

ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

Environmental and Social Safeguard Training For Sub-city and School GEQIP-E Safeguards Focal Persons

**February, 2022
Bishoftu, ETHIOPIA**

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1. Improved Internal Efficiency

- ✓ Drop out rate, promotion rate of Grade 1 and 2
- ✓ Survival rate of Grade 5

2. Improved Equitable Access

- ✓ Focusing in gender parity index (Afar, Somali, *Benishangul-Gumuz*)
- ✓ special need education - inclusive education(All regions)

3. Improved Quality

- ✓ Reading ability of mother tongue for Grade 2 and 1
- ✓ English and mathematics grade 7 and 8

4. System Strengthening for planning, policy formulation and reform

- ✓ *Use of unique school IDs by EMIS, NLA, EGRA, Inspection*
- ✓ **Custer based pilot training of science and English teachers in linkage with colleges**

In addition to these four Result Areas, the Program also supports a number of Technical Assistance-based activities in stand-alone components of the Program.

Safeguards

What is Environmental and Social Safeguard?

- is used by development institutions designed to first identify and then try to avoid, mitigate and minimize adverse environmental and social impacts that may arise in the implementation of the program/projects.

-is the corner stone for sustainable development(SD).

SD- *“ the development that meets the needs of the present without compromising the ability of future generations to meet their own needs”*
(United Nations General Assembly, 1987,).

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Environmental and Social Safeguards

generally consist of:-

- 1. Rules** (such as policies, laws, regulations) that reduce the environmental and social risk and negative impact of the **GEQIP-E Program activities.**
- 2. Institutions** that implement those rules.

Applicable Policies, Laws, and Guidelines

The primary legislations that support environmental and social management in the education sector are:

The Constitution

The Constitution of Federal Democratic Republic of Ethiopia (FDRE) provides for the guiding principles that underpin(support) **environmental protection and management** in the country.

Article 92: Environmental objectives are identified as

- The Government shall endeavor(an attempt to achieve a goal) 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; (*example- GEQIP-E Program,*)

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- **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**;
- The Government and citizens shall have the **duty to protect the environment**.
- ❑ Environmental Policy of Ethiopia- that adopted in 1997,
- ❑ Environmental Impact Assessment Proclamation No. 299/2002, (*currently Environmental and Social Impact Assessment*)
- ❑ Solid Waste Management Proclamation No. 513/2007;
- ❑ Environmental Impact Assessment Procedural Guideline (2003);

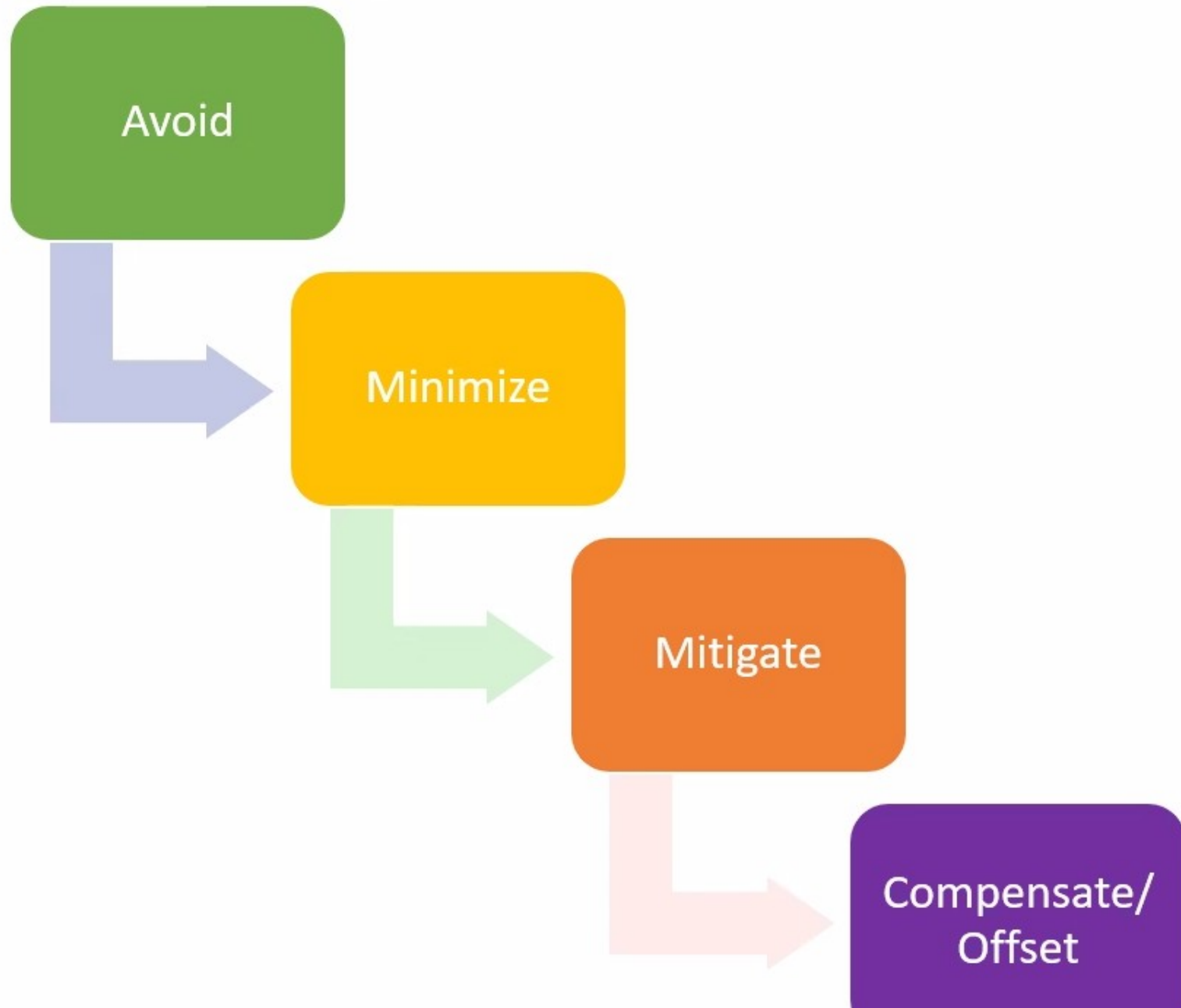
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- ❑ Environmental and Social Management Plan Preparation Guideline (2004);
- ❑ Expropriation of Land for Public Purposes, Payment of Compensation and Resettlement of Displaced People Proclamation No. 1161/2019;
- ❑ Labor Proclamation No 377/2003;
- ❑ National Policies for Equitable Access to Quality Education;
- ❑ 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),

Objective of ESS in GEQIP-E

- ✓ The objective of these ESS is to avoid or, when avoidance is not possible, to minimize and mitigate adverse GEQIP-E Program project impacts on the environment and affected people, and to help borrowers (and grant recipients) strengthen their own safeguard systems and develop the capacity to manage environmental and social risks.

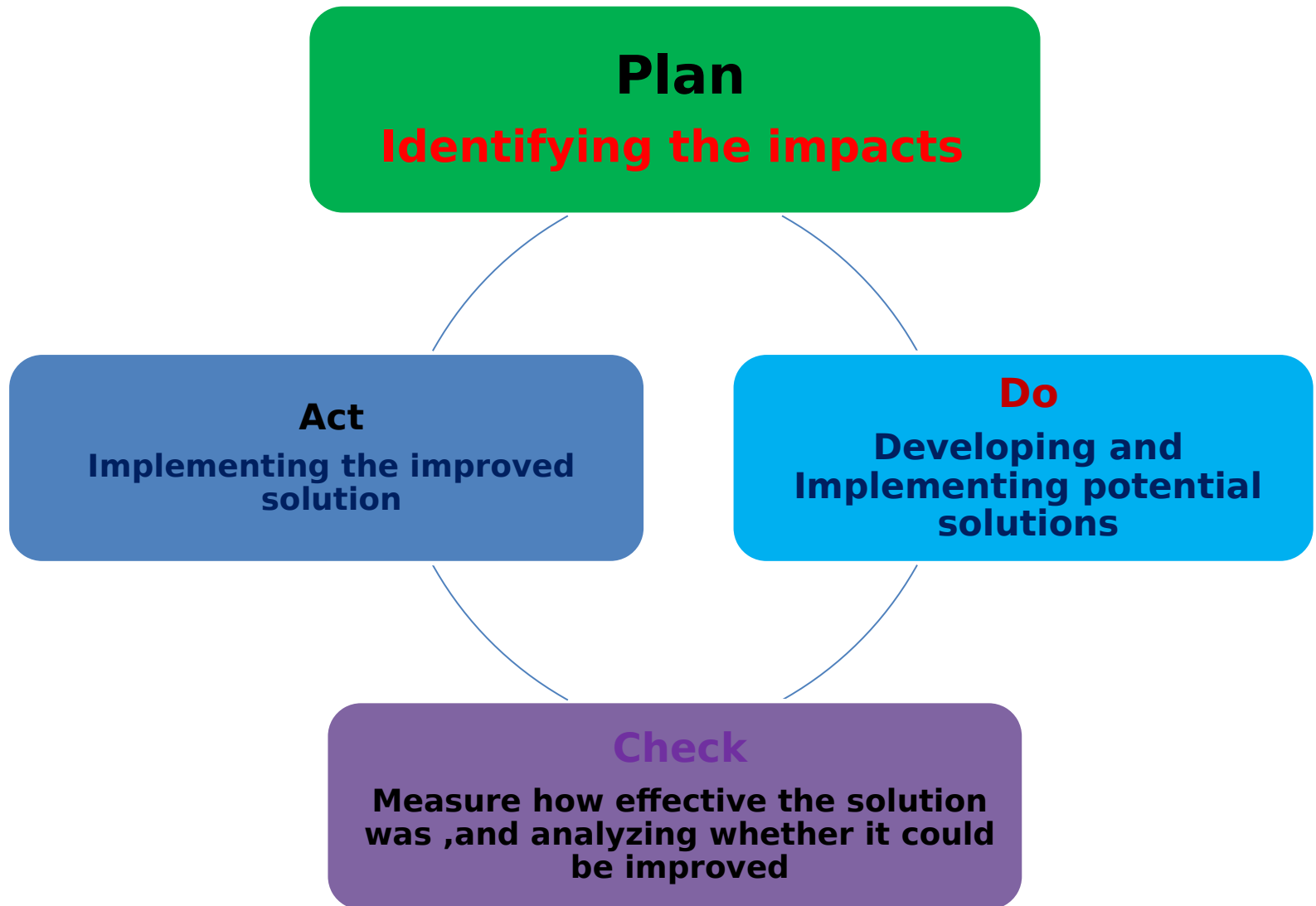
Follow the Mitigation Hierarchy and
related WB standards



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- *To create conducive teaching-learning environment by applying National Environmental policy, WB ESS standards and the environmental and social core principles .*
- A key feature is the idea of **continual improvement (an ongoing process) of reviewing, correcting and improving your system;**
- The most common method is the **Plan- Do-Check-Act Cycle (PDCA).**

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Importance of ESS in GEQIP-E Program

- safeguards should help assess the possible **environmental and social risks and the impacts (positive or negative) associated** with a development intervention during identifying and designing a project.
- safeguards should help define measures and processes to effectively manage risks and enhance positive impacts during the program/project implementation.
- To prevent and mitigate undue harm to people and their environment during the development process via the social safeguard policy.

Importance of ESS

- It can make important opportunity for stakeholder engagement, enhancing the quality of project proposals and increasing ownership.
- Optimize social and environmental benefits.
- Minimize adverse environmental and social impacts.
- Comply with appropriate social and environmental standards.
- Strength the Governments'(MoE) Environmental and Social Management System

Importance of ESS

- ESS helps the GEQIP- program/projects and permanent staff **workers from accidents through** awareness creation on the **Occupational Safety Health(OSH).**
- **ESS** guide the school teachers, students and school community how to use the laboratory chemicals and equipments.
- provides training on the school laboratory chemicals management as well as laboratory waste management

Key Consideration of ESS

- ❑ Key **Environmental Safeguard** considerations include **biodiversity conservation, sustainable natural resource management, pollution prevention, Laboratory Chemical use and greenhouse gas emissions.**
- ❑ The Key **Social Safeguard** considerations include **involuntary resettlement, participation and inclusion of indigenous peoples and forest-dependent people.**
- ❑ **Involuntary resettlement:-** there may the chance of **physical displacement (relocation or loss of shelter) and to economic displacement** (loss of assets or access to assets that leads to loss of income sources or means of livelihood) as a result of project-related land acquisition or restriction of access to natural resources **During construction of schools...Additional Finance .**

Environmental and Social System Assessment(ESSA)

An Environmental and Social Systems Assessment (ESSA) of the proposed GEQIP-E Program was undertaken by the World Bank (WB) to understand its environmental and social management policies and practices on the ground, and to identify :-

- potential environmental impacts
- potential social benefits impacts in the existing **Education sector.**

The assessment is part of WB's preparation in line with the requirements of its policy on Program for Results Financing (PforR).

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The ESSA was contextualized within the framework of the six core guiding principles of PforR financing.

(1) General Principle of Environmental and Social Impact Assessment and Management;

(2) Natural Habitats and Physical Cultural Resources;

(3) Public and Workers Safety;

(4) Land Acquisition and Loss of Access to Natural Resources;

(5) Indigenous Peoples and Vulnerable Groups; and

(6) Social Conflict.

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The ESSA was contextualized within the framework of the six core guiding principles of PforR (Program for Results) financing

(1) General Principle of Environmental and Social Impact Assessment and Management;

- collecting and managing environmental and social data on impacts of the GEQIP-E program.

(2) Natural Habitats and Physical Cultural Resources;

- There was the possibility that some schools might be located near natural habitats or areas rich in physical cultural heritage.

(3) Public and Workers Safety

- applicable in terms of the use of chemical laboratories and disposal of hazardous wastes by the schools.

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(4) Land Acquisition and Loss of Access to Natural Resources;

- There was no grounds for the Land acquisition and loss of assets in GEQIP-E program but this issues will be considered in the case of AF.

(5) Indigenous Peoples and Vulnerable Groups;

- underserved people in developing/emerging regional sates, gender disparity in schools, pastoralist education /emerging regions, special needs education (SNE)/inclusive education (IE); and other non-special needs vulnerable children.

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(6) Social Conflict

- there could be conflicts during project implementations that could become an obstacle for sustainability due unequally sharing of benefits.
Example School Grants

Key Findings of ESSA

The Program's interventions are expected to have the following environmental and social risks associated with the GEQIP-E Program:

- occupational health and safety (OHS) problems,
- **poor grievance redress system**
- disposal of used of used chemicals in the school laboratories
- Disposal of expired chemicals in the school laboratories
- Disposal wastes(other non- laboratory wastes) in the school
- **dust and noise during ramp and toilet renovation,**
- lack of considering cultural appropriateness while ensuring quality education,

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- exclusion of non-special needs vulnerable children,
- likely occurrence of conflict mostly incase of the disbursement of school grant.
- shortage of budget for the implementation of environmental and social issues.

Expected Impacts of GEQIP-E program and AF

- Dust and noise impacts during construction of new schools, renovation of schools, and construction of sanitation facilities;
- Impact on biodiversity (new sites proposed for school construction),
- Improper disposal of construction waste and over burdening of earthwork;
- Impact on occupational health and safety (workers injury) including public safety;
- Fire hazard (laboratory exercise);

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- disposal of used and/or expired chemicals
- Disposal of laboratory wastes including laboratory chemical containers;
- chemical spill incidents in school laboratories.
(ESSA Jul2020)
- Impacts of electronic waste
- As the -ls, minor complaints and conflicts may occur due to compensation and eligibility criteria.

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- **GBV** cases in schools due to the school construction activities
- Prevalence of GBV; particularly sexual harassment, rape and early marriage at schools(ESSA,2020)
- Impact on **the existing fauna and flora species** due to the clearance of vegetation (indigenous but highly threatened trees and shrubs) may occur as a result of construction of new schools and sanitation facilities.

***Thank
You !!!***