



Additional Financing Appraisal Environmental and
Social Review Summary
Appraisal Stage
(AF ESRS Appraisal Stage)

Date Prepared/Updated: 11/28/2022 | Report No: ESRSAFA483



BASIC INFORMATION

A. Basic Project Data

Country	Region	Borrower(s)	Implementing Agency(ies)
Kenya	EASTERN AND SOUTHERN AFRICA	Republic of Kenya	Ministry of Education
Project ID	Project Name		
P179670	AF for Primary Education Equity in Learning Program		
Parent Project ID (if any)	Parent Project Name		
P176867	Primary Education Equity in Learning Program		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	10/17/2022	12/21/2022

Proposed Development Objective

To reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes.

Financing (in USD Million)	Amount
Current Financing	0.00
Proposed Additional Financing	0.00
Total Proposed Financing	0.00

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

1. Kenya has initiated difficult reforms to improve school participation and learning outcomes. As a result, Kenya has made impressive progress in basic education coverage at the national level. Net Enrollment Rate (NER) at the primary



level was 92.5 percent in 2018. Transition rate from primary to secondary was 83 percent in 2018, while completion rate in secondary was 84 percent in 2018.

2. Prevailing inequities in school participation and learning outcomes present the largest constraints to improvement in human capital formation and have contributed to wide variation in subnational Human Capital Index (HCI) in Kenya. Kenya is making progress on core and complex education challenges, which the World Bank has substantially contributed. However, children have been left behind by an education system that does not ensure ALL children participate in school and learn, particularly girls and acquisition of higher order competencies in foundational learning. Considering these challenges, the proposed operation would specifically address the inequities in primary education constraining improvement in the Quality Adjusted Years of School (QAYS) that is needed for closing the learning gap in Kenya.

3. For the Government to close this gap, the proposed operation builds on the success of Kenya's reforms and initiatives, and will pivot its support to address inequities in school participation and learning in basic education by focusing on three areas: (i) mobilizing significant IDA to co-finance the trust funds (TFs) in order to achieve results at scale; (ii) using schools as a platform to address the multiple and complex challenges in school participation, learning outcomes and girls education; (iii) strengthening systems capacity for sustainable impact- fully implement reforms and policies.

4. The proposed Project Development Objective (PDO) is to "reduce subnational disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems at the national level to assure learning for all". Prevailing inequities in school participation and learning outcomes present the largest constraints on human capital formation and have contributed to variations in subnational Human Capital Index (HCI) in Kenya. The lack of human capital formation amongst refugees, a growing segment of the schooling population, also limits their ability to build resilience during and after displacement. Considering the strong correlation observed between learning disparities across different groups (regional, gender) and variations in subnational HCI, reduction of these disparities would be critical for closing the learning gap impeding improvement in the country's overall HCI needed for higher growth and productivity.

5. The proposed Program includes three Result Areas (RAs):

a) RA 1: Equalize learning opportunities: improve learning outcomes in target counties and for refugee populations. Proposed key interventions include results based school grants; deployment of teachers in schools with highest pupil teacher ratios; and provision of school meals to vulnerable learners.

b) RA 2: Improve girls' participation in schooling, including in refugee hosting counties. Proposed key interventions includes scholarships and mentorship services, and reforms in the supply chain of sanitary towels to girls.

c) RA 3: Strengthen reform implementation capacity. Key reforms needing adequate monitoring and implementation are: roll out of the Competency based curriculum and assessment (CBC); utilization of data management for better management of Primary education; school construction; reforms in the curriculum and assessment for Primary Teacher Training Colleges (PTTCs); establishment of a costed school infrastructure investment plan and implementation of the plan; establishment of standards and tools for quality assurance in preschool; and implementation of the newly established School based teacher support initiative (SBTS).



6. IPF Component :

The Operation will include an IPF component to mainly support Program management; key technical assistance required for achieving key results in priority areas under the three RAs; and to facilitate achievement of results by minimizing technical, safeguards, and fiduciary risks. The IPF financing has the following key areas:

a) Program management, policy dialogue, communication, monitoring and evaluation, safeguards and fiduciary, and verification. This sub-component will mainly finance the operational costs associated with coordination, implementation, communication, monitoring, and evaluation of Program-related activities at the national and county levels.

b) Technical assistance and capacity building for adequate implementation of the initiated reforms. This sub-component will mainly support consultancy services for the following areas: Pre-school quality and Pre-primary children's School readiness; school assessments and categorization (minimum essential schools' inputs); strengthening of the supply chain for sanitary towels; data management including establishment of robust teacher management systems; implementation of the school-based teacher support (SBTS) initiative; and build capacity of teachers in primary schools to access and utilize the upcoming online based new item banking portal for learning assessments.

The key implementing and beneficiary agencies for the IPF component are MoE and TSC. The Program Operations Manual (POM), to be developed before effectiveness of the Program, will include annual workplan and budgets for the IPF Component.

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The proposed AF project will operate in the same geographical scope as the parent Program. AF activities are a scale-up under the parent project. The operation will be financed through a hybrid of Program for Results (PforR) and Investment Project Financing (IPF). The IPF component will focus on key technical assistance required for achieving key results in priority areas under the three result areas and to facilitate achievement of results by minimizing technical, safeguards, and fiduciary risks as per the actions in the Program Action Plan (PAP). As per the AF PCN, an ESSA addendum has been prepared to incorporate AF activities and the parent PAP updated. It will also support an independent verification agency (IVA) for the DLIs. The first sub-component will support Program management, policy dialogue, communication, monitoring and evaluation, safeguards and fiduciary, and verification. The second sub-component will be on technical assistance and capacity building for adequate implementation of the initiated reforms and other systems strengthening activities.

The IPF component will be implemented nationally across the 47 Counties in the Country and will provide technical assistance for capacity building to key implementing entities that include Ministry of Education (MoE) and the Teachers Service Commission (TSC) and relevant Semi-Autonomous Agencies (SAGAs) including NACONEK at National,



County/sub-county and at school levels to implement the result-based operations for achieving key results in the program priority areas.

The IPF TA supported preparation of an environmental and social management system (ESMS) to deliver on commitments in the program action plan of the ESSA. The design of the ESMS was framed to manage potential risks and impacts of the PforR and ensure implementation of the program action plan (PAP). Key parent project TA activities to be executed under the IPF are on development of strategies or capacity building and include:

- a) Preparation and adoption of the Environmental and Social Management System (ESMS) manual including training and capacity building of Training of Trainers (ToTs). Based on the preliminary assessment, the ESMS manual addressed the potential E&S risks and impacts during construction phase including; i) localized air & noise pollution, clearing of vegetation, generation of construction waste and waste water effluent, Occupational Health and Safety (OHS) risks including the spread of infectious diseases such as COVID-19; ii) public health and hygiene risks associated with the school meals program; iii) environmental pollution associated with the generation and disposal of sanitary waste from supply of hygiene products for girls; iv) developing capacities for effective monitoring and management of environmental risks; v) elite capture and exclusion of poor, vulnerable and minority learners and communities from access to program benefits; vi) selection bias where project interventions such as school meals and infrastructure end up in locations and on individuals who are easier to access, rather than the most deserving and vii) sexual exploitation and abuse, sexual harassment (SEA/H) and other forms of gender-based violence (GBV) arising from exploitation of women and girls for program benefits and viii) ineffective grievance redress mechanism to handle conflicts and redress.
- b) Review and analyze NEMIS capabilities on collecting, disaggregation, and reporting on data for learners with special needs and disability and recommendations to close identified gaps.
- c) Complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships at MoE's JKF.
- d) Design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies.
- e) Assess the outcomes of biogas pilots and analyze existing practices on use of biogas in schools. ToRs for the TA on the assessments of bio-digester pilots will cover an analysis of health and safety considerations including guidance and recommendations on siting.

D. 2. Borrower's Institutional Capacity

The ESF will apply to activities under the proposed AF and parent Program, IPF component. The Ministry of Education (MoE) and the Teachers Service Commission (TSC) are the main implementing agencies for the Program and have experience in implementing similar interventions including GPE COVID 19 Learning continuity in Basic Education prepared under the World Bank Environment and Social Framework (ESF). As such, the two institutions have familiarity with identification and management of adverse environmental and social impacts and risks. MoE has one environment and one social specialist who shall be retained to support the project in the management of E&S risks and impacts. Capacity building has been carried out under the parent project on the ESF to the Environment and social specialists. Additionally, Occupational health and safety specialists will be hired to supervise OHS risks related to establishment of biogas units, operation of the clean energy initiatives, operation of the mobile science lab kits, structural and fire safety adequacy for the schools.

In addition, the parent program Environmental and Social System Assessment (ESSA) carried out by the Bank identified systemic weaknesses and capacity constraints at both the national and county level for effective E&S risks management. Specifically, the ESSA established system and capacity gaps comprising: i) sporadic compliance with E&S provisions (application of ESMS system as provided by EMCA, 1999, OSH Act, 2007 for school infrastructure activities;



ii) limited technical and human resource capacity of the agencies impeding proper application of E&S risk mitigation systems; iii) efforts to address GBV/SEA-H risks mostly done through SEQIP are limited by inadequate resourcing hence resulting in low County coverage; iv) lack of proper coordination with compliance and regulatory agencies such as National Environment Management Authority (NEMA), National Construction Authority (NCA), Directorate of Occupation Safety and Health Services (DOSHS), Children's Department, National Gender and Equality Commission (NGEC) and Public Works to support monitoring, reporting and compliance with E&S risk management; and, v) lack of a robust and accessible GRM mechanism that is interoperable between MOE agencies, vi) gaps in the collection and management of data on learners with disability.

Based on the capacity gaps identified through the ESSA, the IPF TA under the parent project supported development of an ESMS, training and capacity building of Training of Trainers (TOTs) on the operationalization of the ESMS Manual to the MoE, TSC, key SAGAs and selected county teams responsible for managing environmental and social risks and impacts in the program. The scope of the ESMS capacity building comprises of training on the ESF, implementation of stakeholder engagements, occupational and community health and safety; emergency preparedness and response, SEA/SH prevention and response measures and labor management procedures.

Building on the existing mechanisms available to Bank funded projects within the MoE, the program will design and implement a robust Grievance Redress Mechanism (GRM) to address complaints and grievances including those related to SEA-H. The effort in addressing GBV/SEA-H will be complimented by the establishment of a referral pathway/reporting cases of GBV/SEA-H and child abuse. With continuous training and sensitization, the reporting function can be exploited for stakeholder engagements, information dissemination and monitoring of grievance redress.

The Parent project was declared effective during initial stages of AF preparation resulting in the slow progress of implementation of IPF component. E&S performance towards achievement of the PDO was rated as satisfactory in the last ISR. Some of the achieved actions include preparation and validation of the parent environmental and social management system manual. Training and capacity building on the ESF and on grievance redress mechanisms. ESMS manual of the parent program will be updated to include the PforR AF activities as well as E&S risks and management measures incorporated by AF effectiveness.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The environmental risks are anticipated to be Moderate due to the nature of the proposed project interventions. Overall, the project activities under the parent and AF IPF financing are focused on capacity building type of activities to support the implementing entities to implement the result-based operations and E&S risks management. Screening of the TA activities necessary for achievement of outcomes under the result areas have been carried out to assess any E&S risks and impacts. Key environmental risks relate to occupational health and safety concerns that will emanate from the spread of COVID-19 where face to face meetings interactions related to TA activities could expose project workers including MoE and TSC staff. Other environmental risks include indiscriminate disposal of COVID-19 related PPE waste to be provided in meetings. There are indirect downstream impacts associated with; a) installation of

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biogas units in schools posing risks such as asphyxiation, school fires, explosion, leakage of toxic (hydrogen sulphide) and noxious (ammonia) gases, sanitation, and groundwater pollution. Environment Impacts from the AF activities relate to the a) procurement of clean energy initiatives for preparation of school meals. This include health and safety risks (burns, fire risks, explosion) from use of the cooking stoves, road safety accidents during transportation and distribution of cooking equipment to targeted schools and waste generation; b) procurement and operation of mobile science lab kits presents potential health and safety risks from lab fires, explosion of gas cylinders, soil, and ground water contamination from improper handling of both hazardous/non-hazardous solid waste, wastewater, and gas emissions from use of chemicals in the labs. The ESMS manual prepared under the parent project will be updated by effectiveness to include AF scale-up activities and include impacts related to potential EHS risks under the PforR activities. Additional downstream environment risks identified under the AF IPF, such as on mobile science labs, clean energy initiatives and biogas units will be addressed through preparation of applicable instruments (ESIA/ESMP's). The TA ToR on education infrastructure standards and quality assurance process will be reviewed to adapt to requirements of climate resilient infrastructure. The full range of environmental risks and impacts related to OHS issues identified in AF are reflected in the parent Labor Management Procedures instrument.

Social Risk Rating

Moderate

The program is not expected to result in irreversible social risks and impacts as program activities are related to capacity building and technical assistance. Therefore, given the scale and type of activities proposed, the social risk rating is Moderate. Key social risks related to possible exposure to SEA/SH arising from TA engagements and downstream impacts of activities under the TA such as labour related malpractices, discrimination and unfair treatment of workers and insecurity challenges in some of the remote and hard to serve target areas. All these risks are amplified by COVID-19 restrictions and challenges in the traditional methods of access to beneficiaries for meaningful stakeholder and community engagements as well as grievance redress and monitoring. Key prevention and mitigation measures involve ensuring that TA service providers understand their obligations on SEA/SH including reflecting relevant provisions into ToRs and bid documents. To address the risk of insecurity, the project will adhere to the set national laws and security protocols, work with the national government offices to address incidences and the school guards will be unarmed. In addition, a project workers GRM has been set up to uptake complaints and grievances related to labor and working conditions. The design and implementation of activities under the TA will take into consideration policy and program implementation towards culturally diverse and traditionally excluded minority groups and build in mitigation measures to ensure that IP's and VMGs participate in and benefit from the interventions. There are potential risks related to the strengthening of system capacity for sector coordination and data utilization. This may pose data protection and security risks, such as, errors in data capture, politicization in decision making on collected data and its safety and use. The implementing unit prepared an Environmental and Social Commitment Plan (ESCP) to outline material measures and actions to be undertaken by the MoE to address environmental and social risks and impacts and will be updated to apply to both the parent and the AF IPF for the project. Given the magnitude of risks and impacts under the IPF component, a Stakeholder Engagement Plan (SEP) and a Labor Management Procedure (LMP) has been updated to include AF activities.

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

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The parent and AF IPF TA support the development and operationalization of the environmental and social management system (ESMS) to help deliver the commitments in the program action plan of the ESSA. The IPF component shall include: (a) building capacity of implementing entities on carrying out of results-based operation; (b) mitigating the safeguards and fiduciary risks assessed during Program preparation; and (c) providing technical assistance to facilitate achievement of key results. The financing of these components of TA for capacity building within the implementing ministries, SAGA's, national, County, and sub-county government involved in the program will not result in significant potential adverse risks.

According to the definitions of the OESRC Advisory Note Technical Assistance and the Environmental and Social Framework (2019), this IPF component will include two types of TA: Type 2 Supporting the formulation of policies, programs, plans, strategies, or legal frameworks and Type 3 on Strengthening borrower capacity. Some of the parent TA activities identified under PEELP include; i) preparation and adoption of the Environmental and Social Management System (ESMS) manual including training and capacity building of Training of Trainers (TOTs) to consolidate the various available guidelines and SOPs on E&S effects management; ii) development of an E&S manual to operationalize the ESMS and guide capacity building; iii) capacity building of the relevant personnel for E&S effects management based on the ESMS manual; iv) review and analyze NEMIS capabilities on collecting, disaggregation and reporting on data for learners with special needs and disability and recommendations to close identified gaps.; v) complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships at MoE's JKF; vi) design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies.; vii) assess the outcomes of biogas pilots and analyze existing practices on use of biogas in schools. E&S screening of the above TA activities has been undertaken during project preparation to determine E&S risks and impacts. The capacity building activities identified will positively contribute to strengthening the implementation of the environment and social risk management framework both at national and county level.

AF TA activities include a) an update of the ESMS operational manual to include the AF activities; The ESMS manual will be updated to include; i) operation phase EHS aspects in schools such as adequate potable water supply, waste management, air quality, etc.; ii) potential presence of environmental liabilities in existing schools such as asbestos, lead based paint, inadequate potable water, presence of PCB containing equipment; iii) measures to ensure adequacy of existing schools in terms of management (prevention and response) to man-made and natural disasters, including specific fires and the structural adequacy of the schools (e.g., per the concepts in ESS4 related to Infrastructure and Equipment Design and Safety and Safety of Services and the Good International Industry Practice (GIIP) including the WBG EHS guidelines in relation to prevention and response to fire safety and natural disasters. b) Review education infrastructure standards, and quality assurances process, to adapt requirements for climate-resilient education infrastructure; c) E&S monitoring on implementation of the Program activities to ensure compliance with the ESMS guidelines and share periodic reports with the World Bank.

Additionally, there are key E&S risks identified such as; labour related OHS issues, spread of infectious diseases arising from engagement of technical support for TA activities, exclusion, social conflicts and grievances, discrimination and unfair treatment of workers, GBV/SEA-H arising from TA engagement, labour related malpractices, HIV/AIDS, drug and substance abuse and limited stakeholder engagements.

Details on biogas units that will be used in schools is not clear at this stage as the TA will support in assessment & evaluation of ongoing pilots for biogas in schools to establish if these areas are considered (or not), and to advice on any scale up of the interventions. Potential indirect downstream impacts such as asphyxiation, school fires, explosion, leakage of toxic (hydrogen sulfide) and noxious (ammonia) gases, sanitation, and groundwater pollution from the



establishment of biogas units in schools. An analysis of alternatives will be undertaken at early stages of the design of biogas units with particular emphasis on safety risks. The operation of mobile science lab kits may present potential health and safety risks from lab fires, explosion of gas cylinders, soil, and ground water contamination from improper handling of both hazardous/non-hazardous solid waste and wastewater effluent from the lab and emissions from use of chemicals in the labs. In addition, procurement of clean energy initiatives for preparation of school meals will include risks such as; health and safety risks (burns, fire risks, explosion) from use of the cooking stoves, road safety accidents during transportation and distribution of cooking equipment to targeted schools and waste generation. All these risks are amplified by COVID-19 restrictions and challenges in the traditional access to beneficiaries for meaningful stakeholder and community engagements as well as grievance redress and monitoring. The ESMS manual prepared under the parent project will be updated by AF effectiveness to include E&S risks and mitigation measures for activities under the PforR component.

Any additional E&S instruments will be determined after pilot studies have been completed for Component 2 activities under the IPF such as on the construction and operation of biogas units, procurement, installation and operation of clean cooking energy initiatives and the mobile science lab kits. In addition, ESHS requirements will be well integrated in the terms of reference as well as the scope of work for all TA activities including (i) the review of education infrastructure standards including fire safety standards according to GIIP and quality assurance process, to adapt these to requirements for climate resilient education infrastructure, (ii) development of a disaster mitigation plan for schools affected by floods and drought, and (iii) evaluation of ongoing pilots for biogas in schools and the clean energy initiatives for the school meals program. Findings and recommendations from the IPF TA will be reflected in and implemented through the recommended E&S instruments. An Environmental and Social Commitment Plan (ESCP) has been prepared to outline material measures and actions to be undertaken by the MoE to address environmental and social risks and impacts. The Stakeholder Engagement Plan (SEP), Environment and Social Commitment Plan (ESCP) and the Labor Management Procedures (LMP) including the SEA-SH response plan developed under the parent project to detail material measures to mitigate identified risks and impacts under the IPF component has been updated to reflect the proposed AF activities. The updated ESRS, ESCP, SEP and LMP will be disclosed by the MoE prior to AF appraisal.

ESS10 Stakeholder Engagement and Information Disclosure

To ensure meaningful and inclusive engagements a robust SEP was prepared and updated to include proposed AF engagements and consultations with the relevant stakeholders, covering the IPF components. Given the Covid-19 challenges, stakeholder engagements were adapted to minimize close personal contact and adherence to the MoH COVID-19 recommended protocols as outlined by the Government of Kenya. Strategies employed include smaller meetings and small focus-group discussions (FGDs), virtual consultations as appropriate taking full precautions on staff and community safety.

Under the Parent program, approximately 1200 stakeholders were consulted at both the National and County level with relevant stakeholders responsible for implementing the program to review their capacity for E&S risk management. At National level virtual consultations with MoE, TSC, key SAGA's and other relevant institutions were held. Physical county visits, stakeholder consultations and focus group discussions were conducted in six (6) Counties comprising Bungoma, Kwale, Makueni, Narok, Siaya and Turkana. These comprised representatives from; i) Ministry



of Education (MoE), Teachers Service Commission (TSC), Relevant Semi-Autonomous Government Agencies (SAGAs); ii) relevant Ministries, Authorities and Departments such as Ministry of Labour and Social Protection (specifically Directorate of Occupational Health and Safety services), Ministry of Public Service, Youth and Gender Affairs (State Department of ASAL), Ministry of Health (Public Health), National Environment Management Authority (NEMA), National Gender and Equality Commission (NGEC), Department of Public Works, National Construction Authority, National Council of Persons with Disability (NCPWD), Department of Youth Affairs, iii) Development Partners such as UNHCR and Non-governmental organizations (NGOs) such as the WE World, Lutheran World Foundation (LWF), Finn Church Aid (FCA). In addition to the stakeholder consultations, the ESSA Team also conducted Focus Group Discussions with IPs such as the Sengwer in Narok, Ngikebotok in Turkana, Duruma in Kwale, Ngulia in Makueni, and Ogiek in Mt. Elgon. Other Vulnerable and Marginalized Groups (VMGs) comprising women, elderly youth and people living with disability, refugees and their representatives were also consulted. Based on the feedback from Stakeholders consultation recommendations given included measures to improve the project design, mitigate E&S risks and were adequately reflected in the Program Action Plan (PAP). During AF preparation, national stakeholder engagements took place which included representatives from, implementing agencies, government agencies, and development partners. The consultations focused on the achievements and priorities in Basic Education; previous engagements on GPE support to Kenya; priority focus areas of the approved GPE Compact; overview and status report on implementation of the parent Program, among others. The project has put in place a grievance redress mechanism with multiple channels of communication (phone line, SMS, WhatsApp, and in-person reporting) to ensure that aggrieved persons are able to air their complaints.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

ESS2 is relevant to the project intervention. Most activities supported by the project activities will be conducted by civil servants from the various implementing agencies that include the MoE and TSC and various contracted consultants. In terms of occupational health and safety (OHS) risks, MoE will apply the LMP for the IPF activities. The parent LMP includes the potential OHS risks due to consultants and direct workers having to travel to field or other locations, transportation risks such as traffic accidents, exposure to health risks from spread of communicable diseases. There are potential downstream impacts on health and safety risks during installation of biogas units, school science labs and clean cooking energy initiatives. ESMS will apply for activities under the project specifically the SOP on prevention of labor influx and management of construction workers to maintain safe working environment and mitigate all risks and impacts related to insecurity and COVID-19 to all the program workers and consultants and provide the necessary training and information, undertake risk assessments for work related travels, meetings, and face to face instructions. The PPE waste generated will also be handled appropriately following the national legislation and other good internationally industry practices. Contracts issued to the contracted consultants for provision of capacity building services, M&E services and other TA services will have legally enforceable clauses that will require the contract holder to follow all ESS2 issues including relevant OHS and MoH COVID-19 recommended protocols as outlined by the Government of Kenya directives on COVID-19 safety protocols. The number and skill level of workers is not expected to be high, given the limited scope of project activities and in this regard, codes of conduct to mitigate the risk of sexual harassment or misconduct in the workplace and in contact



with communities has been prepared under the parent project and will be enforced by the project. Adherence to national labor requirements is essential, however, the requirements of national law and ESS2 shall be applied. A grievance redress mechanism for work-related grievances has been included in the LMP for project workers possibly under the TAs to program stakeholders, with necessary considerations for confidentiality and whistle-blower protection. The LMP includes measures to address school security issues and potential risk of GBV/SEA-H. The Parent LMP has been updated to include the AF activities.

ESS3 Resource Efficiency and Pollution Prevention and Management

ESS3 is considered relevant under the parent Program for TA downstream impacts such as during construction and installation of biogas units/human waste bio-digesters. In addition, AF IPF component will support pilot on the clean energy initiatives (energy saving cooking stoves or steam cooking stove system) in selected 5 target schools for school meal preparation to reduce indoor air pollution and smoke, cooking time and fuel consumption to demonstrate climate change benefits as well as efficiency in resource use. As applicable, to the extent relevant ESS3 provisions are to be included in TA ToR on capacity building activities related to construction of biogas units, mobile science labs and clean energy initiatives. Necessary measures for the sub-projects identified for Technical Assistance will be included in the ESIA/ESMPs.

ESS4 Community Health and Safety

The IPF activities such as training and capacity building will be fully consistent with ESS4 principles. The relevant project stakeholders will be required to abide by MoH COVID-19 recommended protocols as outlined by the Government of Kenya directives during consultations and trainings carried out under the project. Under the AF, there are community health and safety (CHS) risks associated with the procurement of mobile science labs, the construction of clean energy pilots, and bio-gas units. CHS risks include school fire risks, soil, and ground water contamination from improper handling of both hazardous/non-hazardous solid waste and wastewater from labs and biogas units, among others.

The TA ToR will integrate measures, (a) to address issues related to GBV/SEA-SH in schools such as conduct awareness and training of school personnel, on preventive and response systems and on referral pathways, (b) adequacy of existing schools in terms of infrastructure standards, fire safety standards, resilience to natural disasters and emergency response procedures, and (c) mitigation of community health and safety risks from construction of biogas units, clean energy initiatives and the mobile science labs.. To ensure compliance with ESS4, appropriate measures for the sub-projects identified by the TA will be included in the ESIA/ESMPs. Similarly, training will be considered on proper disposal of feminine hygiene products, and on safety issues around installation of human waste bio-digesters and associated risks as well as on guidelines and procedures on operation of mobile science labs. SEA-H prevention and response plan was prepared and annexed to the LMP.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

This ESS is not considered relevant. The IPF component will not finance any civil/construction works and their risks and impacts, such as physical and economic displacements associated with ESS5.



ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Environment and Social Screening and analysis of alternatives of sub-projects will be carried out to avoid impacts on biodiversity and living natural resources. The proposed establishment of biogas units in schools and the pilot on clean energy initiatives will provide alternative cooking methods likely to reduce time required for gathering fuel wood and lead to limited deforestation. As applicable to the extent relevant ESS6 provisions will be included in TA ToR. Appropriate measures for the sub-projects identified by the TA will be included in the ESIA/ESMPs.

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

ESS7 is considered relevant as the TA activities under the parent and AF, IPF component presents an opportunity to address systemic gaps in management of program social risks related to exclusion of Indigenous Peoples (IPs), Vulnerable and Marginalized Groups (VMGs) including refugees. The SEP elaborates measures to ensure inclusion of IP's and VMG's in consultation and engagements. However, the design and implementation of activities under the TA will take into consideration policy and program implementation towards culturally diverse, traditionally excluded and minority groups. Project design has taken equity considerations based on culture and VMG's targeting including the roll out of CBC and CBA reforms in basic education through the support in development and printing of materials for indigenous languages (VMGF) for grades 1 to 6. The MoE will also develop guidelines for inclusion of refugee children in NEMIS and other education services. Data management includes categorization and registration of refugee learners, incorporating those located in hard to serve areas.

ESS8 Cultural Heritage

During implementation, environmental and social screening including analysis of alternatives of sub-projects will be carried out to avoid impacts on cultural heritage sites. As applicable, to the extent relevant ESS8 provisions are to be included in TA ToR. Chance finds procedure will be considered as a precautionary measures. Capacity building will be aligned with the requirements of ESS8 and in a manner acceptable to the Bank. Precautionary measures will be reflected in the ESCP.

ESS9 Financial Intermediaries

This standard is not relevant to this project as financial intermediaries will not be involved.

B.3 Other Relevant Project Risks

Other overall project risks include systemic weaknesses and the amplification of the general project risk profile due to COVID-19 restrictions where traditional access to beneficiaries for meaningful stakeholder and community engagements and grievance redress are limited. In this case, stakeholder engagements have been adapted to minimize close personal contact and follow the MoH COVID-19 recommended protocols as outlined by the Government of Kenya. Strategies employed include; conducting smaller meetings and small focus-group discussions (FGDs) as appropriate taking full precautions on staff and community safety. Where meetings are not feasible, other channels of communications such as radios and public announcements will be implemented. Other strategies will include one on one interviews through phones and virtual platform with community representatives, civil society organizations (CSO's) and other interest groups.



C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts

Is this project being prepared for use of Borrower Framework? No

Areas where “Use of Borrower Framework” is being considered:

Use of borrower framework not being considered

IV. CONTACT POINTS

World Bank

Contact: Ruth Karimi Charo Title: Senior Education Specialist

Telephone No: 5327+6099 / 254-020-5327+6099 Email: rcharo@worldbank.org

Borrower/Client/Recipient

Borrower: Republic of Kenya

Implementing Agency(ies)

Implementing Agency: Ministry of Education

V. FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>

VI. APPROVAL

Task Team Leader(s): Ruth Karimi Charo

Public Disclosure



Practice Manager (ENR/Social) Helene Monika Carlsson Rex Cleared on 11-Oct-2022 at 21:24:14 GMT-04:00

Safeguards Advisor ESSA Peter Leonard (SAESSA) Concurred on 28-Nov-2022 at 19:02:55 GMT-05:00