underserved people, public health and worker safety, and GRMs.

4.2.1 Applicable Policies, Laws, and Guidelines

A. The Constitution

119. The Ethiopian Constitution recognizes the presence of different sociocultural groups, including historically disadvantaged and underserved communities, pastoralists, agropastoralists, and ethnic minorities, as well as their rights to socioeconomic equity and justice.

120. Article 39 of the Ethiopian Constitution recognizes the rights of groups identified as ‘Nations, Nationalities, and Peoples’. They are defined as “a group of people who have or share a large measure of common culture or similar customs, mutual intelligibility of language, belief in a common or related identities, a common psychological make-up, and who inhabit an identifiable, predominantly contiguous territory.” The Constitution depicts the rights of these Nations, Nationalities, and Peoples to self-determination, including the right to secession; speak, write, and develop their own languages; express, develop, and promote their cultures; preserve their history; and, self-government, which includes the right to establish institutions of the Government in the territory that they inhabit and equitable representation in state and Federal Governments.

121. The Constitution also recognizes another group called ‘national minorities’. Article 54 (1) states that “Members of the House [of Peoples Representatives], on the basis of population and special representation of minority Nationalities and Peoples, shall not exceed 550; of these, minority Nationalities and Peoples shall have at least 20 seats.” These groups have less than 100,000 members and most live in the ‘developing regional states’ (DRS).

B. National Policies for Equitable Access to Quality Education

122. Constitutional provisions, policies, and programs in Ethiopia foster the creation of an inclusive environment for equitable access to quality education, from which regions that are lagging and disadvantaged social groups can equally benefit.

123. The Right to ‘Education For All’ is enshrined in the Constitution which provides for a range of fundamental rights, including the right to equal and effective protection without discrimination (Article 25), special attention to the rights of women guaranteeing affirmative action to address inequality and discrimination (Article 35), and equal rights of nations and nationalities, people within the Ethiopian state (Article 39). The principles of state policy in relation to education are outlined under the ‘Social Objectives of the Constitution of Ethiopia’ Article 90 which states: To the extent the country’s resources permit, all Ethiopians are guaranteed access to education in a manner that is free from any religious influence, political partisanship or cultural prejudices. The rights of children are also constitutionally protected (Article 36) against harassment and violence in schools and other institutions responsible for the care of children. In addition, Article 39 (the Rights of Nations, Nationalities) and Article 41 (Economic, Social, and Cultural Rights) protect the rights of ethnic groups within Ethiopia in their use of mother tongue, the protection of culture and identity, and equal representation in regional states and the Federal Government. As a signatory state of the African Charter of Human Rights, Ethiopia has committed itself to protecting the rights of all peoples to social, cultural, and economic development of their choice in conformity with their identity (Articles 20 and 21). Provision is made under Article 41(5) for the conditions of equal opportunities and full participation of people with disabilities. Ethiopia is also a signatory state to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW 1979), the Convention on the Rights of the Child (CRC 1990), and the Convention on the Rights of People with Disabilities (CRPD 2006).

124. In line with the foregoing, for educational service to be equitable, it has to meet the fundamental standards of human right (the ‘4As’) applicable to the provision of all basic services, which are available and safe, accessible and affordable, of acceptable quality, and adaptable and culturally sensitive. Although these terms may not directly be used, the principles behind the human rights standards for all basic services are still implicitly embodied in the country’s range of policy and legal documents, with a view to addressing the inequalities in educational access both from the demand and supply sides. The priorities attached to education and training in official documents are consistent with the government’s public expenditure each fiscal year amounting to 25 percent of the national budgets (2015/16–2019/20), as shown as a KPI in ESDP V.

125. Equity and inclusion have been embedded as fundamental principles in the Education and Training Policy, which was adopted in 1994, in fulfillment of the relevant constitutional

provisions. The policy placed emphasis on the right to free primary school education, reaching out-of-school children, reducing gender disparities in educational opportunities, and targeting enrollment gaps between regions and population groups in Ethiopia. On top of this, a series of consecutive ESDPs, including ESDP V (2015/16–2019/20), have mapped out policy directions with a major focus on quality, equity, and access.

126. On par with ESDP V, Pillar VI (Accelerate human development and technological capacity building) of ‘The Growth and Transformation Plan II (GTP II)’ lays out of a strategic direction for education and training. Accordingly, the main strategic direction to be pursued during GTP II involves improving educational participation, quality, and relevance at all levels of the educational system; providing special support to developing regions for equity in access to education; and ensuring quality, fair, and accessible education for all in preprimary, primary, and secondary levels (see annex 1, for details of Policies Supporting Equitable Inclusion in Quality Education).

127. The Education and Training Policy (1994) clearly indicates a commitment to addressing the needs of all children, particularly appreciating the needs of children with disabilities. The policy further states that ‘special education and training will be provided for people with disabilities’ (Education Structure No.3.2.9). The document also underlines that efforts will be made ‘to enable both the handicapped and the gifted to learn in accordance with their potential and need’ (Specific Objectives No.2.2.3).

C. National Social Protection Policy

128. Approved in December 2014, the social protection policy has the vision to see that all Ethiopians enjoy social and economic well-being, security, and social justice. Fundamentally, the policy lays down the framework whereby the Government commits itself to establishing a protection system, by bringing together fragmented forms of social protection services. The policy defines the roles and responsibilities of the Government at the federal, regional, and local levels in managing the social protection system, toward the progressive respect of the rights of citizens. The identified vulnerable groups in the policy are children, the elderly, people with disabilities, and the chronically ill.

129. The main objectives of Social Protection Policy of Ethiopia are the following:

- Protect poor and vulnerable individuals, households, and communities from the adverse effects of shocks and destitution
- Increase the scope of social insurance
- Increase access to equitable and quality health, education, and social welfare services to build human capital thus breaking the intergenerational transmission of poverty
- Guarantee a minimum level of employment for the long-term unemployed and underemployed

- Enhance the social status and progressively realize the social and economic rights of the excluded and marginalized
- Ensure the different levels of society are taking appropriate responsibility for the implementation of social protection policy

D. Cultural Policy

130. One of the prime objectives of the Ethiopian Cultural Policy, adopted in 1997, is to create an enabling environment for the equal recognition and respect of the languages, heritages, histories, fine arts, oral traditions, and belief systems of the various nations, nationalities, and peoples of Ethiopia, and for their preservation, conservation, and transfer to future generations.

E. National Policy on Ethiopian Women

131. Enacted in 1993, the Policy draws particular attention to the key issues of improving the working and health conditions of women, protecting women from harmful traditional practices, empowering women through enhanced access to education and land and other property rights, and fostering the involvement in decision making. In addition, it underscores the need to draw on women's knowledge and skills to maximize their contribution to the overall national development.

F. Health- and Worker Safety-related Policies

132. There is one specific enacted Health and Worker Safety Policy in Ethiopia. However, there are a multitude of workers' health- and safety-related policies proclamations and directives that include the Constitution, national Health Policy, the Labor Proclamation No.377/2003, Occupational Health and Safety (OSH) Directive, and Public Health Proclamation No.200/2000.

133. The Constitution under Article 42(2) states "workers have the right to a healthy and safe work environment," signifying the fundamental obligations of an employers, government, private or otherwise, to take all necessary measures to ensure that workplaces are safe, healthy, and free of any danger to the well-being of workers.

134. Promotion of occupational health and safety is one of the priority areas considered by the 1993 Health Policy of Ethiopia. The policy also lays out the framework for the intersectoral collaboration, to facilitate the development of facilities for workers' health and safety in production sectors.

135. The Labor Proclamation No.377/2003 underlines the importance of inspecting labor administration, particularly labor conditions, occupational safety and health, and work environment. It prescribes the obligations of employers in relation to workers' safety, ranging from taking appropriate steps to ensure that workers are properly instructed and notified about the hazards of their occupations, the precautions necessary to avoid accident and injury, to ensuring that work processes shall not be a source or cause of physical, chemical, biological, ergonomic, and psychological hazards to the health and safety of the workers. The proclamation also imposes obligations on workers such as obeying all health and safety instructions issued by the employer or by the competent authority. Article 89 of the Labor Law Proclamation

No.377/2003 also prohibits employment of children below age 14, allowing the employment of children ages between 14 and 18, subject to the conditions of safeguard.

136. The 2008 Occupational Health and Safety (OSH) Directive provides guidance, based on the Labor Law, concerning occupational health and safety requirements, and outlines the general duties and responsibility of employers, rights and duties of workers, and responsibilities of the Labor Inspection Service.

137. The Public Health Proclamation No.200/2000 also provides for occupational health care to protect and control workers' health by preventing or reducing risks that may occur within working areas or related to occupation due to chemical, physical, or biological agents.

G. Laws, Strategies, and Guidelines Enforcing Special Support for Developing Regions and Vulnerable Groups

138. A range of policies, action plans, and strategies aimed at protecting and promoting the well-being, life chances, and education opportunities of disadvantaged groups and developing regions are in place. Owing to their limited access to socioeconomic development and underserved status over the decades, the GoE has designated four of the country's regions, namely: Afar, Somali, Benishangul-Gumuz, and Gambella as DRS. In this context, Article 89 (2) of the Ethiopian Constitution stipulates: "The Government has the obligation to ensure that all Ethiopians get equal opportunity to improve their economic situations and to promote equitable distribution of wealth among them". Article 89 (4) in particular states: "Nations, Nationalities and Peoples least advantaged in economic and social development shall receive special assistance."

139. In connection with quality, access, and equity of educational opportunities, ESDP V includes special support programs targeting the four DRS: Afar, Somali, Gambella, and Benishangul-Gumuz, referred to as such because of their historical marginalization and the consequent low levels of socioeconomic development relative to other regional states. As stated in the previous section, the Government has established, in recognition of this, a multisectoral special support program, in which the MoE is a main actor.

140. As laid out in ESDP V, the special support program for developing regions offers three levels of capacity development in a multisectoral approach: individual, organizational, and enabling environment. In consideration of these three levels of capacity development, strategies are integrated into the special support program of ESDP V for developing regions.

141. The Ethiopian Constitution recognizes the rights of pastoral groups inhabiting the lowland areas of the country. The Constitution under article 40 (4) stipulates "Ethiopian pastoralists have a right to free land for grazing and cultivation as well as a right not to be displaced from their own lands." The Constitution under Article 41(8) also affirms that "Ethiopian pastoralists have the right to receive fair prices for their products, that would lead to improvement in their conditions of life and to enable them to obtain an equitable share of the national wealth commensurate with their contribution. This objective shall guide the State in the formulation of economic, social and development policies."

142. There are several overarching laws (including the Social Protection Policy discussed above) and additional implementation strategies/guidelines adopted by the Government to protect vulnerable groups including women, children, and people with disabilities and ensure their rights to quality, access, and equity of educational opportunities.

143. Provisions requiring parents and guardians to protect the health, education and social development of children, and respect the legal age of 18 for the marriage as a safeguard against early marriage (Family Code 2000). Legal provisions also exist that prohibit child labor. The Revised Criminal Code is a key law providing for the protection of girls and women against sexual assault, abuse, abduction and early marriages—all factors contributing to girls dropping out of school. Proclamation No.676/2010 ratified the United Nations CRPD providing protection for the equal opportunities and full participation of people with disabilities.

144. The MoE's SNE Program Strategy (2006) and Special Needs/Inclusive Education Strategy (2012) stipulate that students with special needs are entitled to participate at all education levels. While SNE/IE has been the subject of attention, particularly starting in ESDP III, the MoE's commitment to the issue is clearly stated in ESDP V, with specific plans to increase the enrollment of SNE students in all levels of the country's education system.

145. Regarding pastoralist education, pastoralist education strategy was designed and adopted in 2008 for the first time. The strategy was developed based on the rationale that, although the National Educational Policy and ESDPs had resulted in increased enrollment, the rate of growth in pastoral areas was sluggish compared to other regions. This strategy, which has been in use for the last nine years, identified opportunities and challenges pertinent to the expansion of quality education in the pastoralist regions. The strategy has two objectives:

- Expand access to equitable, quality, and relevant education in pastoralist areas with the active participation of the community.
- Bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country.

146. The 2008 strategy also proposed a range of modalities to improve access through institutionalizing different educational modalities (ABE), mobile schools, para-boarding schools, hostels, distance education, adult education, education radio program, and formal primary education. It also called for improving the quality and relevance of primary education and for addressing pastoralists' cultural, environmental, and economic constraints.

147. In Ethiopia, there are many other strategies and plans developed to eliminate regional and gender disparities in enrollment rates, with specific attention given to reducing dropout and repetition rates. For example, the Ethiopian National Plan of Action for Children has provisions for supporting poor and vulnerable children through feeding, health care, and educational materials to ensure access to education. Some other strategies and plans include the National Plan of Action for Children, Orphans and Vulnerable Child National Action Plan, National Plan of Action of Persons with Disabilities 2012–2021, National Youth Plan, and Action Plan on the Sexual Abuse and Exploitation of Children.

4.2.2 Vulnerable and Underserved People

A. Poor Households

148. Poor households generally find it difficult to send children to school. Accordingly, the primary school NER) for children from family backgrounds of the lowest wealth quintile is 25 percent, compared to 68 percent for children from family backgrounds of the highest wealth quintile. With respect to secondary schools, the NER ranges from 4 percent for children belonging to low-income households to 38 percent for their peers coming from high-income families (MoE 2013). Factors such as household wealth, cognitive social capital, adult education status, and land ownership are known to significantly affect children's enrollment at an appropriate school age. It is an obvious fact that poverty makes it very difficult for households to provide their children with food, clothing, and educational materials, which are necessary for early start of school and good performance. To cope with these difficulties, children are forced to spend their prime time in household work and as child laborers. As a result, they find it hard to start school at all, attend regularly if they do, or get the time to study, being forced to drop out altogether (Jennings et al. 2011:19).

B. Pastoralists

149. Pastoral and agropastoral groups have historically been among the most underserved communities in Ethiopia, their access to basic services is limited due to various reasons. The pastoralists comprise approximately 12–15 million people that belong to 29 groups of Nations, Nationalities, and Peoples. While there have been significant improvements at policy level and in resource allocations to regional states in the last decade, pastoral areas still remain among the least served in terms of social development. Educational access indicators for pastoral areas are among the lowest in the country: lowest literacy rates, highest dropout rates and greatest distance from schools (Jennings et al. 2011). Some pastoral households view formal education as a threat to the contributions that children make to the household and the pastoralist way of life. The access of girls in pastoral areas to education is also constrained by the perceptions of parents that schooling compromises girls' reputation, makes them less compliant which, in turn, reduces their worth as marriage partners (Brocklesby et al. 2011). Pastoralist regions/areas recognized by the Government are Afar; Somali; Borena Zone and Fentale *woreda* (Oromia); South Omo Zone, Bench-Maji Zone, and parts of Decha Wereda in Keffa Zone (SNNPR); and Nuer Zone (Gambella).

C. Girls/Women

150. ESDP V (2015/16–2019/20) reported that preprimary enrollment increased rapidly for both boys and girls. However, the Gender Parity Index (GPI) dropped from 0.98 in 2009/10 to 0.95 in 2013/14. The national GPI is currently (2015/16) at 0.91, this means that the target for GPI for this year in ESDP V of 0.94 has been missed. In primary and secondary education, there were significant strides made toward achieving gender parity. According to the EMIS and household surveys data, once girls reach secondary level they tend to stay and complete it. However, without addressing the gender disparities in Grades 5–8, in particular in emerging regions, the nationwide targets set forth in ESDP V are unlikely to be achieved.

151. The GPI for the first cycle of secondary education (Grades 9–10) improved from 0.80 in 2009/10 to 0.94 in 2013/14 and has remained the same (0.94) in 2015/16, while the GPI for the second cycle of secondary education (Grades 11–12) improved from 0.57 to 0.85 over the same period, and is currently (2015/16) 0.87. Gender disparity not only deals with enrollment and completion but is also concerned with learning outcomes. The share of females that sat the General Secondary Education Certificate Examination in Grade 10 and scored 2.00 or above in 2015/16 remains lower than males (69.0 percent compared to 78.3 percent). Similarly, in the Grade 12 Higher Education Entrance Certificate Examination, while 45 percent of males scored 350 or above (the official pass mark), only 34 percent of females reached the equivalent benchmark.

152. Among illiterate adults, 66 percent are females. Among regions, the proportion of females and males with no education is highest in Afar (69 percent of females and 53 percent of males) followed by Somali (68 percent for women) and about 7 rural women in every 10 (71 percent) are illiterate compared with 3 urban women in every 10 (31 percent).

153. Lower school enrollment of girls is closely associated with poverty and the widely prevalent custom of early marriage in rural communities. Causes of school dropout vary between boys and girls in rural areas, poverty is cited as the main reason for boys and early marriage for girls (Population Council/UNFPA 2010; Jennings et al 2011). Moreover, girls' access to school and completion rate are affected by sociocultural factors such as parents' attitudes, the burden of household chores, fear of gender-based violence, low self-esteem, the predominance of male teachers, and inadequate sanitation facilities (Jennings 2011 Population Council/UNFPA 2010).

D. Vulnerable Children

154. Included among such are children who migrate to towns unaccompanied, HIV/AIDS-affected children, orphans, street children, and trafficked and sexually exploited children. Such children are mostly found in urban areas, where they run the risk of labor and other forms of exploitations. Because of missing or incomplete data, it is difficult to ascertain the school enrollment and dropout rate of these children (MoE and UNICEF 2012).

E. Child Laborers

155. Child labor is a main constraint of access to education. In the rural setting, children by and large engage in labor from the early years of life as farm and domestic help. Household needs for child labor are often a cause for school going children to arrive late for class, be absent, and dropout completely. Low socioeconomic status is the main factor that causes households to demand children to engage in domestic or outside labor as a means of income generation. Child girls who migrate to the towns and cities to engage in labor often find themselves exposed to sexual abuse and exploitation. As a result, child labor seriously constrains the access of the affected children to education.

F. Children with Special Needs

156. With respect to children with special needs, ESDP V says that the exact number of children with disability in Ethiopia is not known. However, for planning purpose, the estimates of the World Health Organization (WHO) are reported to have been used. According to WHO,

15percent of people in any population are estimated to have a disability. Based on official statistics, the number of school-age children (ages 4 to 18) is estimated at more than 33.5 million. This implies that there are an estimated 5 million children with special education needs in the country. In 2013/14, only 77,850 children (42 percent girls and 58 percent boys) with identified special educational needs are recorded as being enrolled in Grades 1 to 12. With regard to primary education, only 4 percent of the estimated children with special needs are enrolled, which is a barrier to the achievement of universal primary education. On average, boys with disabilities outnumber their female counterparts in all grades, implying that parents have a tendency to keep girls with disabilities at home rather than send them to school. In addition, the evidence shows that only a small proportion of schools have facilities adapted to students with special needs, which are even smaller or absent in the developing regions.

4.2.3 Grievance Redress Mechanism

157. The Constitution lays out a broad conceptual framework of GRMs, with the emphasis on respect for human rights and fundamental freedom, especially the right of access to justice, rule of law, and democratic governance. The Civil Service Reform Program (CSRP) (1996) introduced reforms to federal and regional state administrative systems, reinvigorating the implementation of GRMs, particularly the regional states. The Government further consolidated for sustained implementation by making sure that it was given the utmost attention as a key goal of the Business Process Reengineering (BPR) initiative. The handling of citizens' grievances was thus given an important place in the BPR package and grievance handling manual, distributed to regional states and *woreda* administration. BPR provided the impetus for the establishment of GRMs in several regional states and municipalities, most notably Tigray, SNNPR, Benishangul-Gumuz, and Addis Ababa.

4.2.4 Institutional Roles and Responsibilities for Social Impact Assessment and Management

A. Ministry of Labor and Social Affairs

158. MoLSA is responsible for the coordination and implementation of the Social Protection Policy. Given the multidimensional nature of the policy implementation, a Federal Social Protection Council was established consisting of members from the relevant federal offices and other stakeholders. To implement the policy across the federal structure, institutional arrangements and accountability mechanisms were established from regional to zonal, *woreda*, and *kebele* levels.

159. MoLSA also plays an overarching role in the design, amendment, implementation of, and monitoring of occasional safety and health policies, directives, and guidelines, and makes sure that sector ministries and other executive organs perform their responsibilities related to health and safety issues in their respective mandate areas.

B. Ministry of Federal and Pastoral Development Affairs

160. In connection with the institutional framework designed to ensure equity between regions, the Government has set up the MoFPDA. The responsibilities of this ministry include promoting equitable development, with an emphasis on delivering special support to the

developing regions. The main purpose of the special support is to address the inequalities that have existed between the regions over the decades, thereby hastening equitable growth and development. The Federal Special Support Board, which consists of relevant sector ministries, including the MoE, was reorganized in March 2011. The MoFPDA acts as vice chair and secretariat of the Board. A Technical Committee composed of sectorial ministries constituting the Board was also set up under the MoFPDA to monitor and report the implementation of special support plans. As its main aim, the Board coordinates the affirmative support provided to the developing regions by the different organs of the Federal Government and ensures the effectiveness of the implementation process.

161. In addition, the Equitable Development Directorate General has been set up within the MoFPDA, with directorates put in place to operate for the respective developing regions. Among many other activities, the Directorate General coordinates and directs case teams to collect, organize, and analyze data in relation to the gaps in capacity building, social and economic development, good governance, gender, and environmental development in the regions in need of special support.

162. The Directorate of Equitable Development Directorate General within the MoFPDA is responsible for coordinating multi-sectoral support to promote equitable development, with an emphasis on delivering special support to the DRS. The directorate is structured in the line bureaus/offices in the four developing regions.

C. Special Support Directorate under MoE

163. The MoE has established a special support directorate and has been providing special support for the underserved ethnic groups in the four emerging regions of Afar, Ethiopia Somali, Benishangul-Gumuz, and Gambella. The directorate was equipped with appropriate staff. Besides, with the GEQIP II budget, the directorate has employed 24 experts/consultants to deliver technical support to the regions. A total of eight vehicles were also purchased and are in the process of being distributed to be used by these experts to deliver regular support down to *kebele* and school levels. There are different types of assistance and activities carried out the directorate. These include, among others, conducting community mobilization, supporting the preparation of education strategic planning, identifying gaps/challenges and providing on-the-spot solutions for teachers, school principals, and education officers, and providing capacity-building activities.

D. Ministry of Women and Children Affairs

164. The Ministry of Women and Children Affairs (MoWCA) is responsible for follow-up of the implementation of international conventions and national laws pertaining to women and children, conducting/commissioning research and formulating policies and guidelines, collaborating with organizations working on women and child issues, and providing capacity-building support to ensure the equal participation and benefit of women and the protection of children's rights and security. MoWCA has bureaus in all nine regional states and the two chartered city administrations.

E. Ethiopian Institution of Ombudsman

165. The Ethiopian Institution of Ombudsman (EIO) was established by Proclamation No.211/2000. It is a federal institution accountable to the Parliament, operational outside of Addis Ababa through six regional branches. The institution's main objectives are to ensure that citizens' constitutional rights are not violated by the executive organs, supervise the implementation of functions by the executive organs in accordance with the law, investigate complaints received, and seek remedial measures for administrative malpractices.

F. Regional Public Grievance Hearing Offices

166. Regional Public Grievance Hearing Offices (PGHOs) are regional entities accountable to regional presidents, who handle grievances, complaints, and appeals related to public services and good governance, and investigate cases, make recommendations, or hand down decisions to redress grievances. Most regions have established their PGHOs, and have branches at zonal, *woreda*, and *kebele* levels that are accountable to their respective administrators.

5. Environmental and Social Benefits, Impacts and Risks of the Proposed Program

167. As discussed earlier, the proposed program is expected to focus on three results areas: internal efficiency, equity, and quality, as well as providing capacity building and TA through an IPF. On ICT activities, considering the strong demand from the MoE, it is proposed to support the ICT through the IPF. However, as indicated in the Aide Memoire, the possibility of including ICT under GEQIP-E will be considered only after the procurement issue for GEQIP II is resolved.

168. GEQIP-E PforR falls under the Government's ESDP V (2015/16–2019/20) which aims to ensure quality, equity, and capacity development of the education sector. Specifically, the proposed program seeks to improve students learning outcomes and reduce students dropout rates at Grade 1 and increase Grade 8 completion rates by taking into account student's socioeconomic status, geographic, and gender dimensions in Ethiopia. Given the nature and scope of the proposed Program, both positive and negative impacts could be emanated as a result of Program's specific activities.

169. Generally, the proposed Program activities are not expected to have significant adverse environmental adverse impacts but provide an opportunity to enhance systems with regard to ensuring safe, clean, and sustainable surroundings for children.

170. In this section, key issues relating to environmental and social management are discussed focusing on the benefits, risks, and impacts of GEQIP-E. Also, appropriate measures that should be taken to effectively manage identified impacts and risks and ensure equitable access to program benefits were presented.

5.1 Environmental and Social positive and negative impacts

5.1.1 Environmental Benefits, Risks and Impacts

A. Environmental Benefits

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

- Access to better facilities;
- Access to better and accessible classrooms;
- Environmentally friendly schools; and
- Improved sanitation in the surroundings.

B. Negative Environmental Impacts

172. The main adverse impacts singled out in this category pertain to dust and noise impacts during ramp and toilet renovation, occupational health and safety, disposal of used and/or expired chemicals and laboratory wastes, including laboratory chemical containers disposal, and chemical spill incidents in school laboratories.

Minor Dust and Noise

173. Noise resulting from ramping, toilet renovation, and so on may disturb school communities. This impact will be of a temporary nature and can be minimized by adopting appropriate mitigation measures, including undertaking works during off-time such as at dawn and weekends.

174. Dust will be an issue during ramping and removing of leftover construction materials and cement of stairs and ground diggings that will be made, which could affect the school communities and the local fauna.

175. Temporal dust could cause health-related impacts to school communities around and workers in the program site. This impact will be localized and will be of a short duration and is anticipated to be very low. Therefore, to minimize and/avoid the anticipated impacts, the contractor shall consider and implement the followings:

- Undertaking renovation works during off-time such as at dawn and weekends
- The renovation areas should be moisturized to prevent or minimize the fugitive dust emissions
- Working time frames should be discussed with school communities and communicated with other potentially affected parties.
- Workers at the work site will be equipped with personal protective equipment (PPE) to mitigate dust impacts, as required.

- Proper awareness and training for students and school communities and other community members residing near the program area

Occupational Health and Safety

176. Occupational health and safety (OHS) issues are among the main concern of the program, which the ESSA identified during site visits and consultations that were conducted at regional and local levels. The significant concern of OHS will arise during the toilet renovation and chemical usage in laboratories, which causes the health and safety issues for students/teachers due to direct contact and for workers during toilet renovation and ramp construction.

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

178. Specifically, to avoid these safety risks, the following measures need to be considered during the program implementation period.

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

School Laboratories Wastes

179. Generally, the use of chemicals in secondary school labs is increasing in recent years. The ESSA shows that in few schools GEQIP II school grants have been used to purchase laboratory chemicals which would be also true for GEQIP-E. The increase in the use of chemicals is manifested in the allocation of 50 percent of the planned annual school grants in GEQIP II for teaching-learning purpose, which necessarily includes the purchase of some laboratory chemicals for school labs. It is therefore necessary that attention is given to chemical waste management and disposal, as the facts on the ground are low, given the rise in the use and corresponding need to deal with the risks entailed.

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

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

5.1.2 Social Benefits, Risks, and Impacts

A. Social Benefits

Equitable Access to Education

181. Equity in access to quality education constitutes a central issue of analysis according to the proposed PforR program. Equity is one of the three results areas in the proposed Program. As stated in the Aide Memoire, the main social issues are (a) gender equality, (b) IE, and (c) education of children in pastoralist areas. Building upon experience and lessons learned from recent pilots,⁹ the PforR will support provision of supplementary school grants to transform 687 cluster center schools to IERCs to promote mainstreaming of children with special needs in education. In GEQIP-E, there are a number of equity-related DLIs and results indicators. These are the following:

- Timely distribution of (a) basic school grants, (b) supplementary school grants to cluster resource centers to support special needs students, and (c) supplementary grants to schools in emerging regions
- Improved girl-to-boy ratios in Grades 5–8 in Afar, Somali, Benishangul-Gumuz, and Gambella (unless there are other suggestions by the end of July 2017).
- Cluster resource centers spend supplementary grants in line with school grant guidelines for supporting the education of special needs students.

⁹ Resource centers to support IE have been established on a pilot basis in 113 clusters (out of total number of 7,653 clusters operating in Ethiopia in the 2016/17 academic year).

Support to Pastoralist Access to Quality Education

182. Pastoralists constitute a large proportion of the Ethiopian population (an estimated 12–15 million people, 14 percent to 18 percent), who inhabit 60–65 percent of the country’s total land area. Owing to a long period of neglect under previous governments, pastoral communities have historically had limited access to social services such as education, health, and basic development infrastructure (transport and communication). Pastoralists in Ethiopia are a highly marginalized population and continue to face denial of access to development opportunities that is, in many respects, similar to the neglect common to the rural poor, but exacerbated and compounded by the livelihood and other characteristics unique to the pastoral way of life.

183. As a result, a very large number of children continue to be out of school in pastoralist areas and most of those who enroll do not complete and become dropouts, particularly during the dry season (February to April). Education of the pastoralist and agropastoralist children, therefore, might benefit from adaptation of the academic year in pastoralist *woredas* to these seasonal cycles. The Program targets to support a number of initiatives for all pastoralist communities: (a) contextualization and improved relevance of the TLM to the livelihood of pastoralists and agropastoralists during the new curriculum development cycle (through inclusion of the stories, local legends, proverbs, and folk tales into the TLM); (b) translation and provision of relevant educational materials in the mother tongue; (c) school grants for ABEs, including for preprimary O-Classes; and (d) strengthening EMIS modules about education of pastoralist children to provide better data for decision making about this group of children.

184. In addition, the proposed Program aims to ensure synergies with PCDDP III by supporting teaching and learning in the newly constructed schools by providing the educational resources needed for these children's learning.

Ensuring Gender Equality in General Education

185. According to the EMIS and household surveys data, once girls reach secondary level they tend to stay and complete it. However, without addressing the gender disparities in Grades 5–8, in particular in emerging regions (a suggestion was given to focus on the upper primary level in the selected regions lagging the most: Afar, Somali, Benishangul-Gumuz, and Gambella) the nationwide targets set forth in ESDP V are unlikely to be achieved. Hence, GEQIP-E aims to support improvement in gender parity in lower secondary education (Grades 9–10), in primary education (Grades 1–8), in upper primary and lower secondary levels (Grades 8–10), and in upper primary education (Grades 5–8). The proposed Program will sharpen the focus on gender issues. The school improvement planning and school grants program are critical in ensuring that gender-sensitive measures are implemented across all primary and secondary schools. School improvement planning and school inspections will be strengthened to ensure gender analysis and explicit targets and actions for enhancing girls’ participation, retention, and learning. SIP training, school leadership and management, and teacher training programs will also have to ensure sensitization of school principals, teachers, and communities for them to include and ensure gender-sensitive school improvements, as well as foster gender-sensitive pedagogy at the classroom level.

Support to Mother Tongue Education

186. Part of equity is the right to education in one's own mother tongue, and research shows the benefits for mother tongue learning. In this respect, Ethiopia is on the right track with 85 percent of students having access to mother tongue textbooks in seven mother tongue languages. Understanding the importance of mother tongue education, GEQIP III aims to improve early grade reading in mother tongue. The objective of this sub-results area is to improve early reading skills in mother tongue, which contribute to improved learning outcomes throughout the school education cycle. In addition, the PforR program indicated the provision of teaching and learning resources in mother tongues in the new schools constructed in Afar, Somali, Oromiya, and SNNPR under PCDP III.

187. Early reading is a critical skill that serves as a foundation for learning in subsequent grades. Without the ability to read in the mother tongue, children will falter in primary school and perform poorly, often struggling to follow written instructions and communicate properly in the classroom. The early attainment of literacy permits individuals and societies to capitalize on returns to education, increasing demand for advanced skills, and opportunities for macroeconomic growth.

188. To improve early grade reading, the proposed Program provides support to (a) improve the ability of primary in-service teachers to teach reading, conduct continuous assessment, and provide feedback and support to students in early grades; (b) procure supplementary reading materials for early grades; and (c) support teacher training colleges to produce primary teachers who are well-prepared to teach reading in early grades.

B. Key Social Risks/ Concerns

Lack of Considering Cultural Appropriateness while Insuring Quality Education

189. QA is a major challenge of the education system in pastoralist areas. A key issue that pastoralist communities raise is the relevance and quality of the curriculum for their livelihood, which rarely reflects their social values, culture, indigenous knowledge, and social structure. Limited availability and/or use of research evidence within the education sector on the pastoralist way of life to contextualize the curriculum is a deterring factor for QA efforts.

190. High-quality teachers are at the heart of quality education. A second key issue in relation to quality education is the limited availability of qualified teachers who are able and willing to work in pastoralist regions. While there are system-wide challenges in relation to teachers' recruitment, retention, and development, these are exacerbated by the particular challenges of working in pastoralist regions. Too few people from a pastoralist background are entering and graduating from school to provide a pool of recruits for teacher training. There are difficulties in achieving a fit between contexts of teaching and teacher preparation.

191. There are also limited opportunities for in-service education to deliver consistent, well-planned professional development for teachers and there is an urgent need to develop career paths for teachers/facilitators, supported by appropriate incentives. Teacher training institutions need focused attention and support in delivering strong and localized programs for teacher preparation and development. The QA process pays close attention to recruiting and retaining well-prepared and committed teachers and facilitators.

Lack of Considering Education in Emergencies in Pastoral Areas

192. A further area of consideration in GEQIP-E is the importance of taking into account the needs of areas facing chronic vulnerabilities under drought emergencies, particularly pastoral areas that are frequently visited by periodic droughts. GEQIP III needs to consider measures needed to protect education delivery, access, and retention of students under such circumstances. Increased access to education for pastoralists (Grades 5–8 in pastoralist *woredas*) will be negatively affected as a result of such occurrences, specifically female students who will bear the brunt of the consequences. Also, important in this connection are human-induced crisis such as the situation of social unrest that had happened in some *woredas* of Oromiya and Gonder (Amhara) recently. The program has to, therefore, put in place mechanisms to ensure that learning in such circumstances continues without interruption by such vagaries of weather and insecurities. Flexibility in redirecting activities and funding to respond to emergencies may be needed.

Delay in Disbursement of School Grants

193. The School Grants Program is an initiative by the MoE to improve school performance and the quality of education in all primary and secondary schools, and ABE centers. The School Grants Program is funded under GEQIP II and will also continue under GEQIP III. In GEQIP II, the main focus is on improving the teaching and learning domain, and hence, 50 percent or more of the school grant should be spent on this.

194. The Joint Review Mission to five regions from June 8–19, 2015, the Second Annual Progress/Performance Report of the MoE, and the social performance implementation assessment in 2016 show delay in the disbursement of school grant (also the budget for GEQIP II). In addition, as was observed during the technical support mission and subsequent follow-ups, the grants were not disbursed to schools in some regions. However, it was noted that the disbursement of school grants reached 97.3 percent of schools around the country. In GEQIP-E, the timely distribution of school grants targeting cluster resource centers equipped for special needs and schools in pastoralist *woredas* and emerging regions is proposed in DLI 3. This DLI is envisioned to ensure that the financial resources to support equity are allocated and used timely and efficiently. It is important that school grants are disbursed timely and effectively, particularly in circumstances and areas where needs are high such as emerging regions, specifically in Somali region in the context of recurrent drought and emergencies. For such situations, flexibility may be required to ensure that the grant funds are disbursed and spent to support critical activities to ensure continuity of education delivery.

Shortage of Budget for Implementation of Environmental and Social Issues

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

6. Findings of Environmental and Social Management Systems against Core Principles of PforR Financing

6.1 Introduction

196. Based on the key findings of the assessments, this section presents an analysis of the consistency of the Government's environmental and social management systems with the core principles of PforR financing. System consistency is analyzed against each core principle by adopting the Strengths, Weaknesses, Opportunities, and Threats (SWOT) approach in the context of PforR financing instrument.

- **Strengths.** Where the system functions effectively and efficiently, and is consistent with PforR financing.
- **Weaknesses.** Gaps in the system with respect to PforR financing.
- **Opportunities.** Favorable factors for the strengthening of the system.
- **Risks/Threats.** Potentially adverse/negative factors, if unaddressed, able to undermine the effective use of opportunities for system strengthening.

6.2 Analysis of the Environmental and Social System Assessment (ESSA) with Core Principles

Core Principle 1: General Principle of Environmental and Social Impact Assessment and Management

Environmental and social management procedures and processes are designed to (a) promote environmental and social sustainability in Program design; (b) avoid, minimize, or mitigate against adverse impacts; and (c) promote informed decision making relating to a program's environmental and social effects.

Program procedures will

- Operate within an adequate legal and regulatory framework to guide environmental and social impact assessments at the program level
- Incorporate recognized elements of environmental and social assessment good practice, including (a) early screening of potential effects; (b) consideration of strategic, technical, and site alternatives (including the 'no action' alternative); (c) explicit assessment of potential induced, cumulative, and trans-boundary impacts; (d) identification of measures to mitigate adverse environmental or social impacts that cannot be otherwise avoided or minimized; (e) clear articulation of institutional responsibilities and resources to support implementation of plans; and (f) responsiveness and accountability through stakeholder consultation, timely dissemination of program information, and responsive grievance redress measures.

Applicability

197. Core Principle 1 is considered with regard to environmental and social management at the GEQIP level. However, because the Program does not have a system-oriented and integrated approach in place at present, the analysis focused on the national system and how it is applied in practice at the GEQIP level.

198. The proposed program would not involve the construction of new schools, however, there will be some renovation activities such as ramping, latrines, and classrooms. These renovations are expected to generate limited impact and according to annex 1 of the Ethiopian EIA Guideline 2000 such activities are listed under Schedule 2 and 3, where depending on the scale of renovation activities, limited scope environmental management plan might be required. Therefore, all renovation activities will be managed in line with the Ethiopia EIA system and adopting the plan before the commencement of each renovation activities.

Strengths

- The Environmental Policy of Ethiopia sets out guiding principles that require adherence to sustainable development. In particular, it underscores that the EIA considers the impacts on human and natural environments, provides for early consideration of environmental impacts in projects and programs design, recognizes public consultation, includes mitigation and contingency plans, provides for auditing and monitoring, and is a legally binding requirement.
- The country has well-defined legal/regulatory systems for safeguarding environment and ecologically significant areas from pollution, for excluding activities that are likely to have significant adverse impacts on ecosensitive areas, forests and hilly areas, and wetlands.
- The country's approach in introducing reforms into the education sector (ESDP I, II, II, IV, and V) has borne fruit and has resulted in attracting the support of several DPs.
- The School Management Committees and PTSAs at grassroots level are functioning well and are taking up the responsibility of school environment improvement and management.
- The content of the screening and analysis for the EIA under the proclamation, directive, and procedural guideline are comprehensive with respect to the principles of PforR financing.

Gaps

199. The analysis identified significant gaps in how the system functions or operates in actual practice, which constrains the ability of the EIA process to be a meaningful tool for use in sector-specific development programs/projects such as GEQIP-E.

200. The subsequent analysis focuses on performance gaps in the application of the national system for environmental management in the context of GEQIP-E. Overall, the analysis found that while the environmental impacts of GEQIP-E tend to be addressed by the education sector, a

system-based approach is not in place. While there is a national legal and regulatory framework for environmental management, the education sector (and particularly MoE) has no defined system for the EIA and for collecting and managing environmental data on its impacts.

201. However, this system is required as per the dictates of Proclamation No 295/2002 which requires the establishment of SEUs.

202. Overall, there is a shortage of environmental and social experts, which is manifested both nationally and within the education sector. Nationally, the shortage is observed in the technical support provision capacity of the MEFCC and the regional environmental authorities, which has not been effective due to the human resource constraint. Within the environment sector (both at the federal and regional level), there is an insufficient number of experts who tend to be overburdened to provide technical support, including capacity building in the context of environmental management and EIA. Similarly, given the priorities of the education sector and the human resource requirements of GEQIP-E for meeting the set targets, capacity limitation is to be expected in the context of addressing the Program's environmental and social impacts.

203. The MoE has not established the required structure and has not developed the necessary capacity to manage environment and social management issues over the program implementation period. The ESSA identified limited institutional and technical capacity within the MoE at all levels and other relevant sectoral offices and universities at regional and local levels, particularly in the preparation and implementation of environmental and social management instruments.

204. Budget resources dedicated for environmental and social issues management are a chronic problem with respect to on-time environmental management. Despite the requirement of some donors for the inclusion of budgets for the environmental management of development activities in Ethiopia, this has not gone far in terms of implementation.

205. In the context of the national system, there is a lack of an incentive scheme for environmental management, despite the dictates of Proclamation 299/2002 in which Article 16 provides for incentives to be availed for project owners. However, there is no practice implemented before on the provision and implementation of incentive schemes under MoE programs.

206. Weak coordination among stakeholders including the MoE, regional and local sectoral offices, environmental authorities and offices, universities, and labor and social affairs on the day-to-day environmental and social issues management activities is applicable to the program at different levels.

- No mechanism and facility for the disposal of hazardous wastes
- No procedural guidelines on the waste management plan, considering the risks of hazardous wastes
- Gap in implementation, updating, and applicability of the GRM by the MoE and lack of a systematic guide or procedure for the proposed program components

Opportunities

207. The country has experience of implementing five consecutive ESDPs. Strengthened environmental and social management rules and procedures can be developed by the GoE to be rolled out through the Program. In line with this, there are opportunities to strengthen the capacity for MoE and relevant offices and bureaus, including the Bureau of Labor and Social Affairs, universities, and schools through:

- Providing training on the preparation, review, and approval producers of ESIA and other environmental and social instruments;
- Assigning environment, social, health, and safety unit/specialist at the MoE and some regional bureaus as required;
- Establishing and strengthening coordination among national, regional, and local levels of the MoE, and other sectoral institutions and environmental institutions;
- Providing continuous training on preparation and implementation of environmental, social, and safety management instruments;
- Providing guidance and support during implementation of Ethiopian environmental and social impact assessment procedural guidelines and manual, including for the process and need of stakeholder consultations in impact assessments;
- Developing technical guidelines for environmental screening and implementation of the ESMP;
- Identifying appropriate temporary storage facilities near the core activities area, particularly for hazardous waste and transportation to final disposal sites, if available;
- Developing as required, hazardous and other waste disposal management plan that works for all regions, according to the international and national policy and guidelines;
- Putting in place an updated written procedure, responsive GRM guidelines and procedures including compensation procedures, and timely and appropriate response for grievances;
- Strengthening, as applicable, awareness raising for project-affected people and customers on different issues including GRM and safety measures using easily accessible media and considering the local context of the targets; and
- Developing the GRM procedure and guidelines as well as setting the in-take location.

Risks

208. The risk involving addressing of the gaps identified in the legal documents and not capitalizing on the opportunities on time will potentially result in the education sector as a whole,

and GEQIP-E in particular, not being able to develop a system-based approach to effectively manage environmental impacts. Moreover, the approach taken toward addressing these impacts in a fragmented manner will be inconsistent with the principle of PforR financing.

209. Specific risks to the proposed program will be the following:

- Potential environmental and social impacts of GEQIP III will not be identified, mitigated, and monitored.
- Activities under this Program will be designed and operated without adequate attention to existing environmental settings, related ecological and social risks, and impacts.
- No mechanism for safe and environmentally sound disposal of used IT equipment and other hazardous wastes, including batteries.
- Stakeholder concerns will not be consistently considered in environmental, social, and safety issues.
- Inability to capitalize the opportunities to address the gaps on time will lead to localized and regional environmental problems in program implementation areas.
- Staffing and skills mix at the national, and regional levels will be inadequate to handle environmental, social, and safety management.
- Inadequate or no budget will be allocated for environmental, social, and safety management and no environmental and social issues precaution and managements are applied.
- Risks are deemed moderate and should be mitigated through a combination of dedicated enforcement of national legislation and existing guidelines at all levels.

Core Principle 2: Environmental Considerations - Natural Habitats and Physical Cultural Resources

Environmental and social management procedures and processes are designed to avoid, minimize, and mitigate against adverse effects on natural habitats and physical cultural resources resulting from program.

As relevant, the program to be supported:

- Includes appropriate measures for early identification and screening of potentially important biodiversity and cultural resource areas;
- Supports and promotes the conservation, maintenance, and rehabilitation of natural habitats; avoids the significant conversion or degradation of critical natural habitats, and if avoiding the significant conversion of natural habitats is not technically feasible, includes measures to mitigate or offset impacts or program activities; and
- Considers potential adverse effects on physical cultural property and, as warranted, provides adequate measures to avoid, minimize, or mitigate such effects.

Applicability

210. The provisions in Core Principle 2 are considered a part of the EIA system analyzed under Core Principle 1. The analysis confirmed that although the Program investments would neither affect nor convert critical natural habitats, they may generate limited adverse effects on natural habitats. There is a possibility that some schools might be located near natural habitats or areas rich in physical cultural heritage.

Strengths

211. The EIA Proclamation (2002) and the EIA Procedural Guideline (2003) are consistent with Core Principle 2. Specifically, areas where Ethiopia's environmental management system functions well include the following strengths:

- The EIA Proclamation is clear in the objectives of an EIA to protect the environment (natural systems);
- Project screening criteria accounts for the sensitivity of the area, that is, screens for projects in national parks and areas containing endangered flora and fauna;
- The National Conservation Strategy (1996) presents a coherent framework of policies and plans for investment to promote environmental sustainability, through a holistic view of natural, artificial, and cultural resources;
- An Authority for Research and Conservation of Cultural Heritage was established by Proclamation No. 209/2000, and one of its major responsibilities is the protection of cultural heritage against artificial and natural disasters.
- Overall, the analysis confirmed that there are no significant inconsistencies between OP/BP 9.00 and Ethiopia's policies, laws, and regulations related to natural habitats.

Gaps

212. No major gaps that specifically relate to natural habitats or physical cultural resources were identified given the program context. However, some of the gaps include the following:

- Although there are well defined environmental regulations, documents, policies, and procedures are in place, the MoE's experience in the implementation of these legal frameworks to ensure no impacts occur on the natural habitats and physical cultural resources is very limited.
- No or inadequate existing monitoring mechanisms, and guidelines for a sound environmental decision-making process, which still need to be established and strengthened.
- Limited capacity to assess the potential impacts on the natural habitats and physical cultural resources, within the MoE.

- Environment-specific capacity-building activities are presently insufficient and nodal environmental officers are not assigned within IAs to ensure compliance to required environmental standards regarding physical cultural resources and natural habitats.
- No or very limited knowledge and experience in considering physical cultural resources during the preparation of EIA, review of EIAs and implementation of the recommended measures as stated in the EMP to safeguard both terrestrial and aquatic habitats.
- Existing resource constraints, lack of enforcement level and mechanisms, inadequate public consultations and participation, lack of environmental monitoring equipment and tools, and lack of training and incentives.
- No or limited resources to implement the chance find procedures, if applicable.

Opportunities

213. Similarly, the actions identified for Core Principle 1 are also applicable to this core principle. Besides, if required and applicable, environmental assessments for proposed projects under the GEQIP-E will consider identifying the potential impacts and respective mitigation or avoidance measures to ensure no impact on the existing habitats within and around the core area, such as aquatic ecology and wetlands. The Program will exclude projects that would degrade or convert natural habitat and affect physical cultural resources.

214. The Program provides an opportunity to develop and strengthen appropriate guidance through manuals and checklists for improved managements of natural habitats and physical cultural resources. This will have a major positive outcome on the national biodiversity conservation practices and promoting the tourism with reduced impacts both on natural and physical cultural resources. Suitable guidelines for management and conservation of natural habitats and physical cultural resources can also be developed for implementing the proposed programs through sustainable practices and without causing irreversible damage to the environment. Strengthening the capacity of the MoE and universities and other regional and local level relevant offices for environmental management in the Program, will help to ensure overall improvement of the biophysical environmental settings within and around the subproject area.

Risks

215. There will be no risk because the Program will not support any activities such as civil works that will have impacts on natural habitats and physical cultural resources. However, if any incidents or unforeseen impacts the Program will record the following risks:

- Physical cultural heritage is not well understood or listed and could be lost unintentionally
- Lack of awareness among IAs on existing environmental regulations or poor capacities of IAs at the local level.

- The overall risks are deemed to be **Low**

Core Principle 3: Environmental Considerations – Public and Worker Safety

Environmental and social management procedures and processes are designed to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.

As required, the Program to be supported has to

- Promote community, individual, and worker safety through the safe design, construction, operation, and maintenance of physical infrastructure, or in carrying out activities that may be dependent on such infrastructure with safety measures, inspections, or remedial works incorporated as needed;
- Promote use of recognized good practice in the production, management, storage, transport, and disposal of hazardous materials generated through program construction or operations; and promote use of integrated pest management practices to manage or reduce pests or disease vectors; and provide training for workers involved in the production, procurement, storage, transport, use, and disposal of hazardous chemicals in accordance with international guidelines and conventions
- Include measures to avoid, minimize, or mitigate community, individual, and worker risks when program activities are located within areas prone to natural hazards such as floods, hurricanes, earthquakes, or other severe weather or climate events.

Applicability

216. Core Principle 3 is applicable to the Program because few schools could use school grants for purchase of chemicals for laboratories. The provisions in Core Principle 3 are considered as part of the ESIA process analyzed under Core Principle 1. Moreover, other existing policies, laws and frameworks in the education, environment, and social affairs sectors are also reviewed. The analysis found that Core Principle 3 is applicable with regard to public and worker safety during the use of laboratory chemicals, spill incidents, ramp construction and toilet renovation, and disposal of wastes, including expired cements and chemical containers.

Strengths

217. MoLSA and Regional Bureaus of Labor and Social Affairs are responsible to ensure the health and safety of the public. The EIA Proclamation and its regulations contain several provisions for public and worker safety, which are consistent with and aligned with Core Principles 1.

218. Ethiopia has guidelines that enforce best practices, monitor, and enforce OHS regulations with regard to construction works. The guidelines require that contractors must maintain accident registers, provide workers with protective gear, follow standards for construction sites, post warning signs visible to the public, and raise workers’ awareness about requirements, use, and knowledge of PPE.

219. The following set of proclamations and guidelines exist as system strengths:

- Environmental Pollution Control Proclamation 300/2002
- Labour Proclamation 377/2003
- Occupational Health and Safety Guideline (2003)

220. Although the EIA system in Ethiopia does not comprehensively encompass aspects of public and workers' safety, the issue is addressed in conformity with OP/BP 9.00, through Labour and Social Affairs sector proclamations and guidelines, namely the Labour Proclamation (No. 377/2003) and Occupational Health and Safety (OHS) Directive (2008).

221. It is expected that OHS aspects will be important during the construction/rehabilitation of educational facilities. In this context, the Labour and Social Affairs proclamation and guideline requires that employers should keep an accident register, ensure that employees are not at risk, and provide all workers with the required PPE.

Gaps

222. Public and worker safety aspects are adequately covered through the aforementioned proclamations and directives. However, the gaps are the following:

- No or limited mechanisms are in place to address the risks to the safety of public and construction site workers in relation to the facilities constructed by the Program in areas that may be vulnerable to natural hazards.
- The worker and public safety provisions are not always included in civil works contracts.
- No experience on devotion to and enforcement of safety rules such as use of PPE by work contractors and subcontractors.
- Inadequate or no supervision on safety management
- No capacity with technical person, safety materials provision, budget to conduct regular supervision on the compliance of national and international safety standards.
- Lack of awareness on public health and safety issues, particularly in relation to exposure to electrical and chemical hazards and workplace safety aspects in hazard prone areas
- Other gaps identified in Core Principle 1 are also applicable to Core Principle 3

Opportunities

223. The analysis identified several Program-level opportunities to be considered and treated in the ESSA Program Action Plan through the technical guidance and capacity-building elements, including:

- Incorporating aspects of OHS and natural hazards into the GEQIP-E environmental management framework;
- Providing training in workplace health and safety procedures;
- Providing adequate budget, logistic facilities, and technical persons for regular supervision;
- Ensuring that contracts for education facility works under GEQIP-E include guidelines on OHS that is provided to and signed by the contractor;
- Ensuring that measures on OHS and natural hazards are integrated within the Program;
- Providing training on early warning systems design to experts and local communities in areas prone to hazards;
- Scaling up the enforcement level to improve the health and safety provisions during the construction and operation phase of the Program and to allow standard procedures during implementation of project activities;
- Creating awareness in the community on safety issues;
- Developing a system for regular monitoring and inspection for timely prevention and remedial actions; and
- Improving implementation capacity of regulatory agencies to improve standards of labor safety during construction, operation, and maintenance of physical infrastructure.

Risks

224. If the gaps and opportunities identified are not addressed, there will be no system-based approach for addressing the OHS issues nor would it be consistent with the guiding principles of PforR financing. In addition, the followings specific risks will be highlighted during the Program implementation period:

- No or limited availability of safety protection materials at the work site
- No PPE available for workers
- No or limited awareness on safety precautions and management among staff and officials

- Inability to ensure public and worker safety that can result in injuries and loss of life. In addition, the risks identified for strengthening the system for Core Principle 1 are applicable to Core Principle 3. The overall risks are deemed to be Moderate.

Core Principle 4: Social Considerations - Land Acquisition

Land acquisition and loss of access to natural resources are managed in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards.
As relevant, the Program to be supported: <ul style="list-style-type: none"> • Avoids or minimizes land acquisition and related adverse impacts; • Identifies and addresses economic and social impacts caused by land acquisition or loss of access to natural resources, including those affecting people who may lack full legal rights to assets or resources they use or occupy; • Provides compensation sufficient to purchase replacement assets of equivalent value and to meet any necessary transitional expenses, paid before acquiring land or restricting access; • Provides supplemental livelihood improvement or restoration measures if acquiring land causes loss of income-generating opportunity (for example, loss of crop production or employment); and • Restores or replaces public infrastructure and community services that may be adversely affected.

Applicability

225. There is apparently no ground that the implementation of GEQIP-E will cause land acquisition and loss of assets. Given the emphasis that the Program attaches to the promotion of distributional equity, internal efficiency, and quality, it is very unlikely that the Program entails any risks of land acquisition. As a result of this, the ESSA has found that Core Principle 4 is not applicable.

Core Principle 5: Social Considerations - Indigenous Peoples and Vulnerable Groups

Due consideration is given to cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of indigenous peoples and to the needs or concerns of vulnerable groups.
The Program <ul style="list-style-type: none"> • Undertakes free, prior, and informed consultations if indigenous peoples are potentially affected (positively or negatively) to determine whether there is broad community support for the program; • Ensures that indigenous/underserved peoples can participate in devising opportunities to benefit from exploitation of customary resources or indigenous knowledge, the latter (indigenous knowledge) to include the consent of the indigenous peoples; and • Gives attention to groups vulnerable to hardship or disadvantage, including as relevant the poor, the disabled, women and children, the elderly, or marginalized ethnic groups. If necessary, special measures are taken to promote equitable access to program benefits.

Applicability

226. This core principle is applicable to the analysis of GEQIP-E on the basis of the following considerations.

(a) Gender

- Political commitment, manifested in the adoption of gender-responsive legal frameworks, has helped create a favorable environment for the inclusion of gender issues in mainstream social systems.
- Following the recognition given to gender equality a central cross-cutting issue in ESDP V, a series of girls' education strategies were developed to address the critical gaps and challenges in achieving gender equality in education and improve gender equality outcomes across Ethiopia's education and training sector.
- A separate structure responsible for handling gender inclusion was established at the level of the Gender Directorate within the MoE, which is directly accountable to the minister. At the REBs, it is structured as gender business process responsible to the bureau head. By establishing a Gender Directorate to liaise with other directorates of the MoE and DPs, the MoE has demonstrated its commitment to promote coordination, harmonization, and leveraging of resources toward gender equality.

(b) Pastoral Areas/Emerging Regions

- Given their marginalization over the decades, the GoE has identified four of the country's nine regions as deserving of affirmative support. Accordingly, Somali, Afar, Benishangul-Gumuz, and Gambella have been designated as developing regions qualifying for special support to redress the inequalities and disadvantages that they experienced in socioeconomic development.
- In connection with this, the MoFPDA has adopted a strategy, with a view to ensuring fast and sustainable growth in the developing regions.
- Likewise, in connection with quality, access, and equity of educational opportunities, ESDP V includes special support programs targeting the four DRS.
- The design and implementation of a national pastoralist education strategy (2008) was proposed with an aim to expand access to equitable, quality, and relevant education in pastoralist areas with the active participation of the community to bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country.

- The 2008 strategy also proposed a range of modalities to improve access, through institutionalizing different educational modalities (ABE, mobile schools, para-boarding schools, hostels, distance education, adult education, education radio programs, and formal primary education). It also called for improving the quality and relevance of primary education; and for addressing pastoralists' cultural, environmental, and economic constraints.

(c) Special Needs/Inclusive Education

- Political commitment and policy framework to address the needs of children with disabilities. While SNE/IE has been the subject of attention particularly starting in ESDP III, the MoE's commitment to the issue is clearly stated in ESDP V, with specific plans to increase the enrollment of SNE students in all levels of the country's education system.

Strengths

- In line with the Government's decentralization policy, decision-making powers in the education sector have been devolved from the federal MoE down to regional and *woreda* education bureaus/offices.
- Within the MoE, the Special Support and Inclusive Education Directorate has been set up with an aim to coordinate and provide technical support to these regions pertaining to the implementation of ESDP V and GEQIP-E.
- In addition to structural arrangements in place in the MoE, gender-responsive budgeting (GRB) is a means of integrating a gender perspective into all steps of the budget process, including the planning, implementation, and evaluation stages. The implementation of GRB is an important measure to monitor budgetary equity and to increase the ability of budgets reflecting needed interventions to address gender gaps in various sectors. Clearly, looking only at the gender- responsiveness of education budgets is not in itself sufficient to monitor the effectiveness and impact of spending for gender equality in education; results need to be monitored to ensure the effectiveness of GRB. The Government has developed national guidelines for the implementation of GRB and advocates for 2 percent of exclusive federal budget allocation for gender issues in the education and training sector. Therefore, 2 percent of the total ESDP V budget plan, for instance, was committed exclusively to gender equality- related issues.
- An encouraging step taken by the MoE is the organization of quarterly national meetings involving MoE directors and higher officials as well as REB heads and officials. At the end of these meetings, quarterly progress reports have been prepared. Another key M&E activity undertaken by the Government is the Annual Education Conference. The latest was organized by the MoE in November 2016 to assess the project progress. At the end of the conference, an annual report, which identified key achievements as well as challenges and recommendations, was prepared.

Gaps

(a) Gender

- In some institutions, there is a lack of commitment to establish gender units. Meanwhile, in institutions where units have been established, their role in promoting girls' performance and women's leadership in education are often compromised by lack of qualified personnel, inadequate budget allocation, and/or by their marginalization in institutional decision making.
- There are a number of challenges related to coordination among stakeholders working on girls' education, including inconsistency of interventions with national direction; lack of sustainability of interventions; and duplication of efforts, which can lead to inefficiencies. Moreover, the Girls' Education Forum and the Girls Education Advisory Committee (GEAC) that have been established at the national level have not been evenly rolled out to the regional and local levels.
- Despite the fact that both ESDP V and subsequent guidelines endorse the need to allocate a budget line exclusively for gender equality, this has not been widely implemented across the sector. Inadequate planning and lack of sustained commitment are a part of the problem. Additionally, there has been confusion among some educational institutions between exclusive budget lines for gender equality issues and mainstreamed gender budgeting.
- The current M&E system in the education and training sector focuses on performance reporting based on data provided by the REBs and others. However, it is not systematic in that it lacks clearly defined, nationally aligned impacts, outcomes, outputs, long- and short-term targets, and means of verification. Furthermore, reports are not communicated regularly and on time. While the EMIS requires sex and age-disaggregated data, it falls short of collecting and analyzing qualitative gender equality data, which is also essential for measuring progress.

(b) Special Needs/Inclusive Education

- Inadequate and inconsistent documentation, has resulted in an information deficit about what has been attempted, what has worked or has not, and why. The lack of information hampers implementation, strategic planning, and evidence-based policy making.
- Inadequate structural arrangement. The present arrangement of managing SNE/IE issues through the deployment of a team at the MoE and focal persons in the REBs has proved to be a structural limitation that hampers progress in implementing the SNE/IE strategy.

- Lack of commitment on the part of IAs/structures at various levels. This is manifested in the failure to assign focal persons and to mainstream SNE/IE issues in planning, budgeting, M&E, and reporting.
- Human resource gaps as shown in the acute shortage of professional and support staff.
- The absence of well-organized and accurate data base/management system. Sufficient data concerning special needs in general and those with disabilities in particular are not easily available in the country. Any available relevant data is fragmentary and far from comprehensive.
- Under-resourcing and under-funding. The budget allotted to SNE/IE is meager and hardly sufficient to implement the SNE/IE strategy.
- Inadequate awareness and prevalence of misconceptions about SNE/IE issues. There are problems related to awareness and wrong perceptions about disability and special needs in general on the part of planners, decision makers, implementers, and the public at large.

(c) Pastoralist Education

- The primary school delivery modality can meet the needs of agro-pastoralist children with a sedentary livelihood, but has inherent limitations for ‘pure’ pastoralists. While access has expanded, the educational needs of ‘pure’ pastoralist children were neither sufficiently made visible nor yet met.
- A key issue that pastoralist communities raise is the relevance and quality of the curriculum for their livelihood, which rarely reflects their social values, culture, indigenous knowledge, and social structure. Limited availability and/or use of research evidence within the education sector on the pastoralist way of life to contextualize the curriculum is a deterring factor for QA efforts.
- The formal school curriculum lacked relevance to pastoralist livelihoods, indigenous knowledge, context and development needs; and in some regions, the curriculum was delivered through the medium of instruction other than the local languages.
- Recruitment and training of teachers/facilitator was not undertaken consistently with high quality standards and context-specific requirements for pastoralist education needs.
- Capacity to implement policy and strategies is hampered by low technical and managerial competence and shortage of staff. Frequent transfer and turnover of staff, with the result of inadequate monitoring and supportive supervision performance and lack of institutional memory.

- Issues with EMIS data, one of the primary sources of information for M&E, can partly explain this gap in the report. A recent evaluation of the country's EMIS has revealed that the system requires significant strengthening to ensure the timely availability of quality data. Specifically, the study found that in the last few years, there were serious delays in the collection, compilation, and analysis of EMIS data as well as the release of final reports. There were also some concerns regarding the quality of data collected from a few regions. Although these issues were more serious in EMIS, to a lesser extent similar delays and quality problems were observed in other sources of data, including school inspection and teachers' licensing data.
- GEQIP II revealed fragmentation in M&E efforts by different bodies and a lack of coordination across different IAs at different levels (that is, federal and regional bodies). Furthermore, almost no mechanisms have been established to facilitate the harmonization of different data sets, including EMIS.

Opportunities

- The legal/regulatory system is robust to promote benefits for vulnerable groups, participate in decision making, decentralized planning, implementation, and social accountability.
- A Federal Special Support Board, which consists of relevant sector ministries including the MoE, has been established under the Prime Minister's Office. The prime objective of the board is to coordinate the affirmative support provided to the developing regions by the different organs of the Federal Government, and ensure the effectiveness of the activities.
- The MoE has established a Special Support Directorate and equipped it with the required manpower and logistics to deliver special support for emerging regions.
- Within the MoFPDA, an Equitable Development Directorate General has been set up for helping emerging regions to operate under it. Among many other activities, the Directorate General coordinates and directs case teams to collect, organize, and analyze data in relation to the gaps in capacity building, social and economic development, good governance, gender and environmental development in the regions in need of special support.
- The Federal Special Support Board holds joint quarterly review meetings with the representatives of the DRS, during which the quality and status of the special support is assessed. The meetings are also used as a forum where the developing regions voice the grievances that they may have concerning the assistance given to them by the relevant sector ministries in an effort to ensure equitable development.

Risks

- Failure to address the gaps applying these above actions and use the opportunities identified in the analysis will result in the possible risk of not being able to achieve the desired social effects, and compromising the guiding Core Principle 5 of OP/BP 9.00.

Actions

- Properly follow and apply the legal frameworks in place to support vulnerable groups and emerging regions
- Application of procedures for equitable and fair treatment of vulnerable groups and underserved people
- Improve training and capacity of vulnerable groups through extensive consultations so that they can benefit from the project
- Effective use of community organizations, women groups, youth groups and other community forums to facilitate community conversations in targeting vulnerable groups
- Ensure that women's groups and women in the community are adequately represented in the arrangements for the provision of compensation
- Prioritize the training of women and community members on the need for and benefit of vulnerable groups involvement in compensation and livelihood restoration process as applicable
- Awareness raising on GRM to the community to create awareness about the procedures for accessing GRM, understanding how the GRM functions, time lines, and so on.
- Build capacity on identifying vulnerable groups and application of procedures for equitable access to program benefit including in policies and guidelines to ensure equitable treatment of vulnerable groups that may be affected by GEQIP-E activities.

Core Principle 6: Social Considerations - Social Conflict

Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

The Program considers conflict risks, including distributional equity and cultural sensitivities.

Applicability

227. The Program yields significant social benefits to all citizens to improve education efficiency, access to quality education, and responding to cultural sensitivities. However, there

can be issues related to distribution of school grants and absence of meeting the needs of vulnerable groups.

Strength

- In connection with conflict resolution and GRMs, if misunderstandings and disputes arises (for example, IAs and affected parties) during project activities implementation or due to the impact of the program, the preferred means of settling disputes is through arbitration. The number and composition of the arbitration tribunal may be determined by the concerned parties. If the complainer is not satisfied with the decision of the arbitration committee, the case may be referred to the High Court to the level of Ombudsman.
- The ones listed with respect to Core Principle 5 will also apply.

Opportunities

228. The national proclamations are also applicable in all regional states of Ethiopia. The existence of the legal frameworks is an opportunity that can serve as a basis to address complaints and conflicts related to program implementation.

Risks

229. When schools in all *woredas* do not receive appropriate school grants and/or citizens do not share benefits equality, there could be conflict during project implementations and become an obstacle for sustainability. Mitigation will be consultation, communication, and enhanced transparency.

Actions

- Affected communities should be properly consulted and the consultations documented.
- Strong and accessible Grievance Redress System needs to be established
- Vulnerable groups such as children, the elderly, ethnic minorities, laborers, and those living under the poverty line should receive special support.
- The ones listed with respect to distributional equity under Core Principle 5 will apply.

7. Capacity and Performance Assessment of Key Program Implementing Agencies

7.1 Introduction

230. Assessment of the capacity and performance of the ESMS in key institutions of the IAs of the MoE concerned with the execution of the ESDP and GEQIP was made to make sure that the IAs have the required implementation maneuver. The focus in the assessment are structural/institutional capacity and the gaps that need to be addressed, the challenges faced, and

the corresponding required measures to be taken to improve the efficiency of the ESMS in the key institutions of GEQIP IAs.

7.2 Institutional Roles and Responsibilities of Key Actors for GEQIP-E Implementation

231. The management of the education system is the collective responsibility of the MoE, the REBs and WEOs, universities, CTEs, and schools. The discussion hereunder focuses on the main institutions' role and responsibility in the implementation of education in Ethiopia.

7.2.1 Ministry of Education (MoE)

232. The MoE is mainly responsible for policy and guidelines that help implement general education on the basis of research and policy analysis. The units within the MoE are responsible for setting standards; planning and assessment of the curricula, educational programs, teachers' training and development, syllabus preparation for textbook development, educational media, and accreditation of educational institutions and programs. It is also responsible for the setting of standards and for regulating nongovernmental organizations and private educational providers at all levels (preprimary to tertiary).

233. In accordance with Article 55 (1) of the Constitution of the Federal Democratic Republic of Ethiopia, Proclamation No. 916/2015 defines the powers and duties of the executive organs of the FDRE. Accordingly, the MoE is reestablished and has the powers and duties to

- (a) Set education and training standards, and ensure the implementation of the same;
- (b) Without prejudice to the generality of the above article:
 - (i) Formulate a national qualification framework,
 - (ii) Formulate a general framework of curricula for education,
 - (iii) Set minimum educational qualification requirements for school teachers, and
 - (iv) Set minimum standards for education and training institutions;
- (c) Expand and lead higher education;
- (d) Ensure that quality and relevant education and training have been offered at all levels of the educational and training system;
- (e) Prepare and administer national examinations based on the country's education and training policy and curricula; and maintain records and issue certificates of results;
- (f) Develop national TVET strategies and ensure their implementation;
- (g) Ensure that student admissions and placements in public higher education institutions are equitable;
- (h) Publicize national performance in education and training;

- (i) In its area of jurisdiction:
 - (i) Initiate policies and laws, prepare plans and budgets, and upon approval implement same;
 - (ii) Ensure the enforcement of federal laws;
 - (iii) Undertake study and research; collect, compile, and disseminate information;
 - (iv) Undertake capacity-building activities; implement, cause to implement, and ensure effectiveness of the reform and good governance works;
 - (v) Provide assistance and advice to regional states, as necessary; and provide coordinated support to regional states eligible for affirmative support as coordinated by the MoFPDA; and
 - (vi) Enter into contracts and international agreements in accordance with the law;
- (j) Direct and coordinate the performances of the executive organs made accountable to it under the laws establishing them or under Article 38 of this proclamation; review the organizational structures as well as the work programs and budgets of the executive organs and approve their submission to the appropriate government organs;
- (k) Address women and youth affairs in the preparation of policies, laws, and development programs and projects;
- (l) Create, within its powers, conditions whereby persons with disabilities, the elderly, segments of society vulnerable to social and economic problems and HIV/AIDS-positive citizens benefit from equal opportunities and full participation;
- (m) Exercise the powers and duties given to it under this proclamation and other laws;
- (n) Where necessary, delegate part of its powers and duties to other federal or regional state organs;
- (o) Submit periodic performance reports to the Prime Minister and the Council of Ministers.

7.2.2 Regional Education Bureaus

234. The REBs are by and large responsible for adopting and implementing activities without major departure from the overall policy. The nine regional states and two city administrations have their education bureaus. These are Tigray Education Bureau, Afar Education Bureau, Amhara Education Bureau, Oromiya Education Bureau, SNNPR Education Bureau, Benishangul-Gumuz Education Bureau, Gambella Education Bureau, Harari Education Bureau, Somali Education Bureau, Addis Ababa Education Bureau, and Dire Dawa Education Bureau. The roles and responsibilities of the REBs are the following:

- Prepare plans and programs based on national policy
- Supervise and maintain the education standards
- Prepare and implement the primary school curriculum
- Recruit qualified teachers for secondary, TVET, CTEs
- Identify training needs
- Train primary teachers and educational personnel
- Ensure the provision of textbooks and educational materials
- Supervise the execution of national exams
- Ascertain adequacy of exams and certificates
- Plan for the provision of education to school-age children
- Provide adult education
- Administer elementary and secondary schools
- Establish junior colleges
- Ensure that the education program is supported by mass media
- Collect, compile, and disseminate statistical data on education

7.2.3 Zone Education Offices

235. ZEOs mainly have supervising and facilitation roles in the education system. The specific roles and responsibilities of ZEOs include the following:

- Facilitate the implementation of plans and programs
- Supervise and evaluate the maintenance of the educational standards
- Supervise the implementation of the curriculum
- Ensure that the in-service training is given to teachers and educational personnel
- Facilitate the distribution of textbooks and educational materials on time
- Ensure that the exams are conducted as scheduled

- Plan for step-by-step provision of education for all school-age population in the region
- Mobilize the people for realization of plans and establish schools and vocational training centers according to the policy guideline
- Facilitate the provision of mass media-supported education
- Compiles statistical data and reports to zone

7.2.4 Woreda Education Offices

236. *Woredas* are the primary educational authorities responsible for the establishment and implementation of all educational activities spanning from preprimary to secondary education. Generally, the roles and responsibilities of WEOs are to:

- Check the preparation of students for exams/administer the exams
- Distribute textbooks and educational materials to schools on time
- Recruit teachers and other professionals for in-service training and professional development
- Inspect the implementation of curriculum at school level and recommends improvements
- Supervise school and work with teachers to maintain the educational standard
- Implement plans and programs at the school level
- Supervise the implementation of plans at community and school levels
- Administer and supervise established schools
- Provide facilities and programs for mass media education
- Collect information and data on education and compiles and submit it to the zone office

237. The general institutional structure and arrangement in place in the MoE for the overall coordination and management of GEQIP II implementation at various levels is shown in figure 1.

7.2.5 Higher Institutions (Universities)

- Uphold the objectives of higher education and the guiding values of the institution; and ensure that it is an institution of scholarship

- Develop programs of study and provide higher education; prepare and supply qualified graduates in knowledge, skills, and attitudes on the basis of needs of the country; and award academic qualifications in accordance with its programs
- Undertake and encourage relevant study, research, and community services in national and local priority areas and disseminate the findings as may be appropriate; undertake, as may be necessary, joint academic and research projects with national and foreign institutions or research centers
- Recruit and administer its personnel and manage its finance and property
- Legislate and implement internal rules and guidelines
- Prepare and implement institutional plans, budget and organizational structures, and submit performance reports
- Establish cooperation relations with industries and other institutions in pursuit of its mission
- Give recognition or award prizes or honorary degrees to persons of outstanding achievements or contributions to society
- Provide support to primary and secondary education and provide support and cooperate with preparatory and technical and vocational schools as may be appropriate
- Publish annual and multiyear statistics on educational input and output and financial incomes and expenditures
- Discharge other responsibilities provided for in its instrument of establishment¹⁰

7.2.6 College of Teachers' Education

- Design and implement education, training, and research programs based on national standards
- Carry out activities on the preparation and improvement of primary school curriculum materials
- Issue certificates to the graduates who complete various training programs
- Conduct workshops, short-term trainings, and symposiums
- Lead and coordinate school clustering, interschool experience sharing and teaching practice/practicum programs

¹⁰ Proclamation No. 650/2009 (Higher Education Proclamation).

- Undertake research and studies, conduct post-training follow-up, and improve the quality of trainings based on lessons learned
- Enroll students based on the guidelines set by the REBs, and improve training processes based on the follow-up of the recruitment and job placement of training graduates
- Strengthen training practices by forging strong network ties with local communities, government organizations, nongovernment organizations, private sector, and civil societies
- Adopt a framework of evolution that enables trainees to assess the performance of academic and administrative staff with a view to making sure that the training system is transparent, efficient, and fair
- Prepare, evaluate, and apply for instructional materials and distribute college textbooks, related teaching and reference materials and journals
- Train and deploy ABE facilitators, preprimary school teachers, and others based on the guidelines set by the REBs
- Prepare and evaluate primary school textbooks in collaboration with the REBs
- Charge payments/fees according to the fixed rates for the services rendered, generate and use internal sources of incomes continually, and establish working relationships with domestic and international educational institutions of like mission and purpose
- Manage and lead approved budget and human resource
- Recruit and hire staff for the college and prepare for approval the staff career structure
- Draft a system of internal rules and regulations and implement these when duly approved
- Enter into contracts, own property, and hold others accountable and be held responsible in the court of law in the name of the institution

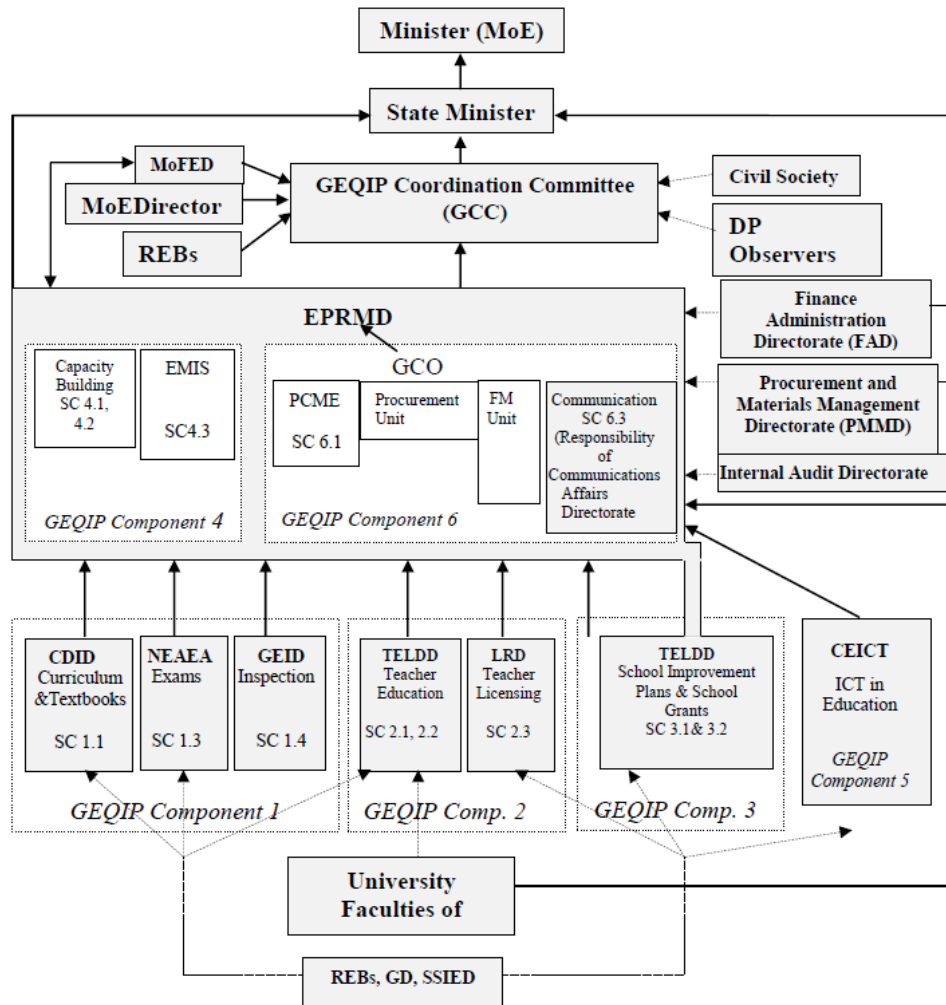
7.2.7 Schools

- Produce citizens who have developed full personality, positive attitude toward work and development, and strong commitment to the respect of their own democratic rights and those of other that are enshrined in the Constitution
- Impart to the youth, the kind of knowledge and skills that they need to become productive citizens, contribute to improving the quality of community life, and prepare themselves for problem solving

- Implement the existing curriculum to provide education such that it is well-suited to the objective realities of the surrounding environment and the capacity of students to receive instruction, and identify the problems that arise in the course of pedagogical practice
- Implement a set of training and experience sharing programs whereby teachers and other professionals acquire the necessary knowledge, awareness and skills to develop and comply with professional ethics, perform their responsibilities with a high degree of competence, and enhance their professional fitness by upgrading themselves in terms of current developments, advances, and new teaching methodologies
- Facilitate the access of students to educational leadership counseling and guidance services during their school life
- Establish and reinforce a system of supervision with an aim to enhance the quality of the teaching-learning process through the provision of support to teachers by colleagues with a higher degree of performance and diligence
- Conduct studies and research designed to identify and address the problems in the teaching-learning process, and implement the findings according to the needs and the existing situation in the surrounding
- Devise various ways of generating internal sources of income and use the funds for the expansion of educational facilities and quality improvement
- Mobilize local communities and parents to assume full responsibilities as owners in leading and managing the schools, and supporting their smooth operations with financial contributions
- Provide education that is secular or free from religious interference¹¹

¹¹ Translated from MoE. 2002. *Educational Leadership Organization, Community Participation and Finance Guideline*. Addis Ababa.

Figure 1. Overall GEQIP II Implementation Institutional Structure and Arrangement



Source: MoE, 2017.

7.3 Implementing Agencies’ Staff Capacity for Environmental and Social Management

238. The MoE is experienced carrying out social risk management activities by its staff and other counterparts beginning with the early stages of GEQIP-II implementation. As the implementation of the program continued, staff knowledge and experience in the management of environmental and social issues has improved significantly. Overall, about 28 staff members (14 MA/MSc, 12 BA/BSc, and the remaining 2 are diploma-level holders) of the MoE were exposed to environmental and social management in one way or another. These staff belong to Gender, Special Support and Special Needs Education/Inclusive Education Directorates and GEQIP Coordination Office (GCO). In addition, the REBs have developed experience in environmental and social issues during GEQIP-II implementation.

239. Yet, capacity gaps are still observed in the MoE and all regions regarding social and environmental management. As a result, there is a strong need for capacity-building activities to

ensure that there is a more competent and capable staff in place for an efficient and effective management of environmental and social issues during the implementation of GEQIP-E.

7.4 Analysis of the Environmental and Social Systems Management of GEQIP-E Implementation

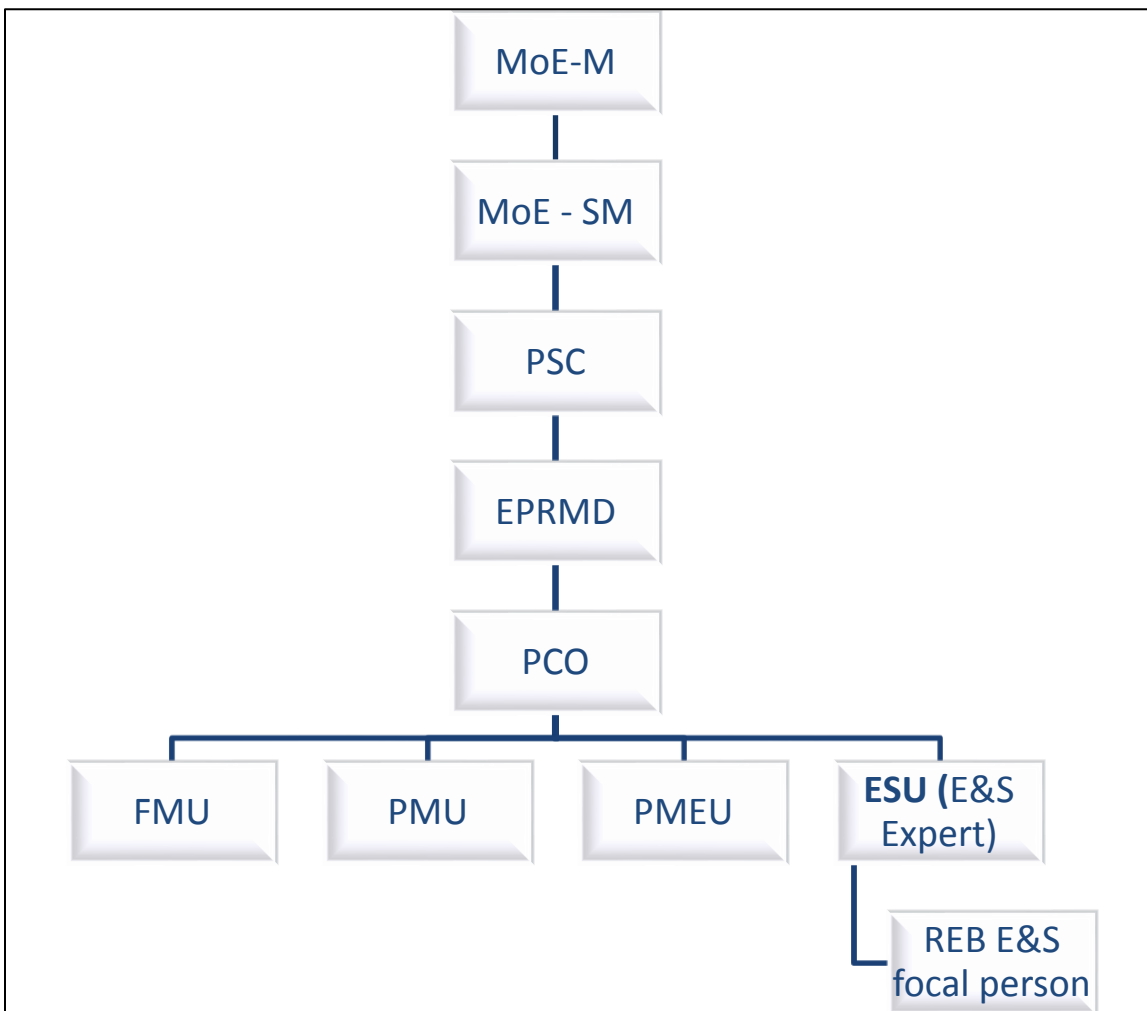
240. As indicated in the institutional implementation arrangement review, a system is in place at various levels in the MoE to coordinate GEQIP-II, including the management of environmental and social issues. In the GEQIP-II, program design to implementation, including M&E and environmental and social issues, are managed in line with the following procedures: first, a social assessment was conducted to identify potential program impacts and risks. Based on the findings, a ‘Social Development Plan’ was prepared and recommended mitigation measures were accordingly implemented by the MoE. The responsibilities to manage environmental and social issues rest with the relevant directorates at MoE such as gender, special support and IE, curriculum development and implementation, and teachers and education leaders’ development directorates. As a result, the management of environmental and social issues is shared by several IAs because of which the work is at last diffused across a range of departments. The M&E team within the GCO collects the relevant information concerning environmental and social issues from these directorates, which is compiled into a consolidated report and disseminated through the channel in the institutional structure. The structural gap is clearly observed in the institutional arrangement for the management of GEQIP-II with regard to environmental and social issues, where a separate and dedicated unit has not been set up within the GCO with well-defined roles for this purpose.

241. The absence of such a prime functional body has resulted in several limitations. First, environmental and social specific data are not collected and analyzed on time to inform decisions. Not being specified in the mandates of the different implementing directorates at the MoE, these bodies fail to consider the management of environmental and social issues as their major responsibility, leading to inadequate program delivery in this regard. As a result, there is hardly any consistent and effective follow-up on the Social Development Plan implementation from the MoE down to school levels, for which no manuals or related tools are prepared. Moreover, the necessary competent staff and technical leadership, as well as budgetary recourse have not been made available, which would have been possible in the case of a separately functional environmental and social issues management unit. As social implementation performance basement (2017) and key informants indicated, no specific or well-organized reports are ever produced focusing on environmental and social issues, leading them to conclude that the issue does seem to have been owned by the main responsible body and that there is little concern regarding this apart from the conduct of assessments. For this reason, the report of the GEQIP-II Implementation Support Mission rated the MoE’s performance on the management of environmental and social issues as Moderately Satisfactory.

242. Based on these observations and practical experience, the GEQIP-II Coordination Office strongly suggested the setting up of a fourth unit under the GCO responsible for the management of environmental and social systems. Such a unit will need to be a structure mandated with the right roles and responsibilities, staffed with competent professionals and resourced with adequate budget. The unit will also have to be structured at the REBs with relevant environmental and

social experts, as required. The missing but proposed unit for the management of environmental and social issues will have a structural set up as shown in figure 2.

Figure 2. Proposed Institutional Arrangement for Management of Environmental and Social Issues



Note: GCO - GEQIP Coordination Office; FMU - Financial Management Unit; PMU – Procurement Management Unit ; PMEU – Program M&E Unit; ESU- Environmental and Social Management Unit

243. The establishing of such an institutional arrangement will make the following possible and manageable:

- Systematic flow of environmental and social specific information collection, analysis and reporting
- Proper implementation of environmental and social safeguard interventions
- Easy compliance with the requirements of donors and DPs

244. A functional ESU will facilitate the delivery of the following:

- The preparation and availability of job specification and operational handbook for experts at all levels which clearly define their responsibilities, ensure transparency and accountability, and assist performance;
- The development of M&E tools and reporting formats; and
- The development of Environmental and Social Management Implementation Manual.

245. **Capacity development training.** Besides setting up an appropriate structure, it is important to consider staff recruitments and professional development activities to enhance organizational capacity for a more effective and dedicated management of environmental and social management. In this connection, recruiting and deploying professionals with the appropriate profiles requires prime attention. Accordingly, in addition to assigning appropriate and qualified staffs, it is vital to consistently enhance the capacity of existing and newly recruited personnel on issues related to environmental and social issues.

246. This should be strengthened with workshops organized by the relevant unit/office to assist staff to develop the skills and competencies required in response to the gaps identified. Capacity-building training workshops on environmental and social issues organized by DPs such as the World Bank may be used as an opportunity to enhance the professional development required for the management of environmental and social issues. For example, it was observed that GEQIP-II implementing bodies particularly at lower levels of the MoE, implementing regional experts, and teachers and WEO leaders were generally lacking the necessary awareness on environmental and social issues, having the general perception that social issues referred only to SNE/IE.

247. Staff mentoring by immediate supervisors is a further suggested mechanism to develop the skills and competencies of environmental and social staffs at various levels in the structural set up. Mentorship facilitates the achievement of anticipated outcomes to good standards on time. It also contributes to the delivery of planned outputs and timely rectification of shortcomings.

Monitoring and Evaluation and Communication

248. The MoE has developed an M&E framework that is incorporated into ESDP V project design. This M&E framework adopts a results-based approach that focuses on monitoring of achievements in strategic education outcomes as reflected in the KPIs. The M&E framework identifies the roles and responsibilities of IAs at the MoE, REBs, and the zone and WEOs. Furthermore, the framework has established monitoring, review, and evaluation mechanisms that are already fully integrated into the government program.

249. The following M&E procedures have been identified and are currently in the process of implementation that would be applied for GEQIP-E:

- Routine monitoring at the national and decentralized levels through monthly meetings of IAs at all levels. Based on these meetings, the MoE and regional bodies

produce regular quarterly reports, and these reports are submitted to several technical monitoring groups

- Join review missions to be conducted with stakeholders including donors
- Midterm and final evaluations

250. In the MoE M&E framework, four types of technical monitoring groups and steering groups are established at the federal level to support M&E activities.

- A National Steering Group chaired by the Minister of Education and which meets twice a year has been organized.
- Sub-sector National Consultative Groups chaired by the respective state minister of each of the sub-sectors have been formed.
- Sub-sector Technical and Monitoring Groups have been formed and are to meet four times a year to monitor progress against the plan in each region.
- The Education Technical Working Group is formed by bringing together all donors. The Education Technical Working Group is co-chaired by the head of the federal PRMD and an elected donor partner representative.

251. These technical monitoring groups and steering groups receive regular reports from IAs and regional bodies, on the basis of which they monitor progress nationally. For all results indicators, source of monitoring data has been identified including the EMIS, NLA, the school inspection system, and teacher licensing.

252. **MoE's M&E capacities.** Although a clear M&E framework was developed by the MoE, actual implementation has been lagging behind at all levels of the education sector. An encouraging step taken by the MoE is the organization of quarterly national meetings involving MoE directors and higher officials as well as REB heads and officials. At the end of these meetings, quarterly progress reports have been prepared. However, regarding the proposed monthly meetings of regional bodies (REB, zone, and *woreda*) and IAs as well as their M&E activities, no clear data are compiled at the moment. This reveals a gap in ensuring M&E activities are undertaken properly and on time.

253. Another key M&E activity undertaken by the Government is the Annual Education Conference. The latest was organized by the MoE in November 2016 to assess the GEQIP-II progress. However, the report does not indicate progress on several KPIs, which shows that the Government's capacity to regularly track performance of key indicators is limited and needs to be strengthened.

254. Issues with EMIS data, one of the primary sources of information for M&E, can partly explain this gap in the report. A recent evaluation of the country's EMIS has revealed that the system requires significant strengthening to ensure the timely availability of quality data. Specifically, the study found that in the last few years, there were serious delays in the collection, compilation, and analysis of EMIS data as well as the release of final reports. There

were also some concerns regarding the quality of data collected from a few regions. Although these issues were more serious in the EMIS, to a lesser extent similar delays and quality problems were observed in other sources of data, including school inspection and teachers' licensing data.

255. GEQIP-II M&E activities also provide important lessons about the Government's M&E capacity. Most of the M&E challenges identified above were prevalent in GEQIP-II. Moreover, GEQIP-II revealed fragmentation in M&E efforts by different bodies and a lack of coordination across different IAs at different levels (that is, federal and regional bodies). Furthermore, almost no mechanisms have been established to facilitate the harmonization of different data sets, including EMIS, school inspection, teachers licensing and national learning assessment data. This has limited the capacities of IAs to conduct a joint analysis of data to obtain a more comprehensive picture about the status of the project. An additional problem that needs to be addressed is that M&E activities of GEQIP-II have failed to capture and monitor how activities contribute to the delivery of PDO results.

256. As the environmental and social implementation performance assessment (2017) shows, the implementation of GEQIP-II is monitored and evaluated at the regional level using the checklists prepared by regional coordination officers and approved by the implementing units and management bodies of the REBs. A review of the content of the checklists show that environmental and social issues are not included except for conflicts/complaints and special educational needs.

257. The objective of communication is to strengthen communication at all levels of educational management of the program. Activities include: (a) increase awareness and ownership of the project's components, with emphasis on the results framework, to thereby ensure effective participation of all stakeholders; (b) promote greater community involvement in schools as well as improved evidence-based SIP planning and resource utilization by the schools; (c) improve dissemination of valuable and relevant information such as results of M&E and assessment results throughout the system to increase awareness of the major issues, and also share successful experiences among regions, *woredas*, and schools. The MoE and GEQIP-II pooled funding partners conducted a joint implementation support mission of GEQIP II in 2015 and noted that performance in the communication subcomponent is only Moderately Satisfactory.

7.5 Assessment of the Proposed Program Environmental Management System

258. Legal instruments and guidelines have been established for the management of negative environmental impacts and enhancing the positive sides. Despite these efforts, given the nature of GEQIP I and II having no construction activities, the MoE has not conducted an environmental assessment. In addition, GEQIP specific frameworks and plans for environmental management do not exist. The MoE lacks institutional capacity and has not established the structure to develop capacity in documenting, reporting, and monitoring environmental and social due diligence, as shown by the experience of implementing GEQIP II.

7.6 Performance of the Environmental Management System

259. In the context of EIA practice in Ethiopia, there are some promising developments:

- There are some indications that EIA is being applied on the ground;
- Many private and government project owners are bringing their EIA reports to the MEFCC and regional environmental organs; and
- Experiences have begun to accumulate from current engagements in EIA activities, particularly at the federal level, where the number of applications made by private and government proponents is increasing every year.

260. However, despite these encouraging trends, there are several overall gaps and challenges with respect to EIA practice in Ethiopia. The following are the main challenges:

- **Nonprioritization of EIA.** Currently, the GoE is involved in capital intensive economic development activities, which have become important priorities. In this context, although the Government has taken measures to establish environmental institutions and enacted laws, the established institutions are understaffed and lack the necessary power to fulfill their duties. The existing laws do not have enforcement mechanisms, are not dynamic, and are easily circumvented by economically oriented legislations. For instance, the EIA Proclamation 299/2002, which requires a proponent to obtain permission from the MEFCC or relevant regional environmental agency before securing an investment or trade license is reversed by Proclamation No. 375/2003, namely the Amended Investment Proclamation, which stipulates that the Investment Agency is responsible to issue an investment license, thereby excluding all requirements for an EIA.
- **Lack of awareness.** There is low level of knowledge on the EIA in Ethiopia, particularly as the EIA lawmaking process has not been participatory. The EIA law was enacted without sufficient participation of important stakeholders, including local communities who may be directly affected by a development project. Furthermore, local administrations and other government officials, who are the key actors in the EIA process, have little or no awareness on the EIA and its importance. Moreover, the absence of knowledge on the EIA has led many officials and project proponents consider it a process that is designed to make development activities difficult.
- **Capacity limitations.** The problem of capacity is manifested, particularly in relation to the consultants involved in the preparation of EIAs and the competent authority which is responsible for its review. Consultants are very important actors in EIA practice as they are the ones who prepare EIA reports on behalf of the applicant. As there is no code of conduct or criteria governing how such a multidisciplinary task should be handled, consultants risk being highly influenced by their clients. The other aspect of capacity relates to the duties of the MEFCC. The MEFCC is a regulatory organ, and it is expected to regulate the activities carried out not only by private project owners, but also by the Government. However, in the context of EIA reports, the review process carried out by the ministry is usually not highly effective.

Because there are an insufficient number of experts, the MEFCC and the regional environmental authorities are overburdened and cannot review the EIA reports in a manner that is expected of them.

- **Lack of effective mechanisms.** At present, the mechanism is not strong to ensure that project owners submit their EIA reports to the MEFCC or the relevant regional organ. There is also no means of compelling developers toward the EIA process, particularly at the regional level. Regarding instruments, it is only Proclamation No. 299/2002, the EIA Proclamation, which is officially enacted. Since 2002, only one directive, that is, the EIA Directive of 2008, has been issued. However, the directive's status of official approval is rather unclear, particularly in due consideration of the dictates of the Environmental Protection Organs Establishment Proclamation No. 295/2002, which requires the approval of the Council of Ministers for such documents to become official.

261. Moreover, in the context of the MEFCC's delegation of sectoral institutions to involve in and ensure the implementation and review of EIAs, it has been observed that the mechanism has not been successful, mainly due to the following reasons:

- In principle, the EIA should be reviewed by an independent entity and not by the sector responsible for implementing the initiative/project.
- Sectoral institutions have their own priorities and are not accountable for failures in the fulfillment of this delegated responsibility.
- Many ministries have neither officially recognized the delegation letter from the MEFCC nor accepted the associated responsibilities.
- There has been little guidance provided by the MEFCC to the sectoral ministries in relation to their delegated responsibilities.
- Many argue on the ground of principle that the delegation should not only apply to selected proponents, namely government ministries, but also to other categories of proponents (including the private sector).

262. Similarly, at present, effective instruments and entities for mainstreaming environmental requirements into sectoral federal and regional institutions have not been established according to the requirements of Proclamation 295/2002.

- **Weak public participation.** According to the EIA Proclamation, the public must participate at two stages: during the preparation of the EIA report and during its review process. In general, the public consultations, both during the preparation and review of the EIA tend to be inadequate. Moreover, as there are no specific guidelines for public participation, it has not been possible to determine what actually constitutes public participation or whether the consultation undertaken has been to the required level.

- **Lack of incentives.** This challenge may best be viewed from the perspective of the proponent. In Article 16, the EIA Proclamation (299/2002) stipulates that incentives should be available to project owners. However, there are two obvious problems associated with this provision. First, it does not directly address initiatives that fulfill EIA requirements. Second, it is not known how to implement these incentives, as there are no directives or guidelines in this respect.

7.7 Assessment of the Proposed Program Social Management System

7.7.1 Gender Equality in Education: Structural Arrangements, Coordination, and Budgeting

263. Structural arrangement is in place to ensure integration of gender issues in MoE activities and planning across all levels of the education system. By establishing a Gender Directorate to liaise with other directorates of the MoE and DPs, the MoE has demonstrated its commitment to promote coordination, harmonization, and leveraging of resources toward gender equality. Gender unit structures have also been established in all REBs, higher learning institutions, and some WEOs. Other coordination mechanisms include the National Gender Forum, which convenes annually and includes all national partners working on girls' education, and a technical committee that supports the Gender Forum, known as the GEAC. At the school level, gender equality and girls' education are promoted through Girls' Education Clubs and GEACs.

264. Nevertheless, informants from the Director of Gender Directorate (senior gender expert) at the MoE indicated that little is stated in GEQIP-II in connection with gender equality and the directorate was not involved in the design and development of the program. As a result, it can be said that GEQIP-II is not gender responsive, because no activities were planned and budget allocated to address gender inequalities. The same was emphasized at the 25th Annual Education and Training Conference and that attention was drawn to the need for GEQIP-E to mainstream and support gender equality issues with activity planning and budgeting, which was not the case in the previous two rounds of the program.

265. **Budget.** In addition to structural arrangements, GRB is a means of integrating a gender perspective into all steps of the budget process, including the planning, implementation, and evaluation stages. Clearly, looking only at the gender-responsiveness of education budgets is not in itself sufficient to monitor the effectiveness and impact of spending for gender equality in education; results need to be monitored to ensure the effectiveness of GRB.

266. The Government has developed national guidelines for the implementation of GRB and advocates for 2 percent of exclusive federal budget allocation for gender issues in the education and training sector. Accordingly, the MoE has committed 2 percent of the total ESDP budget plan exclusively to gender equality-related issues.

267. Required measures to ensure gender equality in the education system are the following:

- **Build the institutional capacity of formal gender structures in educational institutions.** Institutional gender audits are required to identify key resource and capacity gaps and to inform the design and delivery of appropriate training

initiatives. Capacity-building efforts should take on a two-pronged approach, whereby specific gender equality training is provided for gender units (who are responsible for implementing gender equality focused programming) and for all other education professionals (who are responsible for integrating gender equality throughout the rest of the education sector).

- **Foster gender equality in the education army.** Gender equality should be fostered in the education army through a holistic approach as a foundation, by addressing multifaceted challenges posed to gender equality in education involving mainly schools, communities, families, and individuals. It can be linked with other local development armies as per the one-to-five peer organization modality, focusing on establishing gender equality in education.
- **Mainstream gender equality issues in education plans and programs.** Gender mainstreaming guidelines were developed for the education and training sector to support educational planners and decision makers in their mainstreaming efforts. However, capacity building in gender mainstreaming through training and dialogue should also be intensified at all levels of the education system. Gender mainstreaming efforts should be complemented by initiatives specifically designed to overcome gender inequality.
- **Identify partners and stakeholders, and establish coordination mechanisms.** A mapping of the various partners and stakeholders working to improve gender equality outcomes in the education and training sector can help create a starting point from which to establish coordination mechanisms. The stakeholders and partners mapping should consider the different areas of mandate, expertise, organizational capacities, and geographical and programmatic focus areas. Establishing gender equality forums and GEACs at different levels of the education system can help to reinforce coordination and the effectiveness of joint and individual efforts. Strengthened collaboration and partnerships can also help to advance advocacy, research, and sharing of best practice on gender equality in education.
- **Promote and advocate gender equality in education.** Advocacy efforts—whether in the form of training, workshops, seminars, special events, theatre, or radio and television programs—play an important role in improving awareness on gender equality in education. ICT presents another opportunity for promoting a gender perspective in educational matters; websites or online magazines can be dedicated to promoting girls’ education and female educationalists as both a means and an end for sustainable development. Educational campaigns, including back-to-school campaigns, girls’ education forums, and dialogues and discussions using local public media television channels can be adopted as promotional measures, in partnership with key stakeholders and organizations.
- **Build capacity in GRB.** Political commitments to gender equality must be matched by financial commitments to achieve actual progress on gender equality in the education system, and consistent and systematic GRB is needed. Capacity-building

initiatives should be presented to educational planners and decision makers. Parallel to undertaking gender mainstreaming in planning and budgeting, the national gender budgeting guideline of allocating 2 percent of the education budget specifically for gender equality issues should also be rolled out and implemented at the regional and local levels.

- **Mobilize resources to augment gender equality initiatives.** While public financing remains important, the mobilization of resources from other sources, including the private sector and local communities, is also necessary. A central managing body for pooled resources, managed by the MoE, was established to monitor and administer secured funds.

268. **M&E.** The current M&E system in the education and training sector focuses on performance reporting based on data provided by the REBs. However, it is not systematic in that it lacks clearly defined, nationally aligned impacts, outcomes, outputs, long- and short-term targets, and means of verification. Furthermore, reports are not communicated regularly and on time. While the EMIS requires sex and age-disaggregated data, it falls short of collecting and analyzing qualitative gender equality data, which is also essential for measuring progress.

269. To effectively monitor and evaluate progress on achieving gender equality at all levels of the education and training sector, the following action must be taken.

- **Collect documents systematically and use qualitative and quantitative gender-sensitive education data.** Data collection should be expanded to capture the qualitative aspects of gender equality in education to contribute to a more thorough analysis of the complex gender dynamics inhibiting progress. It is essential that clear, strategic indicators are chosen, and that baselines are established for each indicator, so that progress can be concretely measured over time. Where baseline data is not currently available, efforts must be undertaken to collect it. Data collection should also consistently be gender-disaggregated. Gender-based analysis and research should be given more attention as an important tool for uncovering barriers to education and how to respond effectively.
- **Institute a system of regular reporting on gender equality in education.** A regular federal system of reporting (monthly, quarterly, biannual, and annual reports) on gender equality in enrollment, dropouts, repetition, achievements, completion, and graduation should be applied to track and measure progress to planned targets at all tiers of the education system. An automated system of reporting on issues related to gender equality, including attendance rates and school-related gender-based violence indicators should be initiated in all educational institutions and systematized into the national EMIS.
- **Establish regular joint monitoring, review and evaluation processes.** To ensure accountability, a joint monitoring and review process should be established with all partners working on gender equality in education. These reviews should take place regularly and on time, and should feed into a final evaluation to be undertaken at the end of the each ESDP period. The evaluation should cover a range of gender

equality issues in education, including access, learning achievements, and the efficiency of the education system from a gender perspective. Research on gender equality in education should be promoted at national, regional, and local levels to help broaden the overall analysis.

- **Document and widely share innovative practices, success stories and lessons learned.** All success stories and lessons learned from evaluations should be documented and shared through various knowledge management mechanisms to facilitate learning and to replicate and scale-up best practices.

7.7.2 Special Needs/Inclusive Education (SNE/IE): Structural Arrangement, Coordination, and Budgeting

270. There is a structural arrangement under the MoE concerned with the implementation of SNE/IE. A separate directorate, called Special Needs Education Directorate, was established. However, the structural arrangement/directorate faces the following main challenges with regard to SNE/IE:

- **Weak structural arrangement.** The present arrangement of managing SNE/IE issues through the deployment of a team at the MoE and focal person at the REB has proved to be a structural limitation that hampers progress in implementing the SNE/IE strategy.
- **Lack of commitment on the part of IAs/structures at various levels.** This is manifested in the failure to assign focal persons, mainstream SNE/IE issues in planning, budgeting, M&E, and reporting.
- Human resource gaps as shown in the acute shortage of professional and support staff.
- The absence of well-organized and accurate database/management system. Sufficient data concerning special needs in general and those with disabilities in particular are not easily available in the country. Any available relevant data is fragmentary and far from comprehensive.
- **Under resourcing and underfunding.** The budget allotted to SNE/IE is meager and hardly sufficient to implement the SNE/IE strategy.
- **Inadequate awareness and prevalence of misconceptions about SNE/IE issues.** There are problems related to awareness and wrong perceptions about disability and special needs in general on the part of planners, decision makers, implementers, and the public at large.

271. The following measures are required to address SNE/IE:

- Given the scale of the challenges and the magnitude of the work that are yet to be implemented to duly address the issue, there is a strong need to upgrade the SNE

structural organization. Thus, the SNE team needs restructuring to the level of institute or directorate at minimum.

- The necessary commitment to implementing the SNE/IE strategy should be demonstrated at federal and regional levels by making sure that focal person and professional staff are deployed down to *woreda* levels able to effectively manage and monitor the response to special educational needs.
- GEQIP-E should allocate adequate budget for activities to be undertaken at the federal level for progressive realization of the SNE/IE strategy. Regional states and city administrations should also make sure that sufficient budget is allocated and expended for the implementation of the strategy.
- Concerted efforts should be exerted to boost the awareness of all concerned stakeholders mainly professionals and officials in the educational management structure within the countrywide MoE system, parents, and community elders, religious, and political leaders.
- **Establishing functional support system.** Continuous support should be provided to learners and trainees with special educational needs, regular classroom teachers at all levels, and educational institution leadership bodies.

272. **M&E.** The implementation of SNE should be continuously monitored and evaluated at federal, regional, *woreda*, educational institution, and school levels. Information generated through the M&E process should be used to identify gaps and provide feedback technical support to deal with the constraints.

273. The MoE should play a lead role in coordinating M&E activities based on standard checklist and reporting formats prepared in consultation with the concerned stakeholder mainly the REBs, TVET, and city councils.

7.7.3 Pastoralist Education: Institutional Arrangement, Coordination, and Budgeting

274. The National Policy Framework for educational governance provides a firm mandate for decentralized management to ensure contextual relevance. In pastoralist regions, the need remains to ensure that each individual tier of the decentralized government system works to full capacity. All tiers need to be mutually supportive, and to have the necessary role clarity. However, at present, information flows up and down the system tend to be inconsistent, and often provide incomplete information on which to base actions. Strong leadership is constrained by high turnover of officers. At the school, *kebele*, and *woreda* levels of the decentralized system, management capacity also needs to be strengthened, to engender better abilities to implement policies and strategies.

275. Budget shortage is also widely cited by officials at all levels as the reason for widespread implementation gaps, and although this is the most visible issue, it is also clear that capacity to use allocated budgets needs to be strengthened.

276. The following measures are required to improve the educational management capacity in pastoralist areas:

- Strengthen institutions and management and governance of education in the pastoralist areas to improve their capacity to deliver quality education for all
- Appoint educational managers and planners to positions of responsibility through a competitive recruitment process
- Strengthen targeted capacity-building trainings and supervisory support
- Establish a strong information management system
- Establish clear responsibility and accountability
- Develop a strategy to improve community participation in school management
- Provide opportunities of professional development for education managers

277. **Budget.** If education for the pastoralist community is to expand in accordance with the aims of the strategy, implementation requires an adequate budget. This requires all stakeholders and the REBs to build the financial resource base, making extra effort to mobilize funds; and to develop mechanisms that enable both the efficiency and effectiveness of fund utilization to be improved, with higher levels of accountability.

278. **M&E.** M&E is central in assessing the progress and effectiveness of pastoralist education strategy implementation. Implementation of the strategy in the emerging regions needs to be continuously monitored and evaluated at federal, regional, *woreda*, *kebele*, and school/center levels, using strong evidence to identify gaps; and capacity needs to be created to ensure that feedback and technical support are provided to mitigate these gaps. It is necessary that the management information system currently in use or to be introduced considers the information needs inherent in the pastoralist education strategy objectives. This management information system should enable proactive use of data to support management needs and actions at each level of the governance structure. It is also recommended that both national and regional Pastoralist Education Forums be established to improve education dialogue. Each Pastoralist Education Forums will report at specified intervals on progress toward achieving results. These reports will supplement information generated by the EMIS as a basis for changing/adjusting program/strategy, and will recommend follow-up actions.

- M&E of performance are systematically carried out at all levels and provide feedback, encourage innovation, team building, and ownership of the pastoralist education strategy.
- Tracing and tracking modalities based on learning outcomes are in place and able to inform whether a strategy adopted is successful or not.

- Role of federal and regional bodies need to more clearly defined to support effective M&E and a two-way flow of information across the system.

7.8 Grievance Redress Mechanism

279. Effective grievance handling mechanisms play an important role in the process of addressing complaints and disputes arising from issues during GEQIP-II implementation. For the GRM to serve this purpose, it must be developed and applied to meet the needs of affected people, being cost-effective, accessible, and working on the basis of a well-defined time schedule.

280. The social assessment conducted to inform the design of GEQIP-II indicated that, as part of risk mitigation measures, GEQIP-II required to build on an independent GRM used in the implementation of Promoting Basic Services III (PBS-III), now called ‘ESPES. Therefore, the complaints and grievances of affected people in the course of GEQIP-II implementation were to be handled in a formal, transparent, cost-effective, and time-bound manner. The GRM would be established as an inbuilt part of the PTSA structure to deal specifically with complaints related to the school grant component. The GRM would be incorporated into the school grants guideline for strengthened and more effective applicability.

281. The Social Management Plan, prepared to serve as an integral part of the PAD, based on the social assessment for GEQIP-II, states that guidelines would be developed as part of the revised SIP to duly respond to the complaints of students. Besides, the Social Management Plan further indicates that the GRM needs to be monitorable at school level (PTSA and the School Management Committee, and WEO levels.

282. The Social Management Plan also states that all project-affected persons will be informed about how to register grievances or complaints, including specific concerns regarding the various subproject activities. The resolution of different types of grievances will be handled at different levels:

- The settlement of grievances related to subproject activities and impacts would be managed at the community level, with facilitation by the *kebele* team, together with community PSTAs to resolve the complaints and disputes to the expectation and satisfaction of the project-affected persons.
- Grievances related to the quality of education and project impacts on the cultural life of communities/groups would likewise be approached and addressed at community level with the facilitation of a subproject team.
- Grievances involving sexual abuse and violence against women would be handled by a dedicated team in consultation with relevant actors.
- In this process, the arbitration of complaints and disputes by local authorities and community leaders is highly encouraged, and the existing GRM PBS-III/ESPES would be tapped into by the project. GEQIP-II would also draw on the successes stories of PBS-II/ESPES regional offices.

- Project-affected persons are entitled to present their complaints and grievances to the EIO, which is an autonomous body that reports to the Parliament.
- Aggrieved parties not satisfied with the decisions of the GRM reserve the right to appeal their cases to regular courts.

283. According to the assessment report on the performance of GEQIP-II implementation in three regions (2017), the major task undertaken in connection with the GRM is the revision of the school grant guideline intended to minimize the complaints and grievances arising from the delay in the release of the grants, the size of fund allocated, and proper grant utilization. The MoE and REB informants indicated that regional IAs at all levels are operating in compliance with the revised school grant guideline and reported that cases of complaints and grievances are minimal.

284. However, it was found that not much was done on other GRM-related fronts such as establishing the GEQIP-II mechanism of grievance redress and awareness raising and training on the basics, significance, and practice of GRM for the *woreda* and school-level IAs. An observation was also made that the REB and *woreda* GEQIP-II focal persons and coordination officers are not informed on the importance of an independent GRM structure as a requirement for GEQIP-II implementation. As a result, there are no operational GEQIP-II GRM committees established at community and school levels. Even so complaints and grievances presented by project-affected persons are addressed by traditional dispute resolution institution at community level. In the case of schools, Grant Management Committees composed of school principals, PSTA chairpersons, and *kebele* administrators handle complaints and grievances using the school grant utilization and management guideline

285. In connection with school grants, complaints come from WEOs and grant recipient schools. In such cases, the reported cause or basis of complaints is the discrepancies between the size of school grants allocated and the number of students enrolled. The procedure followed in the allocation of school grants by the REBs is based on the federal EMIS enrollment data of the previous two years collected from individual schools, plus 5 percent of the total allocated budget as contingency. As the assessment report, referred to earlier, indicated there is a tendency on the part of schools to request larger grants than allocated, by inflating the actual number of enrollees. Under these circumstances, the REBs deploy a team of experts to the concerned *woreda* offices and schools to screen the claims on the number of enrollees and ascertain their validity through a cross-check of the EMIS data against the existing situation at school levels. Provided that the reported discrepancies are verified, there are possibilities whereby the requested additional budget may be approved and provided.

286. The procedure for the reporting and review of complaints is that schools notify WEOs of their complaints in a formal letter, through a representative who files the case in person, or by making a phone call. In turn, the WEOs bring the complaints of schools to the attention of SIP implementing units of the REBs in a similar way. Subsequently, the regional SIP implementing units review the complaints and notify the WEOs of the decisions made who will communicate the outcome to the respective schools in due manner.

287. In conclusion, the assessment report found the following major shortcomings in the GRM system in connection with GEQIP-II in the three regions where the assessment was made.

- The absence of recorded and compiled data showing the type, volume, frequency, and handling of the complaints made
- Lack of inbuilt and independent GRM structure established for the purpose of responding to complaints and grievances arising in the implementation of GEQIP-II subproject activities
- Lack of knowledge and awareness on the part of regional and *woreda* IAs regarding the rational and need to have a working GRM system
- Lack of due attention on the part of the MoE to make sure that a functional GRM structure is in place to effectively address the complaints and grievances of affected groups
- Lack of social development specialists assigned as a focal person at the MoE to coordinate and monitor the proper addressing of social issues including complaints and grievances

288. By way of recommendation, it is crucially important for GEQIP-E to consider and act on the incorporation of an inbuilt GRM structure into the program design, with a view to providing an appropriate response to the legitimate complaints and grievances of project affected people and groups on time, transparently, and cost-effectively.

8. Recommended Mitigation Measures to Strengthen System Performance

8.1 Introduction

289. On the basis of the findings of the ESSA, this section has presented strength and weakness analysis including the opportunities and risks issues of the GEQIP-E PforR ESMS. Hence, it presents analysis of the gaps identified in the system to manage the possible risks and identified challenges in the course of program implementation.

290. The action plan prepared in this ESSA report pinpoints the actions required to minimize or eliminate the anticipated risks, gaps as well as sets out the measures to be used to enhance the opportunities for effective implementation of GEQIP-E. The recommended mitigation measures in the action plan are intended to fill the gaps identified so as to strengthen the ESMS and improve capacity and performance of IAs at all levels and across relevant sector institutions. The action plan describes the main areas, actions required, responsible bodies and time frame for implementation, and indicative and anticipated risks from noncompletion of tasks. The GEQIP-E's Program Action Plan indicates implementation support by the World Bank to IAs through the PforR financing such as institutional capacity building and monitoring implementation performances, including the proposed Program Action Plan implementation.

8.2 Recommendations

291. To address and manage potential risks and improve the ESMS at all levels, specific actions are proposed in this ESSA. The recommended measures to address the identified potential impacts and strengthen the performance of the program are described in table 5. The specific recommendations are detailed below:

Establish Environmental and Social Management System including Functional GRM

292. Establishing the ESMS and capacity-building activities are required during Program implementation to ensure IAs' compliance with environmental and social issues and safety management practices.

293. Establishing the ESMS with resources and facilities is necessary for the effective implementation of environmental and social issues. As a result, establishing offices for the ESMS and equipping and furnishing them with the necessary facilities at national and regional levels is required to effectively and properly implement, monitor, and report environmental and social implementation.

294. Besides strengthening the GRM committee at all levels, in-take locations/places will be established at all levels to receive, review, and address complaints on time, which is associated with dissatisfaction with GEQIP-II activities/services, negative impacts, and so on. In addition, GRM guidelines will be developed and awareness raising orientation will be conducted for implementers, project-affected persons, and the broader community members at large in areas where conflicts are likely to occur.

295. **Trainings.** The ESSA has identified the existence of capacity gaps with regard to environment and social issues and safety management and implementation as well as the use of instruments and tools for such purpose in the IA and its counterparts down to *woreda* and school levels. Hence, capacity development training activities (including a training plan) on environmental and social management, including safety, are required that will be delivered during Program effectiveness. Based on the training plan, provision of an induction training will be conducted before commencement of each activity and continuous on-the-job training will be provided throughout the proposed Program period for those staff responsible for the execution of environmental, social, and safety measures at all levels.

Conduct Proper and Timely Community/Project Affected Persons Consultation/Awareness Raising Briefing

296. Generally, the community members in Ethiopia have limited awareness on environmental, social, and safety matters. The MoE and its regional and *woreda* counterparts will conduct awareness raising trainings and briefings for communities affected by activities of the program on social, environmental, and safety impacts and measures to put in place at all levels, throughout the program implementation period.

297. The proposed PforR program is dedicated to conduct appropriate and timely consultation with project-affected persons and concerned stakeholders. Proper consultation of project-affected persons will be part of the program during the entire Program implementation period. In addition, the consultations need to be documented and documentation formats are required, including consultation procedures before the commencement of the proposed program activities.

Program Benefit Sharing and Equitable Access by Vulnerable /Underserved Peoples

298. To meet the core principles of the PforR, vulnerable groups/underserved people should be given due consideration. As a result, the proposed program is required to support these categories of the population particularly the women/girls, children with special needs, vulnerable children with non-special needs, and pastoralist communities. Gender issues, SNE/IE, and pastoralist education supports are targeted DLI 3 and DLI 4 of the Program (Refer the PAD). However, non-special needs vulnerable children in school do not share benefits from the program. Under GEQIP- II, the common understanding of vulnerable children refers to only children with special needs and other vulnerable children with non-special needs were not benefiting and sharing the fruits of GEQIP. Thus, it needs to put in place the ways to enable these segments of the population to benefit from the program.

Performance Review and Audit on Environmental, Social and Safety Management

299. To minimize and mitigate the potential environmental and social impacts anticipated during Program preparation, annual and biannual performance review and assessment on environmental and social issues and safety management activities is mandatory. Therefore, the MoE shall take the full responsibility of the annual performance review and biannual technical review meetings that will be conducted with the different stakeholders. The participating stakeholders include the MoE, World Bank, MOFEC, REBs, ZEOs, WEOs, and other DPs as relevant. Every year, an independent body will be assigned by the MoE to conduct Environmental and Social Audit to confirm the proper implementation of environmental, social, and safety measures of the ESSA and check the proper implementation of environmental and social mitigation measures of the Program.

Table 5. Recommended Program Action Plan on Environment and Social Management

No	Action Items	Activities/Actions	Progress Indicator	Level of application	Responsibility	Schedule/Time Frame	Output
1	ESMS including functional GRM will be established	<p>Action 1: Establish a functional system at the MoE under GCO and regions if required</p> <p>Action 2: Recruit and/or assign one environmental and social development specialist at national level (MoE-GCO) and at regional levels, if required</p> <p>Action 3: Equip and furnish the ESMS with the necessary office facilities and logistics including budgeting</p> <p>Action 4: Develop guidelines (screening, environmental and social management guideline including GRM guidelines, manual, ESMP and checklists</p> <p>Action 5: Capacity development through training by developing a training plan and implement timely on environmental and social issues</p>	<ul style="list-style-type: none"> • Percentage (100 percent) of sub-projects under the Program screened to identify environmental and social issues documentation requirements • Percentage (100 percent) equipped ESMS at national level (MoE-GCO) and as required in some REBs • Percentage (100 percent) of environmental and social documentation completed • Percentage (100 percent) of actions according to prepared environmental and social documents prepared 	At all levels (national, regional, <i>woreda</i> , and school levels)	The MoE and responsible REBs	<ul style="list-style-type: none"> • Before Program effectiveness • Before Program effectiveness • Guidelines will be prepared before Program effectiveness 	<ul style="list-style-type: none"> • ESMS established • Office with the required facility and budget is in place • Strengthen GRM system including up-take locations • Staff in place • Prepared ESMG, checklists manuals and ESMP; waste management plan that comprises protocol for handling, storing, transporting and disposing of used/expired laboratory chemicals and other hazardous wastes if applicable • Training plan and training completion reports
2	Conduct proper and timely community/ project-affected persons awareness raising briefings/ consultations on environmental and	<ul style="list-style-type: none"> • Conduct briefing to the community and affected people • Adopt consultation format and procedures 	<ul style="list-style-type: none"> • Percentage (50%) of people having the information on program • Consultation formats and procedures developed 	At all levels (regional, and <i>woreda</i> level)	The MoE, REBs, and WEBS	During the project implementation period	Consultation formats and procedures will be developed Briefing notes

No	Action Items	Activities/Actions	Progress Indicator	Level of application	Responsibility	Schedule/Time Frame	Output
	social impacts of program activities; the established GRM and ESMS; and develop/adopt consultation format and procedures						
3	Program benefit sharing and equitable access by vulnerable/underserved peoples	Include vulnerable children with non-special need at school to share some benefits from school grant	Supports made to non-special need vulnerable children at school	At school level	MoE, MoLSA, REBs, WEOs, and schools	Throughout the project implementation	<ul style="list-style-type: none"> • Report of inclusion vulnerable group • Types of services delivered and number of beneficiaries disaggregated by gender
4	Performance Review and Annual Environment and social audit	<ul style="list-style-type: none"> • Conduct biannual technical review • Undertake annual performance review and environment and social audit 	<ul style="list-style-type: none"> • Number of biannual technical review meetings • Reviewed and cleared annual performance review and audit report 	At all levels (national and regional levels)	MoE, MFECC, REBs and Regional Environment Bureaus	<ul style="list-style-type: none"> • Biannual • Annually at the end of each fiscal year 	<ul style="list-style-type: none"> • Biannual performance review report • Annual Environmental and Social Audit Report

9. Environmental and Social Risk rating of GEQIP-E

300. GEQIP-E's operation environmental and social risk management process (including risks related to occupational safety) applies throughout the program life cycle. The MoE (including its regional, zonal, and *woreda* education institutions) are responsible for environmental and social risk management throughout the Program implementation to ensure higher-level environmental, social, and safety quality in collaboration with program stakeholders, project coordinators, and other counterparts.

301. The overall risk rating for the Program for the environmental and social perspective is estimated as being Moderate. Based on the findings of the ESSA, the risks and proposed measures to mitigate those risks discussed above are aggregated in table 6.

Table 6: Environmental and Social Risk Rating for GEQIP-E

No	Risk Description	Risk Management	Risk Rating
1	Absence of Environmental and Social Unit under the MoE would cause inadequate implementation of environmental and social issues and safety management.	<ul style="list-style-type: none"> The MoE is expected to establish an ESU at the federal level, and assign environmental and social risk management experts/focal persons at the REBs, ZEOs, WEOs, CTEs, and universities In addition, based on continuing capacity need assessments, the MoE will enhance the capacity of existing and newly recruited personnel on issues related to environmental and social issues. 	Moderate
2	Program activities undertaken without giving due attention to the existing environmental and social legal documents and taking actions without addressing the gaps identified in the legal documents would cause potential environmental and social impacts.	<ul style="list-style-type: none"> GEQIP-E specific framework and operational guideline and ESMS Operational Manual will be developed at the federal level by the MoE. REBs and WEOs will adapt the manual and use it to manage potential environmental and social risks/effects of the project in accordance with the GoE's frameworks and the World Bank's policy. Program technical staffs at regional and <i>woreda</i> levels are required to undertake training on the manual/instruments 	Moderate
3	Under the Program, supporting activities might have an impact on natural habitats	<ul style="list-style-type: none"> There is a need to increase awareness (educate and train) among environmentalists and EIA practitioners of known natural habitats in Ethiopia so that the screening of projects and subprojects for potential impacts on natural habitats can be conducted with greater 	Low

No	Risk Description	Risk Management	Risk Rating
		professional know-how and skill.	
4	Delay of the school grant and inappropriate distribution of the school grant	<ul style="list-style-type: none"> The MoE should improve the efficiency of the school grant disbursement system and facilitate the timely release and receipt of the funds. The MoE and MoFEC should monitor the flow of school grants to BoFEDs, WoFEDs, and schools. GEQIP-II accountants assigned to each regional state need to submit monthly disbursement report of their respective regions timely to the MoE and MoFEC. 	Low
5	Exclusion of non-special need vulnerable children at school	<ul style="list-style-type: none"> The MoE and REBs make sure that non-special need vulnerable children are benefiting from GEQIP-E Schools should allocate certain portion of the school grant for non-special need vulnerable children 	Low
6	Conflict/complaint when citizens do not share benefits equitably and schools in all <i>woredas</i> do not receive appropriate school grants	<ul style="list-style-type: none"> Strengthen GRM and establish in-take locations at all levels Prepare GRM guidelines and undertake awareness raising programs Make sure that the school grants are properly allocated as per the criteria set 	Moderate
Overall Risks		Moderate	

10. Stakeholders Consultation and Disclosure

10.1 Consultations

302. Stakeholders' consultations were conducted with relevant institutions, including DPs and program beneficiaries who are essential in the planning and preparation of the ESSA for GEQIP-E to ensure the proper identification of environmental, social, and safety issues including potential impacts, proposed appropriate recommended measures of environmental and social instruments over the program period.

303. The preparation of the ESSA involves stakeholders' consultations and disclosure of the ESSA report following the guidelines of the World Bank Policy on Information Access. For the ESSA preparation, the World Bank has hired an environmental and social consultant and undertook recurrent meetings and consultations with different stakeholders, including IAs and relevant institutions at national, regional, and *woreda* levels, DPs, civil society organizations

involved in the education sector, and beneficiaries who are familiar with the program and likely to be affected or benefit from it.

304. The stakeholder meetings and consultations have been conducted as one-to-one discussions, group discussions, and meetings at all levels. The consultation with stakeholders explored the potential environmental and social impacts of the Program, the capacity of IAs in mitigating the negative impacts associated with environmental and social issues and safety management. Also, the consultation aims at ensuring that the priority concerns of stakeholders are fully considered during program implementation.

305. Furthermore, a national level stakeholders' consultation workshop on the draft ESSA was organized by the World Bank in collaboration with the MoE at InterContinental Hotel, Addis Ababa, Ethiopia, on October 26, 2017. A total of 45 participants attended the consultation. Relevant additional information was collected and feedback was obtained on the draft ESSA.

306. During the workshop, presentations covered (a) the World Bank's PforR Financing Policy, (b) the draft ESSA findings including its Program Action Plan, and (c) GEQIP-E environmental and social risks. After the presentation, group discussions on the major findings, program actions, and the risks were held in two groups. The two groups presented their group discussions findings on the key findings of the ESSA. The whole afternoon session was dedicated for group discussion to ensure the full participation of all participants to ensure their voices and concerns on the draft ESSA are included.

307. The group presentations highlighted the existence of limited capacity among IAs (knowledge and financial resources) and agreed on the proposed action plan to fill the gaps through establishing an ESMS Unit at the MoE and some regional bureaus as required before program effectiveness. In addition, capacity-building activities including staffing and training on environmental and social management tools need to be provided to the implementing entities at all levels for effectively addressing environmental and social issues. The inputs, comments, and concerns of consultation participants have contributed for the improvement of the draft ESSA and the design of the Program Action Plan. The details of public consultation summary including issues raised are discussed under annex 5.

10.2 Disclosure

308. The draft ESSA was publicly disclosed at the World Bank external website on October 04, 2017 and in-country by the MoE on October 16, 2017 for review by relevant institutions before the stakeholders' consultation. The national ESSA stakeholders' consultation was held on October 26, 2017; with attendees from the MoE, REBs, MEFCC, MoLSA, World Bank, regional environmental authorities, DPs, civil society forum representatives, and beneficiary representatives. The MoE will redisclose the final ESSA after the World Bank's review and guidance of the revised ESSA. The World Bank will also redisclose the final ESSA on the World Bank external website and request MoE for the in-country disclosure.

References/list of supporting documents

- Audit Services Corporation, Ministry of Education. 2017. *General Education Quality Improvement Program Phase II (GEQIP II) School Grant Audit Report, (10 January 2016–8 April 2016)*.
- Tefera, Belay, Fantahun Admas, and Missaye Mulatie. 2015. "Education of Children with Special Needs in Ethiopia: Analysis of the Rhetoric of 'Education For All' and the Reality on the Ground." *The Ethiopian Journal of Education XXXV* (1)
- FDRE (Federal Democratic Republic of Ethiopia). 2000. *Federal Negarit Gazeta, Public Health Proclamation No. 200/2000*. 6th Year No. 28, Addis Ababa.
- FDRE. 2000. *Federal Negarit Gazeta, Research and Conservation of Cultural Heritage Proclamation No. 209/2000*. 6th Year No. 39, Addis Ababa.
- FDRE. 2002a. *Federal Negarit Gazeta, Environmental Impact Assessment Proclamation No. 299/2002, 9th Year No. 11*. Addis Ababa.
- FDRE. 2002b. *Federal Negarit Gazeta, Environmental Pollution Control Proclamation No. 300/2002*. 9th Year No. 12, Addis Ababa.
- FDRE. 2002c. *Federal Negarit Gazeta, Environmental Protection Organs Establishment Proclamation No.295/2002*. 9th Year No. 7.
- FDRE. 2004. *Federal Negarit Gazeta, Labor Proclamation No. 377/2003*. 10th Year No. 12. Addis Ababa.
- FDRE. 2009. *Federal Negarit Gazeta, Higher Education Proclamation No. 650/2009*. 15th Year No. 64. Addis Ababa.
- FDRE. 2013. *Definition of Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia (Amendment) Proclamation No. 803/2013*. 19th Year No. 61, Addis Ababa.
- Federal Environmental Protection Authority. 1997. *Environmental Policy of Ethiopia*. Addis Ababa.
- Federal Environmental Protection Authority. 2000. *Environmental Impact Assessment Guideline Document*. Addis Ababa.
- Federal Environmental Protection Authority. 2003. *Environmental Impact Assessment Procedural Guideline Series 1*. Addis Ababa.
- Federal Environmental Protection Authority. 2004. *Guidelines for Social, Environmental and Ecological Impact Assessment and Environmental Guidelines on Hygiene in Settlement Areas*.
- Ministry of Agriculture and Rural Development. 2007. *Forest Development, Conservation and Utilization Policy and Strategy*. Addis Ababa.

- Ministry of Agriculture. 2013 *Social Assessment of the Sustainable Land Management Project Phase II (SLMP II)*. Addis Ababa.
- Ministry of Agriculture. 2014. *Social Assessment of the Productive Safety Net Program (PSNP 4)*. Addis Ababa.
- Ministry of Education. 2008. *Strategies for Promoting Primary and Secondary Education in Pastoralist Areas*, 2008.
- Ministry of Education. 2012. *Special Needs/Inclusive Education Strategy*.
- Ministry of Education. 2014a. *Gender Mainstreaming Guideline for Education and Training Sector*.
- Ministry of Education. 2014b. *Girls' Education and Gender Equality Strategy for the Education and Training Center*. Draft Report.
- Ministry of Education. 2014c. *Preferential Support Guideline*.
- Ministry of Education. 2014d. *Social Assessment of the General Education Quality Improvement Program Phase II (GEQIP II)*.
- Ministry of Education. 2015. *Education Sector Development Programme V (ESDP V)*, (2015/16-2019/20).
- Ministry of Education. 2016. *Phase II General Education Quality Improvement Program (GEQIP II), Annual Progress/Performance Report*. for the period July 8, 2015–July 7, 2016, Addis Ababa, 2016.
- Ministry of Education and World Bank. 2017. *GEQIP II Social Management Plan (Social Assessment Findings) Implementation Performance Draft Report*, Addis Ababa.
- Ministry of Federal Affairs. 2013. *Social Assessment of Pastoral Community Development Project Phase III (PCDP III)*. Addis Ababa.
- Ministry of Natural Resources Development and Environmental Protection of the Transitional Government of Ethiopia. 1994. *Conservation Strategy of Ethiopia*, Addis Ababa.
- Provisional Military Administration Council. 1975. *Government Ownership of Urban Lands and Extra Urban Houses Proclamation No. 47/1975*. Negarit Gazeta No. 41.
- Provisional Military Administrative Council. 1975. *Public Ownership of Rural Lands Proclamation No. 31/1975*. Negarit Gazeta No. 26.
- Transitional Government of Ethiopia. 1993. *National Health Policy*, Ministry of Health.
- Transitional Government of Ethiopia. 1994. *Education and Training Policy*. Ministry of Education.

- Transitional Government of Ethiopia. 1993. *National Policy on Ethiopian Women*, Addis Ababa.
- The Constitution of the Federal Democratic Republic of Ethiopia. 1995. *Federal Negarit Gazeta, 1st Year, No. 1*. Addis Ababa, Ethiopia
- World Bank. 2013a. *Health Sector Environmental and Social Systems Assessment*. Addis Ababa.
- World Bank. 2013b. *Project Appraisal Document, General Education Quality improvement Project II*.
- World Bank. 2015. *Enhancing Shared Prosperity Through Equitable Services (ESPES), Program-For-Results Operation, Environmental and Social Systems Assessment (ESSA)*.
- World Bank. 2017a. *Environmental and Social Systems Assessment (ESSA) for Ethiopian Electrification Program (ELEAP) - PforR Program*.
- World Bank. 2017b. *Nepal: School Sector Development Program, Program for Results, Environmental and Social Systems Assessment (ESSA)*.
- World Bank. 2017c. *Program for Results Concept Note for Education for Growth and Transformation (GEQIP-E)*.
- World Bank. 2017d. *Ethiopia Education for Growth and Transformation (GEQIP-E), First draft Aide Memoire*.

Annexes

Annex 1: Policies Supporting Equitable Inclusion in Quality Education

Strategies/Guidelines	Key Provisions	Date Issued
National Strategy for Alternative Basic Education	<p>Aim: Develop a well-planned, organized, and coordinated ABE system to provide opportunities for out-of-school children Target group: Children ages 7–14</p> <p>The strategy highlights the importance of addressing demand-side concerns such as cultural barriers, child labor and the challenges related to ensuring the rights of the child, and making certain that water facilities and separate latrines are available.</p>	2006
Guideline for implementing ABE (1-4) in pastoral and agro-pastoralist communities	<p>Aim: To ensure access to ABE for children living in pastoral and agro-pastoralist communities.</p> <p>Strategies include training of ABE facilitators, provision of courses in the socioeconomic and cultural realities of pastoralist areas in CTEs, and building the capacity of supervisors.</p>	2006
Strategies for promoting primary and secondary education in pastoralist areas	<p>Aim: Expand access to equitable, quality, and relevant education in pastoralist areas with the active participation of the community; Bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country.</p> <p>Strategies include expanding education services in pastoralist areas through the provision of ABE, mobile schools, para-boarding schools, hostels, and formal primary and secondary schools targeting primary and lower secondary school children.</p>	2008
Special Needs/Inclusive Education Strategy	<p>Aim: Build an IE system which will provide quality, relevant, and equitable education and training to all children, youth, and adults with special need</p> <p>Strategy: Strengthening educational management and administration; increasing access to all children, youth, and adults with special needs; capacity building; promoting an inclusive curriculum; establishing a functional support system; and strengthening partnership among stakeholders.</p>	2012
National Adult Education Strategy	<p>Aim: Develop a well-planned, organized, and coordinated adult education system.</p> <p>Target: Adults and young people ages 15 years and above who were not able to access formal programs.</p> <p>Strategy: Focused on contributing to the Millennium Development Goals target of reducing illiteracy by 50%, reducing the spread of HIV/AIDS, and enhancing well-being and human security for individuals and households.</p>	2008
Guideline on Mobile Education	<p>Aim: To provide basic education to communities that are mobile for more than 4 months in a year</p> <p>Target: Children ages 7–14 in pastoralist and developing merging regions as well as the Borana region of Oromia</p>	2008
Girls Education and Training Strategy	<p>Aim: Increase enrollment, retention, and achievement of females from primary to graduate school.</p> <p>Target: Girls and women in the teaching profession</p> <p>Strategy: Focuses on both demand- and supply-side constraints, developing and implementing gender-sensitive curricula, improving the ratio of women in leadership and</p>	2010

	teaching positions, strengthening capacities for gender-sensitive M&E, and community- and school-based mechanisms to increase girls' participation.	
--	---	--

Annex 2: Institutions Visited, Profile of Informants, Data Gathering Tools Used, and Issues Covered

No.	Data Gathering Tools for ESSA				
	Institutions	Group Discussions/Community Consultations		Key Informant Interview (KII)	
		Profile of Participants	Issues Discussed	Profile of Interviewees	Key Issues Covered
1	MoE/GEQIP-II Coordination office	Group discussions with GEQIP-II M&E team members	Overall activities and practices of GEQIP-II, potential environmental and social impacts/risks of the program, ICT procurement disposal, social inclusion/exclusion, land acquisition, SIP and school grants, timely disbursement of school grants and the challenges involved (DLI 3), and GRM	MoE/GEQIP-II Coordinator	Institutional capacity (structure, roles, and responsibilities of the relevant units for the implementation of GEQIP -I); system in place for environmental and social management; gaps observed; capacity constraints/strengths; and suggestion/recommendations made; equity DLIs and results indicators; land acquisition; and procurement of IT equipment and issues related to e-waste management
2	MoE/Special Support and Inclusive Education Directorate	Group discussions with special support experts	Equity DLIs and results indicators, gender equality, IE of children with special needs, pastoral education, education for children of ethnic minorities, education of children for low socioeconomic status, recommendations made for GEQIP-E	MoE SNE/IE team leader.	Vulnerable and marginalized groups with special needs; curriculum adaptation and modification for special needs children; budget allocation for SNE; teaching-learning environment and materials for SNE; and SNE structural/organizational arrangements
3	MoE/Gender Directorate	Group discussions with the director and M&E expert in gender	Gender and access to quality education; gender equality issues in general education and challenges faced (DLI 4); recommendations made; and structural arrangements, coordination, and budgeting related to gender equality	MoE/Gender Directorate M&E expert in gender	Gender responsiveness of GEQIP-II (DLI 4); relationships between GEQIP coordination office and gender directorate; capacity constraints; recommendation made; community mobilization strategies on gender equality in developing regions; equity, inclusiveness, and marginalization; and stakeholders interaction
4	MoFPDA	—	—	Pastoral Area Ensuring Equitable Development Director General	Social issues related to equitable development; vulnerable groups and underserved people; quality of education in pastoral and agropastoral areas; equity/quality and cultural appropriateness of education in pastoral areas; and equity, inclusiveness, and marginalization
5	REB/Benishangul-Gumuz	—	—	Regional GEQIP-I operation	Special financial resources to support equity; timely distribution of school grants according to DLI 3; utilization of school grants for teaching-

No.	Data Gathering Tools for ESSA				
	Institutions	Group Discussions/Community Consultations		Key Informant Interview (KII)	
		Profile of Participants	Issues Discussed	Profile of Interviewees	Key Issues Covered
				officer	learning domain; improvements made in the disbursement of school grants in developing regions; the 2% additional grants as a contingency top-up for SNE and modalities of their utilization; recommendations made in this regard; follow up and auditing of the utilization of school grants; benefits of using of school grants for expansion and construction of new and existing school infrastructures; translation/adaptation of textbooks in mother tongue; capacity constraints/building on SIP; ICT capacity building; teacher education; capacity building for teachers; and environmental risks associated with GEQIP-II
6	Asossa WEO/Benishan ngul-Gumuz	Group discussion held with experts and vice head of the office	School grants and delays in their timely disbursements (DLI 3); challenges in proper utilization of school grants; auditing and follow-up of school grants; timely preparation of SIP; shortage of mother tongue textbooks; capacity building for PTSA's; the need to use school grants for construction of new classrooms; and environmental issues and WASH program.	—	—
7	Ho Ha No. 4 Primary School/Asossa Woreda, Benishagul-Gumuz	Community consultations held with seven-member PTSA	School grants and delays in their timely disbursements (DLI 3); improvements made; challenges in proper school grant utilization; timely preparation of SIP; demand by the communities to use school part of school grants for construction of new classrooms and renovating existing ones; and capacity building for PTSA members	HoHa No. 4 Primary School/Asossa woreda, Benishagul-Gumuz.	School grants and their timely disbursement (DLI 3); the need for follow-up of school grant and implementation of SIP by WEO; the need for qualified support staff/accountant for managing school grants; capacity building on SIP implementation for teachers in addition to school principals; and capacity building training for PTSA members
8	REB/Benishan gul-Gumuz	Group discussion administered with four experts drawn from GEQIP-II relevant	Special financial resources to support equity; timely distribution of school grants (DLI 3); utilization of school grants for teaching-learning domain; improvements made in the disbursement of school grants in developing regions; the 2% additional	EMIS/Planning and Resource Mobilization Director	Environmental impacts/risks associated with GEQIP-II; the need to reinstitute affirmative budgetary support from GEQIP-II to DRS; the need to meaningfully increase the 2% contingency top-up for SNE; timely

No.	Data Gathering Tools for ESSA				
	Institutions	Group Discussions/Community Consultations		Key Informant Interview (KII)	
		Profile of Participants	Issues Discussed	Profile of Interviewees	Key Issues Covered
		directorates/units	grants as a contingency top-ups for SNE and modalities of their utilization; recommendations made in this regard; follow-up and auditing of the utilization of school grants; benefits of using school grants for expansion and construction of new and existing school infrastructures; capacity-building training for school principals and PTSA members; the need to decentralize budgeting to the <i>woreda</i> level; the need to decentralize planning to REBs; ICT capacity building; GEQIP-related environmental risks (ICT waste disposal and disposal of chemical waste in school labs); and shortage of potable water, toilet facilities, and WASH program		disbursement of school grants and improvements made; benefits of using school grants for expansion and construction of new and existing school infrastructures; land acquisition; and shortage of mother tongue textbooks in Berta, Shinasha, and Gumuz languages
9	USAID/Education and Youth Office	—	—	Project management specialist	The need for revising mother tongue curriculum; train/capacitate mother tongue teachers according to the revised curriculum (IR Indicator 2.3); the need to sufficiently provide textbooks, supplementary reading materials and references; timely disbursement/delay of school grants and variations from region to region; proper utilization of school grants for teaching-learning domain; recommendations made in this regard; follow-up and auditing of the utilization of school grants; and delay in procurement of textbooks and the need to devise efficient mechanisms
10	DFID Ethiopia	Group Discussion with Education Advisor and Education Program Officer	Potential environmental and social impacts/risks of GEQIP-E; health and safety issues related to chemical use in school labs; social inclusion/exclusion and marginalization; social issues related to equitable development; vulnerable groups and underserved people; quality of education in pastoralist areas; problems related to ownership and proper implementation of	—	—

No.	Data Gathering Tools for ESSA				
	Institutions	Group Discussions/Community Consultations		Key Informant Interview (KII)	
		Profile of Participants	Issues Discussed	Profile of Interviewees	Key Issues Covered
			environmental and social issues by relevant units at all levels of the MoE; capacity limitations for environmental social management; awareness creation on environmental and social issues for teachers, education leaders, and PTSA members; and the need to consult and involve PTSA members in GEQIP-E preparation		
11	Finland Embassy	Group discussion with education councilor and land administration and education adviser.	No specific or well-organized follow-up and reporting focusing on environmental and social issues; development of tools, guidelines, and reporting formats by the MoE as an integral part of the environmental and social management system; equity and access to mother tongue textbooks for minorities according to IR Indicator 2.3; education in emergencies (areas facing chronic vulnerabilities under drought emergencies and in times of social unrest); organization and delivery of pastoral education; exclusion of pastoral and agropastoral communities in Oromia and SNNPR from the benefit offered to DRS in the form of additional grants as contingency top-ups; and appropriate modalities utilization of contingency top-up for SNE.	—	—

Annex 3: Key Informant Interview Checklist

Institutional Capacity

- (a) What is the existing **institutional capacity** to implement, monitor, and evaluate GEQIP-II (**level and mix of staff, procedures, and guidelines; available budget; equipment; and so on**)
- (b) What policies and systems are in place to respond to the educational needs of vulnerable and marginalized groups (women, students with disabilities, disadvantaged socioeconomic groups and lagging regions, and historically underserved peoples)?
- (c) What is the level of existing institutional capacity to manage environmental and social issues?

Land Acquisition

- (a) Are there potential land acquisition risks in connection with the implementation of GEQIP-III? (Expansion or relocation of schools, displacement and resettlement of affected people such as squatters)
- (b) Are there possibilities of additional land requirements because of the construction of classrooms for Grades 9 and 10 in existing facilities? Please specify.
- (c) In the case of labor force requirements for the construction of schools, what are the procedures for managing public and workers' safety issues?
- (d) What would happen if there are squatters occupying the existing structure who would be displaced if the structures are renovated?

Vulnerable Group

- (a) Who are the most vulnerable ethnic/linguistic groups? What are the causes of their vulnerability? What are the possible measures to mitigate the disparities in opportunity and access to benefits? Are steps already in place to ensure that these groups equally benefit from the program?
- (b) Is there an overlap between emerging regions and disadvantaged ethnic groups? Is 'lagging regions' a proxy for areas where these groups are predominant?
- (c) What are the specific educational needs of pastoralists in Ethiopia? What policies and or guidelines are in place to address the needs in pastoral areas?

- (d) What do you recommend toward strengthening the existing approach to addressing equity as part of the design of the program?
- (e) To what extent are historically underserved and other vulnerable groups at the risk of discrimination or reduced access to program benefits?
- (f) Is there an incentive scheme/package to encourage or motivate staff to serve in emerging regions?
- (g) Are assessments made on the education demands of emerging regions? Are steps taken in response to the identified demands?
- (h) Are the responses to the educational demands culturally appropriate?
- (i) What measures are taken aimed at social mobilization and community participation to enhance access to benefits by girls, students with disabilities, people with special needs, and other vulnerable groups?
- (j) Are there potential adverse impacts from the program?
- (k) In case such risks are anticipated, what systems exist for managing these (for example, infrastructural improvements, translation/adaptation of educational materials, making sure that textbooks do not contain discriminatory material, and the prevention of ethnic conflicts).

School Grants

- (a) Are there procedures/formulas for allocating school grants? Are additional grant funds provided to address the disparities in equity on the basis of vulnerability/marginalization, low socioeconomic status, disability, or other indicators? Can you explain?

School Improvement Programs

- (a) Are there criteria or guidelines for SIP that take into account the special needs of vulnerable groups and underserved people? Please explain.
- (b) What technical support is provided to develop the capacity of schools in emerging regions, particularly in pastoral areas?
- (c) What capacity-building support is provided to respond to the educational needs of students with disabilities and others requiring special support?

Special Support and Inclusive Education

- (a) What is SNE as a pedagogic concept and term? Which groups of people does the term refer or apply to? What types of SNE exist? What are the approaches to provide special support to the different groups?

- (b) What specific strategies are adopted to include the special needs of students with disabilities and others in the design of the program (teacher training, textbooks, universal design, increased enrollment rates, and inclusion of reasonable accommodations in schools)
- (c) What are the inconsistencies or disparities across regions in responding to the different types of SNE and gender inequalities?
- (d) Are appropriate and positive quality teaching materials available or accessible to pastoralists and underserved groups? If they are, to what extent are they available or accessible?

Gender

- (a) What are the causes of the variation and gaps in learning outcomes between genders?
- (b) How can these variation and gaps be addressed in respect to Grade 2 learning outcomes in mother tongue reading, Grade 8 learning outcome in English and mathematics, and Grade 10 learning outcome in English and mathematics?

Other Areas for Social Inclusion

- (a) In addition to developing the technical and leadership of staff, what is being done to enhance the staff diversity from different perspectives?
- (b) What measures are being taken to ensure that curriculum development is inclusive, non-discriminatory, and free of stereotypes?
- (c) What efforts are made so that School Improvement Plans take into account gender needs and universal access design?

Social Conflict

- (a) What procedures/systems are in place to prevent elite capture of grants particularly in areas of actual or potential social conflicts?

Environment (ICT Disposal)

- (a) What systems or procedures are there to deal with e-waste management and IT disposal practice, in the case of increased IT procurements in GEQIP-III?

Grievance Redress Mechanisms (GRM)

- (a) What mechanisms are there at different levels of the institutional structure to manage grievances/complaints arising from problems related to quality of service, access to benefits, equity, impacts, and so on?

Annex 4: List of Consulted Persons for Data Collection

No	Name	Institution/Region	Position	Date of Consultation
1	Birehan Hailu	MoE/GEQIP-II Coordination Office	GEQIP-II coordinator	August 17, 2017
2	Chekol Sewinet	MoFPDA	Pastoral Area Ensuring Equitable Development Director General	June 19, 2017
3	Mesfin Bisrat	MoE/ GEQIP-II Coordination Office	M&E team member	June 23, 2017
4	Hadish Geretensai	MoE/ GEQIP-II Coordination Office	M&E team member	June 27, 2017
5	Tamirat Moges	MoE/ GEQIP Coordination Office	M&E team Member	June 27, 2017
6	Alemayehu W/Kirkos	MoE/Special Support and Inclusive Education Directorate	SNE/IE team leader	June30, 2017
7	Yohannes Wogasso	MoE/Special Support and Inclusive Education Directorate	Special support expert	June 30, 2017
8	Elizabeth Gesesse	MoE/Gender Directorate	Directorate director	July 3, 2017
9	Eskinder Lakew	MoE/Gender Directorate	M&E senior expert in gender	July 2, 2017
10	Nigussie Dibissa	REB/Benishangul-Gumuz	Regional GEQIP-II operation officer	July 25, 2017
11	Umer Najmudin	Asossa WEO/Benishangul-Gumuz	Asossa WEO vice head	July 26, 2017
12	Genet Gebrehana	Asossa WEO/Benishangul-Gumuz	Asossa WEO teacher development program coordinator	July 26, 2017
13	Dereje Abdissa	Asossa WEO/Benishangul-Gumuz	Asossa WEO planning and resource mobilization expert	July 26, 2017
14	Mengistu Teka	Asossa WEO/Benishangul-Gumuz	Asossa WEO curriculum development coordinator	July 26, 2016
15	Melkamu Dessalegn	REB/EMIS, Planning and Resource Mobilization Directorate - Benishangul-Gumuz	EMIS/Planning and resource mobilization director	July 27, 2017
16	Alemneh Melaku	REB/CDID - Benishangul-Gumuz	Curriculum development and implementation expert	July 27, 2017
17	Damte Etefa	REB/Benishangul-Gumuz	Planning and M&E expert – GEQIP-II focal person	July 27, 2017
18	Mengistu Maru	REB/Benishangul-Gumuz	Planning expert	July 27, 2017
19	Ahmed Ali	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	PTSA chairperson	July 26, 2017
20	Degu Getnet	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	School principal and PTSA member	July 26, 2017
21	Challa Dugassa	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	PTSA member and teachers' representative	July 26, 2017
22	Mengistu Molla	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	PTSA member	July 26, 2017

No	Name	Institution/Region	Position	Date of Consultation
23	Desalegne Asefa	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	PTSA member	July 26, 2017
24	Asemane Mussa	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	PTSA member	July 26, 2017
25	Melaku Damte	Ho Ha No. 4 Primary School/Asossa <i>woreda</i> , Benishangul-Gumuz	PTSA member	July 26, 2017
26	Frehiwot Wubishet	USAID/Education and Youth Office	Project management specialist	August 10, 2017
25	Sewit Getachew	DFID Ethiopia	Education adviser	August 14, 2017
26	Fasikawit Ayalew	DFID Ethiopia	Education program officer	August 14, 2017
27	Paula Malan	Embassy of Finland	Counselor, education	August 15, 2017
28	Workaferahu Eshetu	Embassy of Finland	Adviser, land administration and education	August 15, 2017

Annex 5: GEQIP-E ESSA Stakeholders Consultation Summary and Participants' Photo

1. Consultation Process, Agenda, and Presentations

1. The GEQIP-E ESSA stakeholders' consultation was conducted on October 26, 2017 at Intercontinental Hotel in Addis Ababa, Ethiopia. The consultation was organized by the World Bank in collaboration with the MoE with the objective of addressing the views, concerns, and comments of the stakeholders on the ESSA for successfully achieving the intended objective of GEQIP-E with no or limited impact on the environment and the society. In addition, the consultation is aimed to discuss and get feedback on the results and recommendations of the draft ESSA among the stakeholders in Ethiopia.

2. Registration of participants was conducted from 8:30 AM–9:00 AM by Ato Biftu Wordofa, an assistant for the GEQIP-E preparation team. A total of 45 participants drawn from the MoE, REBs, MEFCC, Regional Environment Bureaus, World Bank and DPs, and representatives of Civil Society Forums working on education attended the consultation workshop to deliberate on the draft ESSA and accordingly provided additional information and obtain feedback.

Table 5.1. Summary of National Level Stakeholders Consultation Participants

No.	Organization	Total Participants
1	MoE - GCO	3
2	MoE - Directorates	6
3	REBs	16
4	MEFCC	1
5	MoLSA	1
6	Regional Environment Bureaus	9
7	DPs	4
8	World Bank	3
9	Civil Society Forum working on Education	1
10	Consultant	1
Total		45

3. Following the completion of participants' registration, there was an introductory session where participants introduced their name and the institutions they came from and represented, including their role in their respective organization. Dr. Moges Woyessa, social development and risk management consultant, World Bank, managed the introduction session and also introduced the agenda for the whole day.

4. Girma Woldetsadik, GEQIP-E co-task team leader, welcomed the participants and made the opening speech. He also presented the PAD and briefed the participants on the components and the main activities targeted by the Program for 40 minutes. His presentation included the context of the Program preparation, PDO, KPIs, benefits of the program, results chain and monitoring framework, DLIs, and implementation arrangement and support, and finally, the IPF-based TA.

5. After Girma's presentation, Bedilu Amare, Environmental Consultant, World Bank, presented the ESSA process and the World Bank's PforR Financing Policy. His presentation was for 30 minutes on the following points: World Bank's approach for Environmental and Social Management in PforR Operations; PforR lending definition, benefit, and cycle; the need for an ESSA; PforR Financing Policy Core Principles; responsibilities; implementation support; and consultation and disclosure issues. Following Bedilu's presentation the participants had a tea break for 30 minutes.

6. Dr. Ayalew Geber, a consultant who conducted the field visit to prepare the ESSA, presented the ESSA objectives, methods used, and the main findings of the ESSA in line with World Bank's PforR Financing Policy Six Core Principles for 50 minutes. Dr. Moges Woyessa presented the Program Action Plan of the ESSA and GEQIP-E environmental and social risks, including descriptions of the risks. The presentation took 30 minutes.

2. Discussion on the Presentations

7. A detailed discussion on each presentation was conducted after the presentations were completed. Questions, suggestions/comments, and concerns were raised. Accordingly, all the four presenters and Berhan Hailu, GEQIP-II Coordinator at the MoE and GEQIP-E preparation team member, provided responses to the questions raised.

8. In connection with wastes from school laboratories as an environmental risk factor, it was also raised, in the deliberations of the workshop, that schools, after purchasing laboratory chemicals using the school grants, may not use them as intended before they expire. To mitigate this risk, it was recommended that a mechanism be put in place for checking and following up that schools purchase, to the extent possible, only chemicals they are sure to use before they expire. The need to provide periodic refresher training and mentor physical science teachers on the proper storage, use, and disposal of chemicals was also pointed out in the discussions as an important safeguard measure.

9. Based on the findings of the ESSA report, it was stated in the 'Key Social Risks/Concerns' section that one major social risk is 'Lack of Considering Education in Emergencies in Pastoral Areas'. This was mentioned by some participants as an 'overstatement and strongly worded' and that it does not do justice to the efforts being made by the MoE and MoFPDA by way of ensuring education in emergencies. In light of this, it was agreed to tone down the statement and present the risk as 'Gaps in Addressing Education in Emergencies in Pastoral Areas'.

10. Again, the findings of the ESSA also indicated "a key issue that pastoralist communities raise is the relevance and quality of the curriculum for their livelihood, which rarely reflects their social values, culture, indigenous knowledge and social structure." In the discussion, concern was raised that this statement/finding does not reflect the reality and practice on the field and that every effort is being made by the MoE and the relevant REBs to ensure the cultural appropriateness of the pastoral education curriculum to the circumstances and context of pastoral communities. However, it was clearly stated to the participants, citing the appropriate source, that this finding is well sourced and documented. With a view to exploring the status of education in pastoralist areas of Ethiopia and revisiting the 2008 pastoralist education strategy, a

situational analysis was carried out in 2016, and the report presented, as one major concern in pastoral education, the following: “The formal school and ABE curriculum lacked relevance to pastoralist livelihoods, indigenous knowledge, context, and development needs; and in some regions the curriculum was delivered through the medium of instruction other than the local languages.” Accordingly, the participants took note of this and agreed on the relevance of the said finding in connection with cultural appropriateness of pastoral education.

3. Group Discussion and Group Presentations

11. Group discussions on the major findings were made and presentations of the group discussions documented. In fact, the whole afternoon session was dedicated for group discussion to ensure full engagement of participants by way of providing their feedback and expressing their views and concerns on the proposed findings of the draft ESSA. The main topics for group discussion were the following:

- Level of awareness and enforcement of legal frameworks applicable to GEQIP-E by the IAs (mainly by the MoE)
- Institutional commitments and the current capacity of IAs for the implementation of environmental and social safeguards
- Major potential environmental and social impacts and risks identified in the ESSA
- Recommended mitigation measures/actions
- Final observations and recommendations on the ESSA and the overall process of the consultation

12. The group members discussed these topics in detail and presented their group’s opinions and views lead by their chairman and secretary.

13. The group presentation highlighted the limited capacity among implementing institutions (staff, technical knowledge, and financial resources for the requirements of PforR financing) and the need for gap-filling measures to establish a strong environmental and social issues and safety unit at all levels of the MoE before the commencement of the program.

14. Accordingly, consensus was reached among group discussion participants that according to the recommendations of the ESSA report, a dedicated unit under the GCO responsible for the management of environmental and social systems would be set up before program effectiveness. The unit will also have to be structured at REBs and ZEOs with relevant environmental and social safeguard experts. However, owing to resource limitation, it was noted, by workshop participants, that it is only feasible to delegate government-assigned focal persons at WEOs, CTEs, and universities to take care of safeguard issues related to GEQIP.

15. In addition, it was highly emphasized by participants that capacity building, including training on environmental, social, and safety management instruments should be provided to partner implementing institutions at all levels of the MoE. In this connection, recruiting and deploying environmental and social specialists with the appropriate profiles is a major need that

requires prime attention. Accordingly, in addition to assigning appropriate and qualified staff, it is vital to consistently enhance the capacity of existing and newly recruited personnel on issues related to safeguards.

16. A major issue raised and adequately deliberated upon in connection with environmental and social issues relates to the need to establish a strong working relationship/link between the GEQIP-E implementing body (MoE) and the regulatory body (MEFCC). It was highlighted in the discussions that the ESSA draft report focuses entirely on the implementing body, entirely ignoring the roles of the regulatory body, namely the MEFCC, and this is important because implementers cannot be the sole decision-making bodies when it comes to environmental issues. It was therefore noted that engaging the MEFCC in GEQIP-E implementation is of paramount importance. One immediate and effective way of bringing the MEFCC on board will be soliciting their active participation and involvement in the quarterly GEQIP-II support missions as major stakeholders in the Program. In fact, the participants of the workshop have underscored the need for this point to come up as one of the major recommendations of the ESSA report.

4. Stakeholders Consultation Wrap-up

17. In the plenary session and group discussions, it was highlighted that there is a need to revisit the figures for targets quoted in the ESSA and make the necessary corrections in line with the figures stated in the latest version of the PAD. Cases in point are (a) Program support for IE of children with special needs in Ethiopia by equipping 687 (the figure is more than this) cluster resource centers and (b) the disbursement of school grants reached 96 percent of schools around the country; not 96 percent, but 97.3 percent. In sum, the inputs, comments, and concerns from the consultation contributed to the improvement and finalization of the draft ESSA and the design of the Program Action Plan.

18. A closing remark was also made by Dr. Moges. He appreciated the comments and concerns of participants. He further recognized the active participation of all participants and thanked them on behalf of the World Bank's safeguard team for committing their precious and scarce time and resources, as well as the respect they have for the World Bank's invitation to participate the GEQIP-E ESSA stakeholders' consultation.

5. Consultation Participants Picture

Figure 5.1. Consultation Participants Registration



Figure 5.2. Participants while Attending the Consultation





Figure 5.3. Presentations



Figure 5.4. Group Discussions



Figure 5.5. Group Presentations



Annex 6: List of ESSA Stakeholders Consultation Participants

Name	Region	Title	Organization	Tel. No.	E-mail address	Signature
Abdissa Roba	A. Abeta	Sim. expert	MOE	0918159208	abdissaroba@gmail.com	
Johanna Komiy	Adara	Admin	MOE	0983553012	johanna.komiy@gmail.com	
Yusef T. bo	SNMPAG	expert	EPFA	0916863252	yusef.tbo@gmail.com	
Fachri Maluun fanchi	A. Abeta	Expert	ES/EP/MEPA	0915749441	Fachri.fanchi@gmail.com	
Dawit Azene		Sched. in-charge	MOE	0912804211	dawitazene@gmail.com	
Ayalew Gebre	A.A.	Consultant	AAV	0911404442	ayalewgebre1@gmail.com	
Negusie Dibaba	Benishangul	ROO	R.C. RCB	0912454702	negusie.dibaba@gmail.com	
Dessie Abidi	Dire. Dawa	Team Leader	EFCC	0911831077	desse.abidi@gmail.com	
Lamis Baksi	Jhara	proconator	HEPA	0920913974	lamisbaksi@gmail.com	
Tak Miyazaki	A.A.	Tech. Advisor	JICA/M.E	0993190193	jiunmyun@gmail.com	
Biel Keat	Gambella	EP. Core	BEFCC	0911383496	Songbiel2015@gmail.com	
Dereje Mekonen	Oromia	GESIP Root	PEB	0912209391	derejemekonen@gmail.com	
Tamrat Woreku	A.A.	Team leader	MO/SA	0911892923	tamratworeku@gmail.com	
Girma Woldeabadi	AA	Field Spt	W/S	0911458489	swoldeabadi@worldbank.org	

Name	Region	Title	Organization	Tel. No.	E-mail address	Signature
Taye Yizaw	Amhara	EE expert	EFWCSA	0918008840	taye.yizaw@gmail.com	
Tschay Chekole	Tigray	EE expert	EPFA	0961206979		
Mesfin Birat	Adara	MOE Consul	MOE	0911282027	mesfinbirat@gmail.com	
Hadi'sh Gelay	MOE	GC/MI	MO	0911228157		
Tamrat Mages	MOE	GESIP M&T	MOE	0911025220	tamrat27@gmail.com	
Nigatu Taye	MOE	GESIP plan	MOE	0911390803		
Geta Tesfome	"	"	MOE	0911741593	getatesfome@gmail.com	
Bedelu Amare	"	WB	>	092483235	bedeluamare@gmail.com	

Name	Region	Title	Organization	Tel. No.	E-mail address	Signature
✓ Gaitam Berhe	Tigray	GEAIP focal person	Education	0914-281512	gaitamberhe30@gmail.com	
✓ Gizma G/Amalak	Tigray	GEAIP regional operations officer	REB	0918808936	gizma.gamalak@gmail.com	
✓ Girmal Fentie	Afar	GEAIP operations off.	REB	0923346244	sewerhaile68@gmail.com	
✓ Solomon Echele	Dire Dawa	GEAIP ROU	REB	0911074138	solomon50@yahoo.com	
✓ Feysel Ahmed	Harari	GEAIP focal p.	REB	0915139893	feyselahmed14@gmail.com	
✓ Mesay Tilahun	Harari	GEAIP officer	REB	0911991020	mesay2010@gmail.com	
Nora Dikken Herber	Norway	trainer	Norway embassy		nora.dikken.herber@nra.no	
✓ Yaset Berehe	A.A.	Prog. Manager	DFID	0911641379	yasetberhe@gmail.com	
Moges Noyessa	A.B.A	Social dev. specialist	WB	0912688810	mogesnoyessa@gmail.com	
Hussien Yassin	A.A	GEAIP off. car	REB	0911977451	hussienyassin@gmail.com	
✓ Roman Kassahun	A.A (Federal)	Director	MGFCC	0911-794117	romankassahun@gmail.com	

Name	Region	Title	Organization	Tel. No.	E-mail address	Signature
Seleshi Legesse	AA	Director	Civil Society Forum	0911421651	seleshi@ymail.com	
✓ Mohammed Ahmde	Afar	Director	REB	0935212066	mohammedahmed@yahoo.com	
✓ Biel Keat	Gambella	Head of process co-ordinator	EFCC	0911383996	songhietan@gmail.com	
Dereje Mekonnen	Oromia	GEAIP Regional operations officer	REB	0912209399	derejemekonnen37@gmail.com	
Abebe Lya	A.A	Regional rep	REB	0923424288	abeket@yahoo.com	
Gemeda Kebebe	Oromia	Director of Env. F. CCA	Env. FCCA	0911968109	gemedakebebe@gmail.com	
✓ Wlaschun Gelaw	Amhara	Focal Person	Educational	0918011738		
✓ Getachew Dersseh	Amhara	Operation officer		0918701938	getadereese@yahoo.com	
✓ Belay Bezaneh	SNMP/AFB	field	REB	0912173322		
✓ Waldemar Fosh		Operational officer	REB	0913096265	waldemarfosh@gmail.com	
Marko Ferrel Eshetu		Advisor	Embassy of Finland	0930097632	markoferrel@formin.fi	
Anu Eskonheimo			Ministry for Foreign Affairs of Finland			