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Kenya Primary Education Equity in Learning Program (KPEELP) P176867

Environmental and Social System Assessment - ESSA

February, 2022

Table of Contents

List of Tables

List of Acronyms

ASAL	Arid and Semi-Arid Lands
BoM	Board of Management
CAJ	Commission on Administrative Justice
CBC	Competence Based Curriculum
CBO	Community Based Organizations
CDE	County Director of Environment
CDF	Constituency Development Fund
CEMASTEA	Centre for Mathematics, Science & Technology Education in Africa
C&G	Complains and Grievance
CoK	Constitution of Kenya
COVID-19	Coronavirus Disease
CPR	Comprehensive Project Report
CSO	Curriculum Support Officer
DLI	Disbursement Linked Indicator
DOSHS	Directorate of Occupation Safety and Health Services
EA	Environmental Audit
Edu Tech	Technology in Education
EMCA	Environmental Management and Coordination Act
EIA	Environmental Impact Assessment
E&S	Environment and Social
ESHS	Environmental and Social Health and Safety
ESF	Environment and Social Framework
ESIA	Environmental and Social Impact Assessment
ESMP	Environmental and Social Management Plan
ESMS	Environmental and Social Management Systems
ESD	Education for Sustainable Development
ESSA	Environmental and Social System Assessment
ESP	Elimu Scholarship Program
FGM	Female Genital Mutilation
FCA	Finn Church Aid
FDSE	Free Day Secondary Education
FLLOC	Financing Locally Led-Climate Action Program
FPE	Free Primary Education
GBV	Gender Based Violence
GoK	Government of Kenya
GRM	Grievance Redress Mechanism
HCI	Human Capital Index
HIV/AIDs	Human Immunodeficiency virus/acquired immunodeficiency syndrome
ICT	Information and Communication Technology
IEs	Implementing Entities
INSET	In-Service Education and Training
IP	Indigenous Persons
IPF	Investment Project Financing
KERRA	Kenya Rural Roads Authority
KDSP	Kenya Devolution Support Program
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council

KPEELP	Kenya Primary Education Equity in Learning Program
KUSP	Kenya Urban Support Program
KEPSHA	Kenya Primary Schools Head Teachers
KNUT	Kenya National Union of Teachers
KNCHR	Kenya National Commission of Human Rights
LCBEP	Learning Continuity in Basic Education Project
LSE	Life Skills Education
LWF	Lutheran World Foundation
MIS	Management Information System
MoE	Ministry of Education
NACONEK	National Council for Nomadic Education in Kenya
NASMLA	National Assessment System for Monitoring Learner Achievement
NCA	National Construction Authority
NCPWD	National Council of Persons With Disability
NECC	National Environmental Complaints Committee
NEMA	National Environment Management Authority
NEMIS	National Education Management Information system
NER	Net Enrolment Rate
NESSP	National Education Sector Strategic Plan
NET	National Environment Tribunal
NGEC	National Gender and Equality Commission
NGO	Non-Governmental Organizations
OHS	Occupational Health and Safety
OP/BP	Operational Policy/ Bank Procedure
PAP	Program Action Plan
PDO	Program Development Objective
PfR	Program for Results
PHO	Public Health Officer
PIU	Program Implementation Unit
POM	Program Operational Manual
PTTCs	Primary Teacher Training Colleges
PISA-D	Programme for International Student Assessment's for Development
PTR	Pupil Teacher Ratio
PWE	Public Works Engineer
PWD	Persons With Disability
RA	Result Areas
RoD	Records of Decision
SAGAs	Semi-Autonomous Government Agencies
SBTS	School Based Teacher Support
SIDP	School Infrastructure Development Plan
SDG	Sustainable Development Goals
SDI	Service Delivery Indicator
SEA/H	Sexual Exploitation Abuse/Harassment
SEQIP	Secondary Education Quality Improvement Project
SMP	School Meals Program
SNE	Special Needs Education
SOP	Standard Operating Procedures
SPR	Summary Project Report
SR	Study Report
TA	Technical Assistance
TPAD	Teacher Performance, Appraisal, and development

TTCs	Teacher Training Colleges
ToTs	Training of Trainers
TPD	Teacher Professional Development
TSC	Teachers Service Commission
UMIC	Upper Middle-Income Country
UNHCR	United Nations High Commission for Refugees
VMG	Vulnerable and Marginalized Groups
WASH	Water Sanitation and Hygiene
WFP	World Food Program
WIBA	Work Injury Benefits Act
WRA	Water Resource Authority

EXECUTIVE SUMMARY

1.   Through the Ministry of Education (MoE), the Government plans to implement the Kenya Primary Education Equity in Learning Program (KPEELP) beginning the financial year 2022/23. The main objective of KPEELP (herein referred to as the Program) is to address the prevailing inequities in school participation and learning outcomes that present the largest constraints to improvements in the human capital formation and have contributed to variations in subnational Human Capital Index (HCI) in Kenya. Considered as a critical step towards achievement of the National Education Sector Strategic Plan II (NESSP II 2022 - 2026), the Program is expected to lead to the higher order outcome of improved human capital for higher productivity and growth in Kenya.

2.   The World Bank proposes to support the KPEELP through a hybrid approach comprising the World Bank's Program for Results (PforR) and Investment Project Financing (IPF) financing instruments. The PforR is a lending instrument through which the World Bank finances the achievement of results rather than the provision of inputs. In accordance with the requirements of the World Bank PforR Policy, the proposed Program will apply the borrower systems in the management of environmental and social effects[1]. On the other hand, the World Bank Environment and Social Framework (ESF) will be applied in the management of the downstream impacts associated with the Technical Assistance (TA) activities to be financed under the IPF component.

3.   This Environmental and Social Systems Assessment (ESSA) aimed to review the existing borrower systems in terms of its capacity to plan and implement effective measures for management of environmental and social effects associated with the Program. This is with intention to address any gaps in the system that may impede effective management of E&S effects. Specifically, the ESSA sought to. i) identify the program's environmental and social effects, ii) assess the legal and policy framework for environmental and social management, including a review of relevant legislation, rules, procedures, and institutional responsibilities that are being used by the program; iii) assess the capacity to implement requirements under the system; and (iv) recommend specific actions to address gaps in the program's system and implementation capacity under the Program Action Plan (PAP). The assessment also determined the extent to which the program's environmental and social management systems are consistent with six core environmental and social principles and corresponding key planning elements provided under the PforR Policy.

4.   **This ESSA report is organized under the following sections:**

   a. **Program description** that outlines the scope of the program, the Program Development Objective (PDO), and Key Result Areas (RAs).
   b. **Methodology section** which describes the actions that the program will support and the environmental and social effects that such actions are likely to produce. This includes the objectives, scope and purpose of the ESSA and summarizes the methodology approach.
   c. **Environment and social effects of the program** that outlines the actions that the program will support and the environmental and social effects that such actions are likely to produce.
   d. **Applicable environmental and social management systems** that provides a summary of the borrower system relevant for management of E&S risks and impacts associated with the Program activities
   e. **Stakeholder consultations** section which provides the key outcomes of the consultations undertaken including recommendations for improving program design and implementation modalities.

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[1] "Effects" is used in this document to refer collectively to benefits, impacts, and risks. The term "benefits" refers to positive consequences whereas "impacts" refers to adverse or negative consequences of actions taken. "Risks", expressed in terms of probability and severity of consequences occurring in the future, are used to denote the potential for loss or damage of an existing environmental or social issue.

f. **Program system assessment** where a summary of the system performance highlighting its adequacy in management of E&S risks associated with the Program activities and its consistency with six core environmental and social principles provided under the World Bank PforR Policy and corresponding key planning elements.

g. **Capacity** assessment **of implementing agencies where a** description of their technical, financial and human resources capacity for managing Program E&S Effects is described and recommendations for enhancing their capacity is provided.

h. **Recommendations and Program Action Plan (PAP). The** section recommendations for addressing the identified system and capacity that need to be mainstream into program design and others included Program Action Plan for implementation at project effectiveness and after approval.

5.   **The Program aims to address** three dimensions of equity in primary education that are critical for reducing learning achievement disparities across regions and learner groups**.** The first dimension pertains to the overall levels of service provision, and the need to align various reforms for delivering equitable learning outcomes. The second dimension is, the participation and success of learners in lagging regions that requires strengthened focus on the proximate determinants of learning. Gender an important equity concern is the third dimension which seeks to address the concern of girls still lagging in schooling participation (high dropout rates in upper primary and low primary cycle completion rates) resulting to their being disadvantaged in the labor market.

6.   **The Project Development Objective (PDO)** is to reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education and strengthen implementation of key initiated reforms to improve learning. The operation is expected to directly benefit approximately 6 million learners in primary education, 50,000 refugee children, 20, 000 diploma students, and about 200,000 primary school teachers. The Program will be implemented by the Ministry of Education (MoE) and Teachers Service Commission (TSC), with support from Semi-Autonomous Government Agencies (SAGAs) mainly KICD and KNEC[2] MoE may engage other SAGAs such as CEMASTEA, NACONEK, KEMI and KISE[3].

7.   The Program is designed into **three Key Result Areas (RAs)** that entail:

- **Result Area 1: Equalize learning opportunities: improve learning outcomes in target counties and for refugee population.** Results Area 1 will address low learning achievement in the target schools through focusing on four key interventions aimed at improving the school environment for effective teaching and learning. These include: (i) results-based school grants, (ii) improving teacher deployment in target schools with the highest shortage; and (iii) supporting school meals for vulnerable learners; and (iv) conducting national sample-based learning assessments (NASMLA). The 50 camp-based refugee schools, many of which are hosted by low performing counties such as Turkana and Garissa in North Eastern Kenya, are included in the target schools under this result area.

- **Results Area 2: Improve girls' participation in schooling, including in refugee hosting counties.** Under this Results Area 2, three key challenges will be addressed to improve girls' retention in upper primary, completion of the primary education cycle, and transition to secondary education. These are: (i) removing financial barriers to school attendance and meeting the basic education needs of poor girls and vulnerable boys [Boys from poorest households, particularly in the informal settlements/slums, and orphaned boys] (including learners with disabilities and refugee children); (ii) strengthening the supply chain for menstrual hygiene products to ensure that girls' attendance in school will not be interrupted by the lack of sanitary towels; and (iii) tracking girls at risk of dropping out and facilitating the reentry of enrolled girls who dropped out due to pregnancy.

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[2] Kenya Institute of Curriculum Development (KICD); Kenya National Examinations Council (KNEC).
[3] Centre for Mathematics, Science and Technology in Africa (CEMASTEA); National Council for Nomadic Education in Kenya (NACONEK); Kenya Education Management Institute (KEMI); Kenya Institute of Special and Education (KISE).

- **Result Area 3: Strengthen reform implementation capacity.** This results area will strengthen fidelity of implementation of initiated reforms to improve learning for all. The success of these key reforms, the major one of which is introduction of the CBC and formative assessments in basic education, will require complementary actions in a number of critical areas. The first action pertains to better utilization of NEMIS data for filling information gaps in CBC implementation, specifically in respect of the allocation of capitation grants, mapping of school needs, and development budget allocations. The second action is capacity strengthening of the PTTCs to ensure that their graduates have acquired the core competencies and are ready as new teachers, to implement the CBC. The third action to establish standards and tools for quality assurance of preschools, is fully aligned with the CBC's objective of improving basic education quality. Finally, construction of new classrooms in existing schools as per the needs-based school infrastructure investment plan, will address the CBC's requirement for improved learning conditions in schools.

8.   **ESSA Scope and Methodology**. In conducting the ESSA various methods were applied as highlighted:
- **Desk review of policies,** legal **framework, regulations and program documents**. The review examined the set of policies and legal requirements related to environment and social management at the national, county and sub-county levels in Kenya. The review also examined technical and implementation support documents from previous and ongoing World Bank PforR operations in Kenya including the Financing Locally Led-Climate Action Program (FLLOCA), Kenya Urban Support Program (KUSP) and Kenya Devolution Support Program (KDSP). The World Bank related documents reviewed included: Program Concept Note; Draft Program Appraisal Documents; and ESSA reports.

- **Stakeholder System and Capacity Assessments:** The ESSA process included extensive stakeholder consultations and data collection from national, county and sub-county levels to assess the environmental and social systems and capacity for their management thereof. The stakeholder consultations were conducted in six (6) Counties comprising Bungoma, Kwale, Makueni, Narok, Siaya and Turkana. These were purposefully selected because they experience some of the challenges affecting basic education such as: i) low learning outcomes in higher order competencies on the basis of the National Assessment System for Monitoring Leaner Achievements (NASMLA); ii) low Net Enrolment Rates (NERs) and iii) experience high drop-out rates for girls and vulnerable boys. In addition, focus group discussions were held with Vulnerable and Marginalized Groups (VMGs), Indigenous Persons (IPs) and their representatives, Interest groups/Community Based-Organizations (CBOs) and Non-Governmental Organization (NGO) championing the interest of such VMGs. The consultation was also carried out with host marginalized communities and refugees who will also be targeted under the Program

- Additionally**, virtual consultations** were held with key SAGAs and State Departments and Ministries such as DOSHS, NCA, NEMA, Public Works, Public Health that are relevant in supporting Program compliance with the E&S system requirements. The analysis was to identify their mandate in the PforR funded activities, and establish synergies amongst related entities at the national, county and sub-county levels. Stakeholder engagements and consultations indicated keenness to address systemic and capacity gaps for effective environmental and social management and, disposition for collaboration and coordination amongst related entities. The feedback informed the program's action plan. In line with the World Bank's Access to Information Policy, the ESSA Report will be disclosed on the MoE website by 25th February, 2022.

9.   In general terms, **the assessment focused on the environmental and social effects of Program.** It mainly evaluated: i) the adequacy of the applicable system in management of E&S risks and impacts associated with Program activities; ii) how and whether the system is applied as documented, iii) the extent of compliance monitoring, evaluation and reporting including provision of

feedback to improve program performance. In addition, the assessment further determined whether there is equitable access to the existing programs such as scholarships interventions provided under Secondary Education Quality Improvement Project (SEQIP) and whether the programs are engaging and meeting the needs of IPs and VMGs. The assessment also examined the measures put in place to ensure effective consultation with the VMGs and IPs and or their represented and whether they have a voice in some of the interventions implemented under the MoE. The assessment also interrogated the effectiveness of the Grievance Redress Mechanisms (GRM).in addressing the complaints and concerns of stakeholders.

Program Environmental and Social Effects

10.   **Considering** the scope and scale of activities under KPEELP, the anticipated program environment and social effects pose moderate risks. Additionally, consistent with World Bank PforR Policy, activities that present high social or environmental risks will not be supported under the operation. Activities under the program are likely to provide environmental and social benefits such as; i) improved school conditions in target counties for enhanced teaching and learning, ii) improved sanitation and hygiene, iii) quality infrastructure development, iv) reduced congestion through construction of additional classrooms, v) progress in the implementation of initiated key reforms in the education sector, vi) reduced teacher shortage in target schools with high PTR, vii) effective implementation of the CBC at the primary level, viii) enhanced enrollment and retention of girls in schools and ix) increased accessibility for learners with special needs and disabilities.

11.   **Under the PforR** component, environment impacts are related to construction activities within schools and thus potential impacts are temporary, site-specific, manageable, and reversible. Existing school building designs may lead to restricted access, inadequate lighting and ventilation, inadequate water and sanitation facilities, fire and electrical safety risks, and site incidents, during renovation and rehabilitation works. Potential environmental risks include: a) construction related impacts: localized air & noise pollution, loss of biodiversity through 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; b) public health and hygiene risks associated with the school meals program; c) generation and disposal of sanitary waste from supply of hygiene products for girls; and d) inadequate capacities for effective monitoring and management of environmental risks.

12.   **To mitigate environment risks**, the screening process will include a criterion to exclude certain categories of projects that are high risks with significant negative impacts that are sensitive, diverse, irreversible, or unprecedented on the environment. At appraisal, each sub-project will be screened for environmental and social risks, this will be guided by the Environmental Management and Coordination Act EMCA,1999 (revised in 2015) and the standard operating Procedures (SOP) for E&S screening. The outcome of the screening process will determine the appropriate environmental assessments to be used. That is, whether Summary Project Report, Comprehensive Project Report or (Full), Study Report. These instruments will outline the Environmental and Social Management Plan (ESMP) for the given subject. In addition, the Environment and Social Management Systems (ESMS) that will be prepared under KPEELP will have guidelines and Standard Operating Procedures (SOPs) as indicated in the program action plan for management of civil works and construction activities in learning institution including other program activities such as school meals program and supply of hygiene products for girls.

13.   **Social impacts associated** with activities under the PforR component are anticipated to be moderate. The Program will enhance equity in access to education, address existing gender imbalance in school participation, reduce regional disparities in learning outcomes and enhance inclusion and integration of Vulnerable and Marginalized Groups (VMGs) and Indigenous Persons (IPs). Potential social risks include: i) elite capture and exclusion of poor, vulnerable and minority learners and communities from access to program benefits; ii) 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; iii) Community Health and Safety (CHS) concerns related to SEA/SH and other forms of GBV including the risk of learner's exposure to drugs, alcohol, early pregnancy and Covid-19 and other transmissible diseases arising from influx of construction workers and suppliers in

schools; iv)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 or by supporting girls to attend schools where they are at risk of abuse; v) systemic weakness due to inadequate capacity of the Program Implementing Unit (PIU) to identify, manage and prevent adverse social impacts; vi) upsetting community dynamics caused by the program interventions such as school meals and infrastructure interventions operating in a small number of sites relative to immense and widespread need thereby leading to harmful inward migration that could easily upset delicate community dynamics; vii) an ineffective grievance redress mechanism to handle conflicts and redress, and, viii) child labor where learners are requested to bring firewood and water for food preparation. All these risks are amplified by COVID-19 restrictions and challenges in the traditional access to beneficiaries for meaningful stakeholder and community engagements.

14.   **The potential social risks and negative impacts** are manageable and will be mitigated through an operational ESMS in line with measures outlined in the PAP. Specific measures include SOPs and guidelines, as applicable, for: screening for E&S risks and impacts; prevention and management of complaints and grievances; prevention and management of GBV/SEA-H; stakeholder engagement and information disclosure; inclusion of ESHS provisions in contract bidding and contracts documents; effective management and coordination of scholarships and student mentorship programs comprehensive design of the SMP to include provision of water and renewable sources of energy for food preparation to reduce child labor risks, compliance with MoH guidelines on COVID-19 management, development for a robust criteria for targeting beneficiary counties, schools and learners for program benefits, and compliance monitoring, evaluation and reporting.

Key Findings on the Environmental and Social System Assessment
15.   The ESSA concludes that the existing **environmental and social management systems are adequate** to address underlying environmental and social risks and negative impacts. Noteworthy strengths are: i) The Environment Management and Coordination Act, EMCA 1999 (amended in 2015) provides for the establishment of an appropriate regulatory and institutional framework for management of the environment. The Act also provides guidance on screening and assessment of any new program to ensure effective E&S management; ii) Country systems have policies and legislations on public consultation; and iii) The Constitution of Kenya (CoK) has express provisions: to address the needs of vulnerable groups and protect against their discrimination on the basis of gender, ethnicity, disability, religious and cultural affiliation, for Affirmative Action to redress past disadvantage suffered by individuals or groups because of past discrimination and marginalization; to promote gender equity and respect for minority rights; for public participation; to reduce gender inequalities and discrimination against all VMG's and IP's; and, the management of contractor-worker relations during implementation of infrastructure activities. Article 21 (3) has provisions to address the needs of vulnerable groups within society, including women, older members of society, persons with disabilities, children, youth, members of minority or marginalized communities, and members of particular ethnic, religious or cultural communities.The OSHA 2007 promotes safety, health and welfare of all workers at the workplace, preventing work related injuries and sickness, protecting third party individuals from being pre-disposed to higher risk of injury and sickness associated with activities of people at places of work.

16.   **System and capacity gaps were identified in**: i) Sporadic compliance with E&S provisions (application of ESMS system as provided by EMCA, 1999, OSH Act, 2007 for school infrastructure activities) due to limited awareness, resourcing, and coordination with relevant stakeholders such as DOSHS, NEMA, NCA and Public Health, ii) Opportunities to include measures for more sustainable use of resources not fully and systematically exploited to reduce on environmental pollution, iii) Food safety and public health risks due to improper handling and storage of food leading to contamination iv) Lack of substantive processes and guidelines for administration of scholarships leading to risks of exclusion and elite capture v) Lack of coordination between different scholarship programs leading to double dipping, vi) Efforts to address GBV/SEA-H risks done mostly through SEQIP are limited by inadequate resourcing resulting in low coverage of the counties, vii) Lack of proper coordination with compliance and regulatory such as NEMA , NCA, DOSHS, Children's Department, NGECK and Public Works to support monitoring, reporting and compliance of E&S risk management, viii) Lack of

a robust and accessible GRM mechanism that is interoperable between MOE agencies, ix) Gaps in the collection and management of data on learners with disability, and x) Limited capacity (technical and human) of the agencies limiting proper application of E&S risk mitigation systems.

17. **Recommendations to improve program design are as follows:**
- The MoE to develop and implement an Environmental and Social Management System (ESMS) to guide and mandate the application of E&S risk management across program activities - construction, scholarship, and school meals.
- Operationalization of the ESMS by; a) preparation of an ESMS manual, and b) training and capacity building on the ESMS manual.
- Awareness of, and progressive application of infrastructure design of schools to include sustainable use of resources and reduce environmental pollution. School designs to incorporate rainwater harvesting and storage capabilities. Additionally, design and inclusion of biogas facilities as feasible.
- Engage relevant regulatory institutions responsible for ESHS risk management including public health, DOSHS, NCA in line with program activities on school meals, provision of hygiene products and infrastructure.
- Strengthening and mainstreaming of existing guidelines for management of GBV risks in schools-including mapping out of survivor service providers and referral pathways for GBV/SEA-H prevention and response.
- Adopt and mainstream best practices under Elimu scholarship and build capacity and systems within government institutions for management of scholarships and mentorship programs.
- Provide adequate human and financial resources to ensure fidelity of implementation of the ES risk management systems and compliance monitoring. This can be done by either hiring experts in environmental and social risks management or getting secondment from NEMA. It is specifically recommended that the project management unit at the national and county level include experts in environmental and social management. There is also need for MoE to hire experts to assist with conducting ESIA studies for proposed infrastructure subjects.
- Adhere to the KPEELP program exclusion list as a strategy for addressing E&S risks.
- Hire support staff to assist in food preparation in schools. However, requisite public health certificates should be obtained.
- Ensure development of school master plan as a strategy to improve siting and lay out planning as well as enhance harmony and reduce on overall infrastructure cost.
- In areas where land is scarce, MoE to consider construction of storey buildings under school infrastructure activities.
- School infrastructure to include tree planting (to include fruit trees such as mangoes, citrus, guavas, paw paws) to provide shed and food to the children as well as serve as source of energy.
- Ensure scholarship committees are composed of representatives of VMGs and IPs communities including persons of high integrity and credible character.
- The scholarship should also include learners from private schools who are currently not considered.
- Designate staff to manage GRM at school, county, and national levels.
- Ensure effective and continuous project information disclosure sessions that are accessible to the most vulnerable and marginalized groups and IP communities.

18. **Program Action Plan (PAP):** Based on the assessment, the key Program actions are highlighted below:
1. Preparation and adoption of the Environmental and Social Management System (ESMS) manual including training and capacity building of Training of Trainers (TOTs).
2. Review and analyse NEMIS capabilities on collecting, disaggregation and reporting on data for learners with special needs and disability and recommendations to close identified gaps.
3. Complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships at MoE's JKF.
4. Design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies.

5. Assess the outcomes of biogas pilots and analyze existing practices on use of biogas in schools.

1.0 PROGRAM DESCRIPTION

1.1 Background

19.   Education is considered a key driver of economic development in Kenya and in partnership with donors, the government has invested heavily in efforts aimed at providing quality education for all Kenyans. The commitment to provide education for all, is demonstrated by the introduction of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) in 2003 and 2008 respectively. Abolishing school fees in public primary schools in Kenya removed a significant barrier to access to education. Prevailing inequities in school participation and learning outcomes present the largest constraints to improvements in the human capital formation and have contributed to variations in sub-national Human Capital Index (HCI) in Kenya. Unless widening disparities are addressed, the learning gap in Kenya will persist and widen and consequently posing negative impact on future worker productivity.

20.   Having improved access to education, the Government focused its resources on student learning by undertaking several reforms. These included: i) a modernized curriculum through designing and rolling out of the Competence Based Curriculum (CBC) and assessment for grades 1 to 5; ii) reformed teacher management and development to address teacher absenteeism, inadequate mastery of subject content and pedagogic skills, and low learning outcomes; iii) reforms in procurement and distribution of core textbooks to ensure that each learner in grades 1 to 12 has access to essential learning materials in the main subjects thereby improving school inputs; iv) strengthened school management structures where Ministry of Education (MOE) and the Teachers Service Commission (TSC) gradually decentralize key functions to their county and sub-county education offices to strengthen school-level management and accountability; and, v) investments in technology education (EDU Tech) at the basic education level enhancing digital literacy infusion in the CBC.

21.   Despite the above reforms and strides made, Kenya still faces several challenges in access to primary and girl's education. These challenges include: i) prevailing inequalities in access due to wide regional disparities on net enrollment rates (NERs) notably at preschool and primary levels, learners with disabilities and special needs are out of school due to misdiagnosis and inaccessibility of learning devices, and, low retention and transition in upper primary and secondary school, respectively, especially for girls; ii) low learning outcomes in higher order competencies drawn from wide regional disparities and varying wealth quantiles; iii) the COVID-19 pandemic has worsened learning outcomes, increased dropouts, exacerbated inequality and led to low re-enrollments especially for girls.

22.   Refugee communities are equally challenged in access to education as: i) two of the main refugee-host Counties, Turkana and Garissa, are the worst lagging regions in NERs; ii) learners with disabilities are confronted with unfriendly infrastructure including WASH facilities, long distances to schools and inadequate learning resources; iii) there is poor school attendance and low literacy for girls and women, respectively, emanating from prevailing socio-economic conditions; iv) transport, books, uniforms and indirect costs are high; v) they have different educational experiences and linguistic competencies resulting in learners falling behind or dropping out; and, vi) they lack information and resources to support the processes for recognition of prior learning and birth certificates, which are required for registration on the NEMIS and for national examinations.

1.2 Government's Program

23.   The operation is grounded on the Government's National Education Sector Strategic Plan II (NESSP II), 2022 - 2026. The government's program includes four themes that are critical for addressing inequities in access to quality basic education: i) access and participation; ii) equity and inclusiveness; iii) quality and relevance; and iv) governance and accountability. NESSP II has eight (8) core sub-programs for basic education: i) governance and accountability; ii) pre-primary education; iii) primary education; iv) secondary education; v) inclusive education for learners and trainees; vi) teacher education, professional development, and management; vii) quality assurance and standards; and viii) cross cutting and contemporary issues. The government's program aims to address regional

disparities in access, improve learning outcomes at basic education level and focus on girl's and refugee's education.

1.3 Program Description

24. The Kenya Primary Education Equity in Learning Program (KPEELP), a hybrid Program-for-Results (PforR) and Investment Project Financing (IPF) operation, will support the government's Program; NESSP II. The objective of the KPEELP 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. The results based PforR will build implementing institutions capacity, strengthen systems by closing gaps and support implementation of on-going reforms, to offer quality education and improve learning outcomes for greater equity in basic education. The IPF component will 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 as per the actions in the Program Action Plan (PAP). The IPF component will also support an independent verification agency (IVA) for the Disbursement Linked Indicators (DLIs).

25. The World Bank financing of US$ 100 million to the KPEELP will be over a period of five years from the date of approval of the operation. The financing comprises of a US$ 90 million assistance to the Program using the PforR instrument and a US$ 10 million for the Investment Project Financing (IPF) instrument.

26. The proposed operation will support the government's program 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. Six (6) NESSP II sub-programs will be leveraged under three (3) Result Areas (RAs):

i. **Result Area 1: Equalize learning opportunities: improve learning outcomes in target counties and for refugee population.** Results Area 1 will address low learning achievement in the target schools through focusing on four key interventions aimed at improving the school environment for effective teaching and learning. These include: (i) results-based school grants, (ii) improving teacher deployment in target schools with the highest shortage; and (iii) supporting school meals for vulnerable learners; and (iv) conducting national sample-based learning assessments (NASMLA). The 50 camp-based refugee schools, many of which are hosted by low performing counties such as Turkana and Garissa in North Eastern Kenya, are included in the target schools under this result area.

ii. **Results Area 2: Improve girls' participation in schooling, including in refugee hosting counties.** Under this Results Area 2, three key challenges will be addressed to improve girls' retention in upper primary, completion of the primary education cycle, and transition to secondary education. These are: (i) removing financial barriers to school attendance and meeting the basic education needs of poor girls and vulnerable boys [Boys from poorest households, particularly in the informal settlements/slums, and orphaned boys] (including learners with disabilities and refugee children); (ii) strengthening the supply chain for menstrual hygiene products to ensure that girls' attendance in school will not be interrupted by the lack of sanitary towels; and (iii) tracking girls at risk of dropping out and facilitating the reentry of enrolled girls who dropped out due to pregnancy.

iii. **Result Area 3: Strengthen reform implementation capacity.** This results area will strengthen fidelity of implementation of initiated reforms to improve learning for all. The success of these key reforms, the major one of which is introduction of the CBC and formative assessments in basic education, will require complementary actions in a number of critical areas. The first action pertains to better utilization of NEMIS data for filling information gaps in CBC implementation, specifically in respect of the allocation of capitation grants, mapping of school needs, and development budget allocations. The second action is capacity strengthening of the PTTCs to ensure that their graduates have acquired the core competencies and are ready as new teachers, to implement the CBC. The third action to establish standards and tools for quality

assurance of preschools, is fully aligned with the CBC's objective of improving basic education quality. Finally, construction of new classrooms in existing schools as per the needs-based school infrastructure investment plan, will address the CBC's requirement for improved learning conditions in schools.

1.4 Program Development Objectives

27. The Program Development Objective (PDO) is to reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education and strengthen implementation of key initiated reforms to improve learning.

28. The PDO-Level Indicators are:

a) Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers, including in refugee populations. (Percentage).
b) Increase in the share of students achieving higher order competencies in literacy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers, including in refugee populations. (Percentage).
c) Improved retention of poor and vulnerable girls, including in refugee populations, in upper primary (grades 7-8); and
d) Successful roll out of CBC and CBC's formative assessment reforms in basic education. (DLI).

1.5 Program Disbursement Linked Indicators

29. The program funds will be provided through Disbursement Linked Indicators (DLIs) aligned to the three RA as shown in Table 1.

Table 1: Key Result Areas and related DLI

Result Area	DLI linked to result area
Result Area 1: Equalize learning opportunities: improve learning outcomes in target counties and for refugee population. Results Area 1 will address low learning achievement in the target schools through focusing on four key interventions aimed at improving the school environment for effective teaching and learning. These include: (i) results-based school grants, (ii) improving teacher deployment in target schools with the highest shortage; and (iii) supporting school meals for vulnerable learners; and (iv) conducting national sample-based learning assessments (NASMLA). The 50 camp-based refugee schools, many of which are hosted by low performing counties such as Turkana and Garissa in North Eastern Kenya, are included in the target schools under this result area.	DLI #1: Targeted primary schools receiving school grants for completing priority areas in their SIPs DLI #2: Scaling-up of the school meals program for the vulnerable learners [MoE and WFP developed standards for nutritious school meal. The standards will be annexed in the POM] during each school calendar year DLI #3: New teachers deployed to primary schools with the highest teacher shortage
Results Area 2: Improve girls' participation in schooling**, including in refugee hosting counties.** Under this Results Area 2, three key challenges will be addressed to improve girls' retention in upper primary, completion of the primary education cycle, and transition to secondary education. These are: (i) removing financial barriers to school attendance and meeting the basic education needs of poor girls and vulnerable boys [Boys	DLI #4: Scale up of Elimu scholarship, school kits and mentoring support services for poor and vulnerable boys and girls

Result Area	DLI linked to result area
from poorest households, particularly in the informal settlements/slums, and orphaned boys] (including learners with disabilities and refugee children); (ii) strengthening the supply chain for menstrual hygiene products to ensure that girls' attendance in school will not be interrupted by the lack of sanitary towels; and (iii) tracking girls at risk of dropping out and facilitating the reentry of enrolled girls who dropped out due to pregnancy.	
Result Area 3: Strengthen reform implementation capacity. This results area will strengthen fidelity of implementation of initiated reforms to improve learning for all. The success of these key reforms, the major one of which is introduction of the CBC and formative assessments in basic education, will require complementary actions in a number of critical areas. The first action pertains to better utilization of NEMIS data for filling information gaps in CBC implementation, specifically in respect of the allocation of capitation grants, mapping of school needs, and development budget allocations. The second action is capacity strengthening of the PTTCs to ensure that their graduates have acquired the core competencies and are ready as new teachers, to implement the CBC. The third action to establish standards and tools for quality assurance of preschools, is fully aligned with the CBC's objective of improving basic education quality. Finally, construction of new classrooms in existing schools as per the needs-based school infrastructure investment plan, will address the CBC's requirement for improved learning conditions in schools.	DLI #5: Successful rollout of the CBC and formative assessments evidenced by achievement of key implementation milestones. DLI #6: New classrooms constructed in existing schools as per the needs-based school infrastructure investment plan DLI #7: Capacity building of targeted diploma colleges for implementation of competency-based teacher education curriculum.

1.6   Program Beneficiaries

30.   The operation will mainly focus on the vulnerable groups including girls, those with special needs, disabilities and refugee children. The directly targeted beneficiaries include: a) about 6 million learners in primary education (school grants, girl's education interventions, school infrastructure development and school meals), including about 221,529 children in refugee hosting counties; b) about 117,900 refugee children in camp-based primary schools; c) approximately 20,000 diploma teacher trainees in PTTCs, d) about 200,000 primary school teachers.The operation will be implemented nationwide with the exception of school grants under RA1 that will target 4,972 primary schools in the Ten (10) target counties and 50 camp-based refugee primary schools and 643 primary schools in refugee host communities. The Ten Counties are those at the bottom quintile 20 percent of counties in terms of educational performance and poverty index and comprise Wajir, Mandera, Turkana Garissa, Samburu, Siaya, Bungoma, Bomet, Kisii and Narok.

1.7   Program Implementation

31.   The proposed Operation will be implemented by the MoE and TSC, with support from mainly KICD and KNEC. MoE may engage other entities such as CEMASTEA, NACONEK, KEMI, KNEC and KISE to provide technical support such as the SBTS initiative, support to camp-based refugee schools, interventions for special needs learners, and capacity building of teachers and headteachers.

32.   The MoE and TSC are the main Implementing Entities (IEs) for RA1, equalize opportunities, improve learning outcomes in target counties. The MoE is the main IE for RA2, achieving gender parity in schooling in target Counties. MoE, KICD and KNEC are the main IEs for RA3, strengthened systems capacity for implementing initiated reforms.

33.   The roll out of CBC and assessments in basic education will be supported by the MoE, KICD and KNEC. The TSC is tasked to develop robust teacher management systems. The National Council for Nomadic Education in Kenya (NACONEK) will support MoE in supervision of the school grants interventions in the camp-based refugee schools. Refugee related interventions will be implemented in close consultation with the Department of Refugees Services and United Nations High Commissioner for Refugees (UNHCR).

1.8   ESSA Methodology

1.8.1   Objectives of the ESSA

34.   Some of the activities under the proposed KPEELP (such as infrastructure improvement, provision of bursary, school meals program, among others) will result in both positive and adverse environmental and social impacts. As such material measures will need to be put in place to either avoid, mitigate and or offset the adverse impacts while enhancing the positive ones. As this is a PforR project, the Borrower system shall be used for management of environmental and social risk associated with Program activities hence the need for undertaking the Environmental and Social Systems Assessment (ESSA).

35.   The purpose of this ESSA is to review the existing borrower systems in terms of its capacity to plan and implement effective measures for management of environmental and social risks and impacts. More specifically, the ESSA sought to:
- Identify potential environmental and social impacts/risks associated with the program interventions;
- Review of the borrower policy and legal framework governing the management of environmental and social impacts associated with the program interventions;
- Determine the extent to which the borrower's environmental and social management systems are consistent with six core environmental and social principles and corresponding key planning elements provided under the PforR Policy.
- Assess the performance of the borrower's environmental and social system for environment and social risk management with respect to the core principles of the PforR instrument and identifying gaps in the system's performance;
- Assess the institutional capacity of the borrower for managing environmental and social impacts associated with the Program;
- Recommend specific actions to address gaps in the program's system and institutional capacity under the Program Action Plan (PAP).

36.   The proposed measures have been compiled into a Program Action Plan (PAP) and will be implemented by borrower through a combination of Program Disbursement Linked Indicators (DLIs), Program Action Plan (PAP), Program Operational Manual (POM) and related ESMS Manual and capacity building activities. Some of the findings of the ESSA and the proposed measures will be integrated in the design of the KPEELP to improve its overall environmental and social performance and sustainability.

1.8.2   Methodology

37.   To assess the borrower's existing environmental and social system and analyse its application in practice, a participatory approach was adopted as outlined below:

Desk review

38.   A desktop review of related literature on Kenya's education sector including policy, legal and regulatory framework as well as program documents including the KPEELP Concept Note and draft

Program Appraisal Document. This also included a review and analysis of policies, laws and regulations governing environmental and social risk management in Kenya.

39.   The desk study also involved of previous PforR programs with a view to interrogate the management of social and environmental risks and lessons learnt from their implementation that can inform measures to improve capacity of the implementing agency (MoE, etc) to improve management of environmental and social risks and impacts associated with the proposed Program. Examples of PforR programs that were reviewed are the Kenya Urban Support Program, Kenya Devolution Support Program, and Financing Locally Led-Climate Action Program.

National-level Stakeholder consultations
40.   The ESSA also involved consultations with relevant stakeholders responsible for implementing the program on the existing systems for environmental and social risk management as well as their institutional capacity to undertake environmental and social risk management. This also included a discussion on their roles and responsibilities in environmental and social risk management. A total of approximately 1200 stakeholders were consulted. These comprised representatives from the following agencies:
  o   Ministry of Education (MoE), PIUs for SEQIP and GPE as well as the Teachers Service Commission (TSC).
  o   Relevant Semi-Autonomous Government Agencies (SAGAs); Kenya Institute of Curriculum Development (KICD); Kenya Education Management Institute (KEMI); Kenya Institute of Special Education (KISE); Kenya National Examination Council (KNEC); National Council for Nomadic Education in Kenya (NACONEK); and Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA).
  o   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).

County-level field visits and focused group discussions
41.   The ESSA process also involved field visits and focused group discussions with stakeholders at sampled Counties to assess their systems and capacity to not only implement the Program but also to manage environmental and social risks associated with the Program. During the consultation, the KPEELP ESSA team presented to the participants the program objectives, key results areas, implementing agency, and the exclusion lists for subprojects. This presentation also highlighted in greater detail, the Environmental and Social (ES) risks and impacts associated with the program activities and invited the participants to also help identify additional environmental and social risks and impacts and possible mitigation measures.

42.   The multiple rounds of county-level visits and stakeholder consultations were undertaken on 7th - 15th December 2021. Those consulted comprised representatives from County Director of Education office, Teachers Service Commission, County Department of Environment, County Department of Health Services, Social Protection, Public Works, NEMA, National Council of Persons with Disability (NCPWD), Department of Youth Affairs, MoH-Public Health, DOSH, Parents and Teachers' Associations, KEPSHA, KESHA, KNUT, and Children's department. Others were Development Partners such as UNHCR and Non-governmental organizations (NGOs) such as the WE World, Lutheran World Foundation (LWF), Finn Church Aid (FCA) among others. Annex 3 and 4 provides the lists of stakeholders consulted virtually and at the counties.

43.   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, their representatives were also consulted. Other agencies consulted comprise interest groups/Community Based-Organizations (CBOs) and Non-Governmental Organization (NGO) such as WE World, Lutheran World Foundation (LWF), Finn

Church Aid (FCA) and UNHCR who champion the interest of IPs, VMGs and Refugees. Additionally, stakeholders within the refugee communities that were consulted included UNHCR and LWF.

44.   The county visits, stakeholder consultations and focus group discussions were conducted in six (6) Counties comprising Bungoma, Kwale, Makueni, Narok, Siaya and Turkana.

1.9   Stakeholder Validation Workshop and Disclosure

45.   The draft ESSA was presented to all relevant stakeholders at both county and national level through a virtual validation workshop. These included representatives from different interest groups include national government (Ministries, Department and Agencies), county governments (Departments of Education, Physical Planning, Environment and Natural Resources, among others), non-governmental organizations (NGOs), development partners, and indigenous/traditionally excluded and marginalized groups. Feedback from stakeholders were used to further review the proposed Program Action Plan, Indicators, and program manual. The final version of the ESSA shall be disclosed on the client's website before the appraisal of the program. The World Bank will also disclose the ESSA report on the World Bank external website after it is published on the MoE's website.

2.0   ENVIRONMENT AND SOCIAL EFFECTS OF THE PROGRAM

46.   High risk activities associated with the Program will be excluded in line with WB categorization. The Bank categorizes high risk projects that include; power plants, commercial logging, railways & ports, engineered landfills, operations in mining and extractive industries. Regardless of the borrower's capacity to manage such effects, the exclusion principle applies to Program activities that meet these criteria. The Program will exclude interventions that are likely to:

- Land acquisition and/or resettlement of a scale or nature that will have significant adverse impacts on affected people or the use of forced evictions. All school infrastructure will be constructed on existing schools.
- Degradation of critical habitats or cultural heritage sites of value.
- Activities with significant health and personal safety risks such as renovation of school infrastructure with asbestos roofing material.
- Air, water, or soil contamination leading to significant adverse impacts on the health or safety of individuals, communities, or ecosystems.
- Activities that involve the use of forced or child labor.
- Activities with high risk of GBV/SEA-H.
- Activities likely to cause marginalization and/or conflict within or among social groups
- Activities that may negatively impact IPs or natural resources subject to traditional ownership or under customary use or occupation such as relocation and displacements.

47.   The program will contribute positive environment and social effects for Kenyans through improved access to basic education for all. More specifically, as designed, the program will improve equity in primary education by addressing the existing gender disparities in schooling participation, and sub-national disparities in learning outcomes. However, the program is also likely to pose moderate environment and social (E&S) risks if appropriate measures for managing the E&S risks are not put in place. This section provides a detailed assessment of the likely environment and social effects associated with program activities under the three Result Areas. These are further summarized in Table 2 below.

2.1   Potential Environment Benefits and Risks:

48.   The investments under the KPEELP will have positive environment impacts and will provide an opportunity to enhance environment systems to ensure safe, clean, and sustainable surroundings in schools. Potential environment benefits include:

- i)   Improved sanitation in schools through provision of safe toilets
- ii)   Reduced congestion through construction of additional classrooms

iii) Scaled-up procedures in food sourcing, handling, storage, and preparation to promote food safety and hygiene in schools
iv) Quality infrastructure development
v) Strengthened environment risk management at national and county levels through capacity building of education officers, school managers, teachers, board of management and learners
vi) Collaborative synergy amongst key departments such as NEMA, NCA, public works and public health

49.   Based on the scope and scale of projects to be financed under KPEELP, the anticipated environment effects of the program are expected to be temporary, site-specific, manageable and reversible in nature. Environment, health and safety risks are mainly associated with activities related to construction of school infrastructure, school meals program and in supply of hygiene products for girls. The potential environmental impacts include, but are not limited to;
   i) Construction related impacts; there will be targeted construction activities (classrooms and sanitation facilities) which may include; new construction, renovation and rehabilitation civil works of school infrastructure within existing school premises. Potential environment risks include:
      a. Poor infrastructure development from limited involvement of relevant government authorities and technical experts such as NEMA, NCA, and Department of Meteorology in undertaking feasibility studies resulting in inappropriate siting of facilities. This may lead to siting of such facilities in flood-prone areas/near wetlands, roofs being blown by winds, and infrastructure collapse due to contractors limited knowledge on the geology of the project's area
      b. Soil and land degradation from excavations and material sourcing activities
      c. Localized air & noise pollution
      d. Clearing of vegetation
      e. Generation and unsafe disposal of construction waste and waste effluent,
      f. Soil and water pollution from materials associated with construction activities,
      g. Health and safety risks (community health and safety risks and occupational health and safety) including the spread of infectious diseases such as COVID-19,
      h. Poor construction standards of school infrastructure, leading to unsafe buildings
      i. Climate change related impacts such as excessive rainfall leading to mudslides and flooding that have in the past negatively affected school infrastructure especially classrooms and latrines causing disruption in learning
      j. Increased demand for water during construction activities especially in water scarce areas
      k. Limited operation and maintenance of the school infrastructure.
   ii) Public health and hygiene risks associated with the school meals program under during sourcing, handling, delivery, distribution, and storage of food in schools.
   iii) Generation and disposal of hygiene/sanitary waste from supply of hygiene products for girls that will require culturally appropriate waste management and disposal facilities.
   iv) Other cross cutting risks include: insecurity/theft, insufficient technical & E&S safeguards capacity and E&S assessments of risks, supervision, monitoring and management of environmental risks.

2.2   Potential Social Benefits and Risks.

50.   The ESSA has examined the social effects associated with program activities. Social benefits include:
      a. the positive effects of the school meals program, which is associated with increasing enrolment of learners and promoting higher school attendance and reducing drop-out rates,
      b. the school meals program will also potentially address the increasing cases of child labor due to poverty. In some cases, some learners are forced to do odd jobs in and outside schools to earn just one meal, which ultimately affect their learning outcomes,

c. The school infrastructure improvements will provide a good learning environment enabling learners to concentrate better in class potentially leading to better academic performance and good learning outcomes.

d. The provision of sanitary towels is associated with benefits such as increasing retention, transition to higher levels of learning and consequently enhancing the academic performance of the girl child.

e. The positive impacts of reducing teacher shortages comprising enhanced access to and delivery of quality primary education resulting in higher learning outcomes.

51. In line with Program activities, under the three result areas, potential social risks include, but not limited to:

i) exclusion of vulnerable and minority learners from access to program benefits including scholarship and mentorship opportunities, due to inadequate community sensitization and/or disclosure of program information

ii) biased selection criteria where program interventions end up in locations and on individuals who are easier to access, rather than the most deserving

iii) upsetting community dynamics caused by the program interventions operating in a small number of sites relative to immense and widespread need thereby leading to harmful inward migration that could easily upset delicate community dynamics

iv) elite capture and exclusion of poor, vulnerable and minority learners from access to program benefits

v) Sexual exploitation and abuse, sexual harassment (SEA/H) and other forms of Gender-Based Violence (GBV) arising from exploitation of girls for program benefits or by supporting girls to attend schools where they are at risk of abuse from the education system and perpetrated by teachers and school personnel.

52. Potential social risks and impacts associated with school infrastructure development activities include:

i) Exclusion of primary schools and learners in educationally disadvantaged Counties caused by a biased selection criterion

ii) Disability exclusion where learning systems, outcomes and infrastructure do not address the needs of PWDs

iii) Likely influx of migrant laborers with consequent risks of SEA/H and other forms GBV for women and girls.

53. The school meals program presents the following potential social risks and impacts:

i) Incidences of School fires as a result of enhanced access to fire by learners from the fuel wood used as a source of energy for preparation of school meals. This is likely to be amplified by the increasing cases of students burning down school infrastructure in the country.

ii) Child labor where students are requested to bring firewood, water and even partake in food preparation.

iii) Infections caused by aflatoxin toxicity which may lead to vomiting, abdominal pains and other forms of acute liver injury.

54. The potential social risks related to the PIU include:

i) Systemic weakness and low capacity of the PIU to identify, understand and prevent adverse social impacts of the program.

ii) Poor monitoring systems to track retention, drop-outs, and transition rates leading to exclusion of minority/vulnerable groups.

iii) Limited understanding of environmental and social safeguards requirements resulting in inadequate stakeholder engagement and disclosure of program information to the beneficiaries and stakeholders.

iv) Ineffective management of program related grievances resulting in increased complaints and reputation risks.

55.   All these environmental and social risks will be amplified by COVID-19 restrictions and challenges in meaningful beneficiary, stakeholder, and community engagements as well as grievance redress and monitoring.

Table 2: Environment and Social Effects Associated with Interventions

Result Area	Interventions	Environment and Social (E&S) Effects	
		Benefits	**Risks**
RA 1: Equalize Learning Opportunities: Improve Learning Outcomes in Target Counties	Provide performance-based school improvement grants to target schools in lagging regions, schools for special needs learners and camp-based refugee schools.	a. Improved school conditions and learning environment in target Counties for enhanced teaching and learning b. Improved access to school inputs – WASH facilities, writing materials, supplementary instructional materials and availability of classroom furniture.	**Social** a. Exclusion of primary schools and learners in educationally disadvantaged counties due to biased selection criteria b. Upsetting community dynamics caused by the program interventions operating in a small number of sites relative to immense and widespread need c. Exclusion of vulnerable and minority learners from access to program benefits including school inputs procured under the school grants activities d. Exclusion of learners with disabilities through learning systems, inputs, equipment and infrastructure that do not address the needs of PLWD e. Limited stakeholder engagement and disclosure of project information leading to increased grievances f. SEA/H and other forms of GBV arising from exploitation of women for program benefits such as access to school grants **Environment** Similar effects as noted in RA 3 (school infrastructure construction related risks.
	Implement priority deployment of teachers to primary schools with the highest teacher shortage.	a. Enhanced learning outcomes due to improved PTR b. Employment opportunities provided for teachers from VMG/IP communities c. Reduced teacher shortages in schools	**Social** a. Exclusion of candidates from VMGs/IP communities due to inadequate community sensitization and or disclosure of information on the program b. Biased selection criteria leading to exclusion of candidates from VMGs/IP communities c. Limited stakeholder engagement and disclosure of program information leading to increased grievances d. Disability exclusion where teachers living with disability are not provided equal employment opportunities e. Elite capture resulting in the hiring of teachers for areas not affected by teacher shortages f. Exclusion of teachers living with disabilities from the teacher recruitment opportunities g. SEA/H and other forms of GBV arising from exploitation of women for teacher recruitment opportunities

Result Area	Interventions	Environment and Social (E&S) Effects	
		Benefits	**Risks**
	Provide school meal and nutrition for the neediest students.	a. Increased school enrolments, attendance and retention of learners in schools b. Reduced number of drop-outs c. Improved nutrition of the children d. Promote food safety (access and consumption of wholesome food)	**Social** a. Limited stakeholder engagement and disclosure of program information leading to increased grievances b. Increased cases of school fires due to access coupled with increasing cases of students' unrest in schools c. Child labor where learners are requested to bring firewood and/or water. d. Increased infections caused by Aflatoxin toxicity. e. SEA/H and other forms of GBV arising from exploitation of girls for program benefits. **Environment** a. Public health and hygiene risks associated with food sourcing, handling, preparation and storage. b. Food contamination/poisoning from poor handling, storage and preparation practices. c. Generation of kitchen waste/food remains and disposal challenges. d. Increased demand for fuel wood for the school meal program exacerbating the level of environmental degradation especially in ASAL areas. e. Increased demand for water for school meals program especially in the ASALs that experience water scarcity.
RA 2: Improve the Retention of Girls in Upper Primary Education	-Provide scholarship, school kits and mentorship support services to target students. -Implement mechanisms in the school improvement plans to identify and track girls at risk of dropping out and to facilitate reentry of previously enrolled teenage mothers. -Strengthening the supply chain for menstrual hygiene products to ensure that girls' attendance in school will not be interrupted by the lack of sanitary towels	a. Improved retention and completion rates of girls in primary education b. Improved handling and disposal of the sanitary waste	**Social** a. Biased selection criteria leading to exclusion of candidates from VMGs/IPs/PWDs communities. b. Limited stakeholder engagement and disclosure of program information leading to increased grievances c. SEA/H and other forms of GBV arising from exploitation of girls for program benefits. d. Poor monitoring systems to track retention, drop outs, and transition rates leading to exclusion of students and especially girls from minority/vulnerable groups. **Environment** a. Generation and disposal of sanitary waste from supply of hygiene products for girls.
R A 3: Strengthened systems capacity	-Ensure utilization of the NEMIS data in management of primary education.	a. Improved service delivery in schools b. Improved school conditions and learning environment from improved school infrastructure development	**Social** a. Limited stakeholder engagement, coordination and disclosure of program information leading to increased grievances

Result Area	Interventions	Environment and Social (E&S) Effects	
		Benefits	**Risks**
for implementing initiated reforms	-Implement key milestones in the roll out plan for the CBC (including CBC's formative assessment). - Achievement of targeted number of new classrooms constructed in existing school as per the needs-based school infrastructure investment plan. - Kenya participates in the 2025 Programme for International Student Assessment's for Development (PISA-D) -Implement reforms for pre-service teachers training for primary school teachers. -Establish quality assurance standards and tools for pre-school education.	c. Improved capacity for management of the E&S risks d. Management of construction related issues e. Improved sanitation facilities f. Improved collaboration with different stakeholders in implementation of program activities	b. Systemic weakness and low capacity of the PIU to identify and manage adverse social impacts of the program c. Poor monitoring systems to track retention, drop outs, and transition rates leading to exclusion of learners, girls and vulnerable boys from minority/vulnerable groups d. SEA/H and other forms of GBV arising from exploitation of women (employment opportunities under school construction) and girls (risk of abuse from teachers and school personnel) **Environment** a. Construction related impacts; poor infrastructure development from limited involvement of relevant departments and technical experts such as NEMA, NCA, Department of Meteorology in undertaking feasibility studies; soil and land degradation from excavations and material sourcing activities; localized air & noise pollution; clearing of vegetation; generation and unsafe disposal of construction waste and waste water effluent; and soil and water pollution from hazardous materials associated with construction works b. Occupational health and safety incidents through injuries/accidents to workers at construction sites c. Community health and safety risks/ accidents from the construction activities, spread of communicable diseases such as Covid-19 and sexually transmitted diseases such as HIV/AID's d. Insecurity/small-scale theft risks of construction materials in schools e. Increased demand for water during construction activities especially in the ASALs that experience water scarcity f. Climate change related impacts such as excessive rainfall leading to mudslides and flooding which in the past have negatively affected school infrastructure especially classrooms and latrines causing disruption of learning And outbreak of infectious diseases g. Poor construction quality of physical infrastructure h. Limited operation and maintenance of the school infrastructure

3.0   ENVIRONMENT AND SOCIAL MANAGEMENT SYSTEMS

3.1   Introduction

56.   This section describes the existing policy, legal and regulatory framework governing environment and social risk management in Kenya. It also describes the institutional mandates for environment and social risk management, including the division of responsibilities among different levels of government and among national government agencies for implementing environment and social management. These include: environment and social assessments; internal review and clearance procedures such as licensing; stakeholder consultation processes required; information disclosure; grievance redress mechanisms; supervision and oversight, monitoring and evaluation.

57.   The assessment of how this system (comprising policy, legal and regulatory framework and institutional responsibilities for environment and social risk management) function in practice is presented in Chapter 6 along with an analysis that identifies the strengths, weaknesses, opportunities, and threats of the systems as they relate to the six core principles applicable to Program-for-Results Policy. A gap analysis that summarizes the inconsistencies between the national / borrower system for environmental and social risk management and the requirements of the Program-for-Results Policy is also presented in Chapter 6.

3.2   The Policy, Legal, Regulatory Framework Applicable to the Program

58.   The Government of Kenya has a robust policy and legal framework and institutions which support environmental and social assessment and management processes. Table 3 below discusses the existing Kenya's policy, legal and regulatory frameworks applicable to the proposed KPEELP operation.

Table 3: Policy, Legal, Regulatory Framework Applicable to the Program

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
ountry Environmental Management Systems			
1.	**National Environmental Policy, 2014**	Sessional Paper No. 10 of 2014 outlines Kenya's National Environmental Policy. The overall goal of the policy is to ensure that environmental concerns are part of the national planning and sustainable management processes; and those guidelines are provided for environmentally sound development. The policy aims to strengthen the legal and institutional framework for good governance and effective coordination and management of environment and natural resources in Kenya. The policy further advocates for a broad-based public participation in decision making processes as one of the fundamental pre-conditions for sustainable development. It is guided by the following key principles, environmental right, right to development, ecosystem approach, total economic value, sustainable resource use, equity, public participation, subsidiarity and precautionary principle. The policy promotes the use of such tools as Environment and Social Impact Assessment (ESIA), Environmental Audits (EA), Strategic Environmental Assessments (SEA) among others as an innovative environmental and social management tool. It also calls for the Government of Kenya (GoK) to ensure that all significant development projects are subjected to ESIA and regular environmental and social audits.	• The program will have activities related to construction of school infrastructure (classrooms and WASH facilities), which will have adverse environmental and social impacts and risks. • As such, preparation of ESIA/ESMP reports will be a pre-condition for approval of sub-projects. • The sub-projects will also undertake Environmental and Social Audits annually to assess environmental and social performance of the same and identify corrective measures for school infrastructure projects to promote sustainable development.
2.	**Kenya Vision 2030**	Kenya Vision 2030 is the current national development blueprint for period 2008 to 2030. It is anchored on three main pillars: Social, Economic and Political developments. The Vision 2030 aims at making Kenya a newly industrialized, middle-income country providing high quality life for all its citizens by the year 2030. The education goals of the 2030 Vision are to provide globally competitive quality education, training and research for development. Vision 2030 envisages a number of enablers including infrastructure development across the various sectors. Such infrastructure would take the form of educational facilities – laboratories, construction of new classrooms, sanitation and water supply facilities. The political governance pillar envisages public participation during project development, while the social pillar envisages	The activities under KPEELP operation are anchored on the National Education Sector Strategic Plan (NESSP) which was developed in line with Vision 2030.

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		development through equitable social development. The Vision 2030 policy anticipates possible environmental and social impacts during the roll-out of flagship projects requiring mitigation measures to be put in place in line with the requirements of the Environmental Management and Coordination Act (EMCA), 1999, Amended in 2015. Hence, the MoE should ensure environmental and social protection through mitigation of impacts as part of the achievement of program outcomes.	
3.	**National Occupational Safety and Health Policy, 2012**	The overall objective of this policy is to establish National Occupational Safety and Health systems and program geared towards the improvement of the work environment. The Policy seeks to reduce the number of work-related accidents and diseases, and to provide compensation and rehabilitation to those who may be injured at work or contract occupational diseases. The specific objectives of this policy are, among others: a) to guide the development of laws, regulations and any other instruments on occupational safety and health; b) to recommend establishment and strengthening of responsible and accountable institutions for management of occupational safety and health issues; c) to recommend enforcement and compliance mechanisms for occupational safety and health laws and regulations; d) to create mechanisms for cooperation between employers, workers and their representatives at workplaces in the promotion of occupational safety and health; and e) to strengthen capacities of state and non-state actors in occupational safety and health. Among other safety issues, the policy provides the framework for mandatory use of appropriate personal protective gear, protection of workers against of occupational hazards, and workplace provisions for First Aid and emergency medical evacuation.	The Policy is relevant during the construction activities and seeks to reduce the number of work-related accidents and diseases, and equitably provide compensation and rehabilitation to those injured at work or who contract occupational diseases. Construction-related sub-projects will be required to implement measures to mitigate foreseen occupational safety and health risks such as provision of PPEs to personnel, employing competent OHS experts to supervise sub project, emergency preparedness, worker and machinery insurance, among others.
4.	**Safety Standard manual for schools in Kenya, 2008**	This School Safety Standards Manual serves as a blueprint for enhancing safety at schools. The manual requires partnerships with various stakeholders, among them learners, school management, parents, local communities, NGOs, religious organizations and other community-based organizations (CBOs) to ensure the schools, and particularly the children, are adequately safe, secure and in a caring environment that facilitates and enhances quality teaching and learning processes in all schools in the	This applies in all aspects of program activities under the school meals program and school infrastructure construction. The borrower will develop measures to ensure safety of learners during construction such as hoarding construction sites and controlling access to the same and restricting access to such sites as well as measures for testing of food items to ensure they are safe and free of contaminants and measures to ensure hygiene in

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		country. It further calls for the learners in the school to have access to safe and wholesome food for their proper physical and intellectual development.	the preparation and serving of meals under the school meals program.
5.	**The National Food Safety Policy 2013**	The policy addresses food safety concerns in the broad areas of legal and regulatory framework, information, education and communication, traceability, infrastructure and capacity. The policy envisages protecting and promoting consumer health while facilitating the orderly development of the food industries as well as fair practices in food trade.	The program will adhere to the provision of the policy during the implementation of the school meals program to ensure suppliers and schools adhere to the food safety requirements, including having the necessary infrastructure. This will also include measures for testing of food items to ensure they are safe and free of contaminants and measures to ensure hygiene in the preparation and serving of meals under the school meals program
6.	**National School Meals and Nutrition Strategy 2017-2022**	The National School Meals and Nutrition Strategy provides a framework for implementing school meals and nutrition initiatives in Kenya. The strategy builds on existing policies to apply the school meals framework especially since school meals are supported by multiple actors. The main objective of the strategy is to; i) develop and implement a sustainable national school meals and nutrition programme; ii) increase awareness and intake of adequate, locally available and nutritious foods among school children and their communities; iii) improve the enrolment, attendance, retention, completion and learning outcomes of school children with equity; iv) promote local and inclusive development; v) promote partnerships and multi-sectoral coordination for complementary support and effective implementation of a school meals and nutrition programme; and, vi) strengthen governance and accountability in implementing a school meals and nutrition program..	The program shall put in place mechanisms to comply with the national school meals framework in implementation of school meals program activities including those highlighted above The program will encourage local sourcing of food items.
Country Environmental Regulatory Frameworks and Management Systems			
7	**Constitution of Kenya, 2010**	The Constitution of Kenya (CoK) 2010 is the supreme law of the Republic and binds all persons and State organs at all levels of government. Concerning the environment, Article 42 of Chapter four, The Bill of Rights, confers to every person the right to a clean and healthy environment, which includes the right to have the environment protected for the benefit of present and future generations through legislative measures, particularly those contemplated in Article 69, and to have	Program activities carried out shall ensure compliance with the Constitution of Kenya on all aspects related to environment management. These will include subjecting proposed program sub-projects to environmental and social risk screening and developing appropriate instrument to guide environmental and social risk management (e.g. ESIA).

17

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		obligations relating to the environment fulfilled under Article 70. Section 69 (2) states that every person has to cooperate with State organs and other persons to protect and conserve the environment and ensure ecologically sustainable development and use of natural resources. Section 70 provides for enforcement of environmental rights.	Additionally, sub-project contractors will be required to develop and implement contractor-specific environmental and social management plans to ensure environmental and social sustainability.
8.	**Environmental Management and Coordination Act, 1999 and Amended in 2015**	The EMCA of 1999, amended in 2015, is an act of Parliament that provides for the establishment of an appropriate regulatory and institutional framework for management of the environment. This Act provides for the establishment of an appropriate legal and institutional framework for management of the environment and matters connected there with and incidental thereto. Part II of the Act states that every person in Kenya is entitled to a clean and healthy environment and has the duty to safeguard and enhance the environment. Part VI of the Act directs that any new program, activity or operation should undergo EIA and a report prepared for submission to the National Environment Management Authority (NEMA) for review, who in turn may issue license as appropriate.	The Act applies to program construction activities, such as, those that will lead to; waste generation, effluent discharge practices, aerial emissions, noise and vibrations, excavations and soil erosion. Procedures for environmental and social management in Kenya are provided in Annex 3.
9.	**EMCA (Impact Assessment and Audit, 2003) and Amended Regulations, 2016**	This regulation provides guidelines for conducting EIA and audits. It offers guidance on fundamental aspects which emphasize must be laid during the field study and outlines the nature and structure of EIA and audit reports. The Environmental assessments and audits are to be conducted by a qualified environmental lead experts/ registered environmental inspector. The legislation further explains the legal consequences of partial or non-compliance to the provisions of the Act. Legal Notice No 32, 2020 section 7 provides guidelines to the proponent undertaking a project specified in the second schedule of the Act; for low risk projects, summary project reports are to be submitted to NEMA, sub-projects with significant adverse environmental impact; a comprehensive project report while for sub-projects with no significant adverse environmental impact, the proponent is issued with the approval to proceed with the project	The Act guides the registered environmental inspectors, experts and auditors on requirements during the environmental impact assessment and audit processes. As noted, each sub-project will be screened for environmental and social risks, and this will guide on the appropriate instrument to be used. That is, whether Summary Project Report, Comprehensive Project Report or (Full) Study Report. These instruments will outline the Environmental and Social Management Plan (ESMP) for the given subject. Furthermore, the Implementing Agency will establish measures for monitoring implementation and compliance with the ESMPs.
10.	**EMCA (Air Quality) Regulations, 2014**	The aim of the Regulation is to provide for prevention, control and abatement of air pollution to ensure clean and healthy ambient air to protect human health. The regulations apply to specific priority air pollutants, mobile and stationary sources as well as stipulated emission	Localised air pollution is likely to occur from dust emissions during excavation activities in setting out building foundations and vehicular emissions from transportation of construction material to project sites.

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		standards. Section 4 of the regulation allows the Authority (National Environment Management Authority) to consider the use of other internationally recognised emission standards in relation to air pollutant/source where there are no local emission standards, targets or guidelines set out in the regulation.	Each sub-project will be required to develop measures to mitigate air pollution as part of sub-project ESMP as relevant.
11	EMCA (Noise and Excessive Vibrations Pollution) (Control) Regulations, 2009	The Regulations prescribe measures against noise and vibrations from specified sources and define permissible noise levels for various activities including construction activities. Part II Section 3 of the regulation prohibits making of any loud, unreasonable, unnecessary or unusual noise which annoys, disturbs, injures or endangers the comfort, health or safety of others and the environment. The regulations require a permit/licence to be obtained from NEMA for any activities that emit noise or excessive vibrations beyond the permissible levels.	Applies to effects of activities with noise and vibrations in excess of the established standards such as construction activities The ESIA/ESMP will specify measures and actions to taken to manage excessive noise and vibrations.
12	EMCA (Waste Management) Regulations, 2006	The Regulations provides guidance on management (handling, storage, transportation, treatment and disposal) of all categories of waste. These include; domestic waste, industrial waste, hazardous waste, pesticides and toxic substances, biomedical waste and radioactive substances. These Regulations also vest responsibilities to the generator of the wastes especially with regards to any consequent environmental impacts. It requires the waste generator to collect, segregate and dispose each category of waste in such manners and facilities as provided for under these Regulations. Regulation 5 (1) provides categories of cleaner production methods that should be adopted by waste generators in order to minimize the amount of waste generated. Regarding transportation, licensed persons shall operate transportation vehicles approved by NEMA and will collect waste from designated areas and deliver to designated disposal sites.	Construction activities will generate waste such as excavated spoil material, construction waste (pieces of timber/metal, glass or plastic material, concrete, etc.). The regulations also guide on the management and appropriate disposal of solid wastes including: food waste from the school meals program, the sanitary waste from the supply of hygiene products for girls, to mitigate the risks on environment pollution. Each sub-project will specify the measures and actions to be implemented to manage wastes including training of workers and beneficiaries on safe management of the different types of wastes.
13.	EMCA (Noise and Excessive Vibrations Pollution) (Control) Regulations, 2009	The regulation prescribes measures against noise and vibrations from specified sources and define permissible noise levels for various activities including construction activities. Part II Section 3 of the regulation prohibits making of any loud, unreasonable, unnecessary or unusual noise which annoys, disturbs, injures or endangers the comfort, health or safety of others and the environment. The regulations require a permit/licence to be obtained from NEMA for any activities that emit noise or excessive vibrations beyond the permissible levels.	Applies to effects of activities (excavation during construction, blasting during material sourcing from quarries, use of generators or movement of construction equipment) with noise and vibrations in excess of the established standards. Each sub-project will be screened for environmental and social risk, and those that require ESIAs, the resulting ESMP will outline measures to mitigate noise and vibration pollution.

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
14.	**EMCA (Water Quality) Regulations, 2006**	These regulations provide for sustainable management of water resources including rules on the use and discharge of water for domestic, agricultural and industrial purposes. They also make provisions for the protection of water resources such as lakes, rivers, springs, streams, wells and other sources from pollution. The regulations prohibit in general the pollution of water and unauthorized abstraction or use of water. In accordance with Part II of the regulations, every person is expected to refrain from acts that could directly or indirectly cause immediate or subsequent water pollution and no one should throw or cause to flow into water resources any materials that can contaminate the water. The regulations have standards for discharge of effluent into the sewer and aquatic environment. NEMA has a responsibility to monitor the discharge of all effluent into the environment whereas any wastewater management service providers are to monitor and ensure discharge of wastewater into the sewer system is done according to the stipulated standards.	Applies any time there is a discharge of effluent into the environment without meeting the established standards as related to program activities. The program shall provide for adequate and acceptable management of wastewater in schools especially from the WASH facilities.
15	**The Water Act (2016)**	This Act provides the legal framework for the management, conservation, use, control, and development of water resources and for the acquisition and regulation of right to use water in Kenya. It also provides for the regulation and management of water supply and sewerage services and for other connected purpose in line with the Constitution. Under this Act, ownership of water resources is vested and held in trust with the National Government. Part IV section 63 confers to every person in Kenya a right to clean and safe water in adequate quantities and reasonable standards of sanitation as provided in Article 43 of the constitution Water Resources Authority (WRA) have a primary responsibility to protect, conserve and regulate the use of water resources including the planning and issuing of water abstraction permits.	The statute established to coordinate sustainable utilization of water resources including protection of the same from pollution and degradation (abstraction, use and disposal of wastewater thereof). In case of water abstraction (from surface and/or ground water) by contractors during construction, water permits will need to be obtained from Water Resources Authority (WRA).
16	**Occupational Safety and Health Act (OSHA) (2007)**	The act promotes safety, health and welfare of all workers at the workplace, preventing work related injuries and sickness, protecting third party individuals from being pre-disposed to higher risk of injury and sickness associated with activities of people at places of work. The scope of OSHA 2007 covers all workplaces including offices, schools, academic institutions among others. It establishes codes of practices to be	• The program shall put mechanisms to promote issues of safety when preparing the infrastructure architectural designs as well as during construction. • Civil works contractors will be required to comply with requirements of this act through obtaining relevant work site

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		approved and issued by the Directorate of Occupational Safety and Health Services (DOSHS) for practical guidance of the various provisions of the Act. Inspection and enforcement systems exists with a bearing to occupational safety, health and labour inspections. DOSHS have a core responsibility to carry out inspections related to environment at work, safety of workplaces, general health and basic welfare of workers to ensure compliance with the OSH Act.	permits and licences, train workers on OHS, inspection of equipment to ensure in good working conditions, provide appropriate PPE to workers among other measures • Regular supervision and inspection of school infrastructure buildings shall be carried out during construction and operation phases to ensure they are safe for human use.
17.	The Work Injury Benefits Act (2007)	The Act was enacted to ensure that workers who sustain work related death, injuries and contract diseases that are work related are compensated. The Act applies to all employees including those employed by Government, other than the armed forces, in the same way, and to the same extent as if it was a private employer. An employee who is involved in an accident resulting in the employee's disablement or death is subject to the provisions of this Act and entitled to the benefits provided under this Act.	The act is applied to the program as a measure to ensure the safety and health of workers. In the event of injury, during the implementation of the projects under the program, the employer/contractor will be required to compensate workers under the Act. The contractor must, therefore, obtain and maintain relevant insurance policies in respect of this liability.
18.	Employment Act No 11 of 2007	This Act declares and defines the fundamental rights of employees; minimum terms and conditions of employment; the basic conditions of employment of employees; and regulation of employment of children, among other rights. Key sections of the Act elaborate on the employment relationship; protection of wages; rights and duties in employment; termination and dismissal and protection of children, among others.	This Act provides guidance facilitating employer-employee relationship including protecting against child labour. This is especially relevant in construction of school infrastructure and the school meals program at targeted schools. Overall, the contractors for subjects will need provide conducive terms of employment for their workers and will also need to ensure no child labour in their workforce.
19.	HIV/AIDS Prevention and Control Act (Act No. 14 of 2006)	Part 11, Section 7 requires HIV and AIDs education in the workplace. The government is expected to ensure provision of basic information and instruction on HIV and AIDs prevention and control to employees of all Government Ministries, Departments and Agencies, and employees of private and informal sectors. The information on HIV/AIDs is expected to be treated with confidentiality at the workplace and positive attitudes shown towards infected employees/ workers.	The program shall promote inclusivity all persons regardless of their HIV status. Sub-project contractors will offer training on HIV/AIDs awareness, prevention and management to their workers as per this law.
20.	The County Government Act (2012)	Part II of the Act empowers the County Governments to be in charge of planning of development projects by coordinating and ensuring integrated planning within the County, including coordinating the public participation, environmental protection including control of air pollution, noise pollution, other public nuisances. The act also provides for the following;	• The relevant County departments, such as, the Physical Planning department, will be responsible for approving school structural designs. • The relevant County Departments (e.g., County Department of Environment and Natural Resources, Department of

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		• The Constitution confers powers on the County Assemblies to receive and approve plans and policies. These plans and policies affect the management and exploitation of the county's resources, and development and management of its infrastructure and institutions. • Ensuring and coordinating the participation of communities in governance at the local level and assisting communities and locations to develop the administrative capacity for the effective exercise of the functions and powers and participation in governance at the local level.	Health, etc.) may also give directives on various aspects such as waste management and fire emergency preparedness
21.	**Standards and Guidelines for WASH Infrastructure in pre-primary and primary schools**	The guideline provides a technical reference document for the planning, design, construction and management of WASH facilities. It gives guidance and proposes best practices to implementers of sanitation and water supply in pre-primary and primary schools. It recommends; i) procedures to be followed in selection, design and implementation of water sanitation and hygiene facilities, ii) suggestions to ensure effective implementation to get value for money, iii) measures to ensure successful implementation, operation & maintenance of school wash facilities; and iv) operation & maintenance procedures to increase facility performance and sustainability.	Construction of sanitation facilities is part of program activities and MoE is required to follow the guidelines and requirements for appropriate siting and construction of WASH infrastructure. The design of the WASH facilities will provide for actions/ measures to ensure sustainability of the facilities.
22.	**Public Health Act, Chapter 242**	The Public Health Act provides for protection of human health through prevention and guarding against introduction of infectious diseases; the promotion of public health; the prevention, limitation or suppression of infectious, communicable or preventable diseases; advising and directing local authorities with regard to matters affecting public health. The Act also provides the impetus for a healthy environment, and supports regulations on waste management, pollution and human health. It lays down rules related to food hygiene and protection of food stuffs and public water supplies. Part IX section 115 states that no person shall cause nuisance or condition liable to be injurious or dangerous to human health. Section 116 requires Local Authorities to take all lawful, necessary and reasonably practicable measures to maintain their jurisdiction clean and sanitary to prevent occurrence of nuisance or conditions injurious or dangerous to human health. Part X section 127 requires all buildings used for the storage of	• Sanitation facilities for both boys and girls including learners with special needs have to be designed and constructed in manner that meet the minimum standards as required under the Public Health Act. • The program will be expected to promote food safety and hygiene measures in school meals program activities. • County Public Health Department have a responsibility to inspect, monitor and ensure that suppliers and schools have adequate safe storage facility for food items as well as adhere to measures on food hygiene. The MoE will thus liaise with the Ministry of Health and or County Departments for regular inspection and monitoring to ensure food supplied to schools are safe and are correctly handled and stored.

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		food stuffs to be properly constructed and maintained. Public health officers have the responsibility to inspect schools to ensure compliance with the Act.	
	NCA Act, 2011	The Authority shall accredit and register contractors and regulate their professional undertakings and all construction works, contracts or projects either in the public or private sector shall be registered with the Authority in accordance with the Act.	Activities related to construction of school infrastructure (classrooms and WASH facilities), which will involve contractors and construction workers who need to be registered and accredited by the authority respectively. New construction and renovation works also need to be registered with the authority.
Country Social Policies, Laws, Regulations and Management Systems			
1.	**The Constitution of Kenya (CoK) (2010) provides a comprehensive bill of rights including:** **a. Constitutional provision for equality and freedom from discrimination**	The Constitution of Kenya (CoK) provides for the Bill of Rights which is an integral part of Kenya's democratic state and is the framework for social, economic, and cultural policies. Article 19 seeks to preserve the dignity of individuals and communities and to promote social justice and the realization of the potential of all Kenyans. Article 21 establishes the progressive realization of social and economic rights and obligates the State to observe, respect, protect, promote, and fulfil the rights and fundamental freedoms in the Bill of Rights. Article 27 provides for equality and freedom from discrimination, which includes: i) the full and equal enjoyment of all rights and fundamental freedoms; ii) women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres; iii) the State shall not discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth.	The program seeks to address the prevailing inequities in access to basic education through the reduction of gender disparities in schooling participation, and sub-national disparities in learning outcomes. The program coverage is nationwide but has a component that shall target the 10 educationally disadvantaged Counties challenged with inequities in access to basic education. The program will therefore contribute to the realization of the rights of all learners and regions as regards access to quality basic education.
	b. Constitutional provision for vulnerable and marginalized groups	Article 260 of the Constitution defines a "marginalized community" as: i) a community that, because of its relatively small population or for any other reason, has been unable to fully participate in the integrated social and economic life of Kenya as a whole; ii) a traditional community that, out of a need or desire to preserve its unique culture and identity from assimilation, has remained outside the integrated social and economic life of Kenya as a whole; iii) an indigenous community that has retained and maintained a traditional lifestyle and livelihood based on a hunter or	The program shall put in place mechanism to ensure that IPs and VMGs have access to program benefits including access to scholarship, teacher recruitment and employment opportunities under the school infrastructure activities.

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		gatherer economy; or, iv) pastoral persons and communities, whether they are (a) nomadic; or (b) a settled community that, because of its relative geographic isolation, has experienced only marginal participation in the integrated social and economic life of Kenya.	
		The Constitution of Kenya requires the State to address the needs of vulnerable groups, including "minority or marginalized" and "particular ethnic, religious or cultural communities" (Article 21.3): The specific provisions of the Constitution include: affirmative action programs and policies for minorities and marginalized groups (Articles 27.6 and 56); rights of "cultural or linguistic" communities to maintain their culture and language (Articles 7, 44.2 and 56); protection of community land, including land that is "lawfully held, managed or used by specific communities as community forests, grazing areas or shrines," and "ancestral lands and lands traditionally occupied by hunter-gatherer communities" (Article 63); promotion of representation in Parliament of "(d) ethnic and other minorities; and (e) marginalized communities" (Article 100); and an equalization fund to provide basic services to marginalized areas (Article 204).	
c.	**Constitutional Provisions on Disability**	The COK 2010, (chapter 4, part III), Application of Rights (clause 54) states: A person with any disability is entitled: - i) to be treated with dignity and respect and to be addressed and referred to in a manner that is not demeaning; ii) to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person; iii) to have reasonable access to all places, public transport and information; iv) to use Sign language, Braille or other appropriate means of communication; and v) to access materials and devices to overcome constraint arising from the person's disability. The State shall ensure the progressive implementation of the principle that at least five percent of the members of the public in elective and appointive bodies are persons with disabilities.	• The program shall put in place mechanism to ensure that children with disability have access to program benefits including access to scholarships and teacher recruitment to address PTR. • School infrastructure will be constructed in a disability friendly way to ensure ease of access.

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
2.	**Constitutional Provisions on Social Inclusion including Children, Youth, People Living with Disability and Women**	The CoK states that every person is equal before the law and has the right to equal protection and equal benefit of the law. It sets the minimum gender quarter to be not more than Two-Thirds of either gender on representation in elected and appointed positions. Article 21 (3) requires all State organs and all public officers to address the needs of vulnerable groups within society, including women, older members of society, persons with disabilities, children, youth, members of minority or marginalized communities, and members of particular ethnic, religious or cultural communities. Article 27 (1 and 4) prohibits discrimination based on age. Article 55 entitles and guarantees youth the opportunities to participate in political, social, economic, and other spheres of life, the right to access employment, the right to protection from harmful cultural practices and exploitation, and the right to access relevant education and eventual employment. Youth are defined in Article 260 as persons who have attained the age of 18 years but have not passed the age of 35 years. 143. Article 53 safeguards children by entitling them to basic nutrition, shelter, and health care while guaranteeing their protection from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment, and punishment, and hazardous or exploitative labor. Article 53 (b) makes the child's best interest as the guiding principle in every matter concerning the child.	• The program will put in place safeguards measures to protect children from child labor as related to the school meals program and infrastructure activities. • Measures will also be put in place to protect children, women, PWD and youth from GBV/SEA-H risks potentially caused by construction or program related activities. • The contractor will be compelled to ensure that all their workers sign a code of conduct as a strategy to prevent GBV/SEA-H and protect children's rights. • The program shall put in place mechanism to ensure that children with disability have access to program benefits including access to scholarship and teacher recruitment and provision of appropriate infrastructure constructed.
3.	**Gender Policy, July 2011**	The objective of this policy is to mainstream gender considerations in the national development processes to improve gender equality. The policy encourages the integration of measures that ensure gender specific vulnerabilities and capacities of men and women are systematically identified and addressed.	• The implementation of the program will create job opportunities; and will address marginalization of women in employment through gender mainstreaming. Specifically, the Program will ensure equal access to education for both boys and girls. Moreover, program contractors and subcontractors will be required to provide equal opportunities for men and women in employment. • The program seeks to address the prevailing inequities in access to basic education through the reduction of gender disparities in school participation. • The program will also put in measures to ensure gender equity in access to program benefits such as scholarship,

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
			teacher recruitment and construction related employment opportunities.
4.	**Sexual Offences Act 2012**	An Act of Parliament that makes provision about sexual offences, which are aimed at prevention and the protection of all persons from harm from unlawful sexual acts, and for connected purposes. Section 15, 17 and 18 are mainly focused on sexual offences on minors (children).	• Mechanisms shall be in place for reporting, monitoring and addressing sexual offences committed against program beneficiaries such as girls, vulnerable boys and refugee children. • Collaboration and communication between parties ought be enhanced such as among teachers, head-teachers, community heads, chiefs and the children's department on matters in contravention of the Act.
5.	**Child Rights Act 2012**	This Act of Parliament makes provision for parental responsibility, fostering, adoption, custody, maintenance, guardianship, care and protection of children. It also makes provision for the administration of children's institutions, gives effect to the principles of the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. Section 15 states that a child shall be protected from sexual exploitation and use in prostitution, inducement, or coercion to engage in any sexual activity, and exposure to obscene materials.	• This program will put in place safeguards measures to protect children from the risk of GBV/SEA-H associated with construction related activities or from accessing benefits such as scholarships, ensuring avoidance of double-dipping especially in access to scholarships. • The contractor will be compelled to ensure that all their workers sign a code of conduct as a strategy to prevent GBV/SEA-H and child labour.
6.	**Labour Relations Act 2012**	An Act of Parliament to consolidate the law relating to trade unions and trade disputes, to provide for the registration, regulation, management and democratization of trade unions and employer organizations or federations, to promote sound labour relations through the protection and promotion of freedom of association, the encouragement of effective collective bargaining and promotion of orderly and expeditious dispute settlement, conducive to social justice and economic development and for connected purposes. This Act in Section II Part 6 provides for freedom of employees to associate; section 7 provides for protection of rights of employees; Part 9 provides for adjudication of disputes and Part 10 provides for protection of the employees to hold strikes and lock outs.	The program shall facilitate the provision of enabling environments for recruited teachers to exercise their rights such as joining unions and associations. The contractor shall be compelled to have contracts in place that provides for non-violation of workers labor rights.
7.	**The National Council for Disability Act, 2003**	This Act provides for the establishment of a National Council for Disability, its composition, functions, and administration for the promotion of the rights of persons with disabilities set out in international conventions and legal instruments, the Constitution and	The program will put mechanisms to allow learning systems, outcomes, and infrastructure to address the needs of PWDs such as through provision of ramp to ease access to buildings, PWD-friendly WASH facilities, and employment opportunities for

No	Act/Regulation/Policy	Objectives and Provisions	Relevance to the Program
		other laws, and for other connected matters.	PWDs during program implementation.

Table 4: Institutional Framework for Environmental and Social Management under the KPEELP

Institutional Framework for Environmental and Social Systems under the KPEELP
No.	Institution	Responsibilities	Relevance to the program
a)	Ministry of Environment and Forestry	• The Ministry of Environment and Forestry is responsible for the environment at the policy level. The mission statement and the key objective of the ministry is to facilitate good governance in the protection, restoration, conservation, development and management of the environment, water, and natural resources for equitable and sustainable development. • The mandate of the ministry is to monitor, protect, conserve, and manage the environment and natural resources through sustainable exploitation for socio-economic development aimed at eradication of poverty, improving living standards and ensuring that a clean environment is sustained now and in the future. The ministry comprises of various directorates, parastatals and departments including the national environment management authority.	Construction related activities shall be carried out in manner that ensures appropriate usage of the environment, water, and natural resources. Proposed infrastructure shall not be constructed in environmentally fragile areas. Before commencing construction related activities, mandatory environmental and social risk screening will be done, and requisite instruments developed to guide management of adverse impacts and to ensure environmental and social sustainability.
b)	National Environment Management Authority	• National Environment Management Authority is a government parastatal established under the Environmental Management and Coordination Act (EMCA) No.8 of 1999, amended in 2015. • The responsibility of NEMA is to supervise and coordinate all matters relating to the environment and be the principle of government agency in the implementation of policies relating to the environment. • The authority is responsible for granting ESIA approvals including monitoring compliance with all environment regulations for any development project, to ensure protection and sustainability of the environment and development.	Some program activities shall require construction/renovation activities and environmental and social assessments will be prepared by lead experts and submitted to NEMA for review and issuance of licences. The MoE will liaise with NEMA in monitoring compliance and implementation of ESMPs.
c)	County Environmental Committees	• The County environmental committees contribute to decentralization of environmental management and enable the participation of local communities including persons with disabilities, marginalised groups and women in environmental management at the county level.	The committees have a responsibility to conduct site visits and review the environment related reports of the County projects and in some cases attend site meetings of the sub-projects to follow-up on critical issues. These are in relation to construction related activities.

Institutional Framework for Environmental and Social Systems under the KPEELP			
No.	Institution	Responsibilities	Relevance to the program
		• The environmental management committees are constituted by the Governor and are responsible for the proper management of the environment within the County for which it is appointed.	
d)	National Environmental Complaints Committee	• The National Environmental Complaints Committee (NECC) is established under Section 31 of EMCA. The NECC is responsible for the investigation of any person or even against NEMA or on its own motion on any suspected case of environmental damage and/or degradation. • The NECC is required by law to submit reports of its findings and recommendations to NEMA.	Where grievance cannot be resolved through the program GRM or sub-project GRM systems, the committee shall be engaged to help address such environmental related complaints/ grievances or those against NEMA.decisions
e)	National Environment Tribunal	National Environment Tribunal is responsible to hear disputes arising from decisions of NEMA on issuance, denial, or revocation of licences.	The tribunal shall be engaged as and when disputes arise against NEMA as related to program construction activities.
f)	Environment and Land Court	The Court has jurisdiction over any disputes relating to the environment and land. The Court has powers to deal with disputes relating to: i) land administration and management; ii) public, private and community land and contracts, choses in action or other instruments granting any enforceable interests in land; iii) appellate jurisdiction over the decisions of subordinate courts or local tribunals in respect of matters falling within the jurisdiction of the Court; and, iv) it exercises supervisory jurisdiction over the subordinate courts, local tribunals, persons or authorities in accordance with Article 165(6) of the Constitution.	The Court shall be engaged as and when matters arise as related to implementation of program activities such as construction operations particularly when such environmental related complaints/ grievances cannot be resolved through program's GRM at sub-project, county, and national levels.
g)	Directorate of Occupational Safety and Health Services (DOSHS)	• The Directorate of Occupational Safety and Health Services (DOSHS) is one of departments within the Ministry of Labour and Social Protection, whose primary objective is to ensure safety, health and welfare of all workers in all workplaces. • The Directorate enforces Occupational Safety and Health Act, (2007) with its subsidiary legislation which aims at prevention of accidents and diseases at work. It also administers the Work Injury Benefits Act, 2007 (WIBA, 2007) which provides for compensation of workers who have been injured or have suffered a disease out of and in the course of employment. • Inspecting workplaces to ensure compliance with safety and health laws, including: investigation of occupational accidents and diseases with a view to preventing recurrence, training on OSH, first aid and fire safety and disseminating information on occupational safety and health to customers	DOSHS will be responsible for approval of designs, issuing work permits for school infrastructure construction sites and supervising the program activities to ensure compliance with the safety and health laws.

Institutional Framework for Environmental and Social Systems under the KPEELP			
No.	**Institution**	**Responsibilities**	**Relevance to the program**
		among other issues	
h)	The National Construction Authority (NCA)	The NCA was constituted to regulate, streamline and build capacity in the construction industry. It oversees the Kenyan construction industry and coordinates developments in the sector to ensure an effective and sustainable industry. The authority oversees i) accrediting and registering contractors and regulating their professional undertakings, ii) registering all construction projects, iii) accrediting and certifying skilled construction workers and construction site supervisors, iv) commissioning research into matters relating to the building sector.	NCA will register sites and issue permits for construction sub-projects under KPEELP. It will also have a supervision role as part of its mandate to manage construction sites including safety aspects of construction of project and to assure quality of infrastructure constructed in the schools.
i)	Ministry of Health (Department of Public Health)	Public health officers play a critical role in the regulation and enforcement of the public health requirements. In Schools, they are required to: a) assess food handlers' health status, b) conduct impromptu visits to schools to check on food storage, food preparation process and sources and quality of water c) give advice bon quality standards for food and food storage and processing, and d) approve design drawings for school infrastructure before construction.	Public health officers will facilitate in promoting food safety, handling, sourcing, and storage in the beneficiary schools. Additionally, the officers will review and approve designs of proposed school infrastructure and ensure such infrastructure adhere to public health requirements.
j)	Department of Public Works (Public Works Engineers)	Public Works Department support schools by providing technical advice on aspects such as siting, development of designs, bill of quantities and supervision of the construction works to ensure quality construction of infrastructure in schools. They also review and approve design drawings. The department also issues the construction completion certificate necessary for prompting payment/handing over the facility to the schools/MoE.	MoE is expected to work in close collaboration with public works engineers on technical design and siting of proposed infrastructure to assure quality of such infrastructure.
k)	County Governments	The County Governments have powers to control or prohibit all businesses, factories and other activities including the proposed program which by reason of smoke, fumes, gases, dust, noise or other cause, maybe a source of danger, discomfort or annoyance to the neighborhood. They alos have powers to prescribe conditions that such businesses, factories, and other developers must comply with.	County Government and its relevant departments shall supervise program roll out within respective counties to ensure no activity being implemented will be a source of danger, discomfort or annoyance to the learners and the community at large.
Institutional Responsibilities for Social Systems			
l)	Commission on Administrative Justice (CAJ)	The Commission on Administrative Justice - Office of the Ombudsman is mandated to tackle maladministration in the public sector. In this regard, the Commission is empowered to, among other things, investigate complaints of delay, abuse of power, unfair treatment, manifest injustice or discourtesy. The	The commission shall engage with targeted Counties' Directors of Education to facilitate the avoidance of abuse of power, delay, unfair treatment and injustice to program beneficiaries.

	Institutional Framework for Environmental and Social Systems under the KPEELP		
No.	Institution	Responsibilities	Relevance to the program
		Commission is also mandated to oversee and enforce the implementation of the Access to Information Act, 2016.	
m)	Department of Social Protection	This Department is responsible for sectoral oversight and management, of all matters concerning children, older persons and persons with disabilities. It also overseas the development of policies on children, older persons, persons with disabilities and social development, management of statutory institutions.	The department will ensure the protection of children from the risks of GBV/SEA-H and child labor.
n)	Department of Labour	Responsible for sectoral oversight and management of all matters concerning employment, labour relations and working condition. It is responsible for implementing the National Labour and Employment Policy Management; and Industrial Relations Management The Department is also responsible for the promotion of occupational health and safety at work, carrying out workplace inspection, and implementing Workman's Compensation Policy.	The Department will ensure protection of workers from risks of GBV/SEA-H. It will also ensure that female workers involved in construction and female teachers have equal employment opportunities.
0)	Ministry of Public Service and Gender State Department of Gender	Responsible for sectoral oversight and management of all matters concerning gender. This includes implementation of the Gender Policy, special programs for women affirmative action, social empowerment of women, gender mainstreaming in ministries/departments/agencies, community mobilization, domestication of international treaties/conventions on gender, and policy and programmes on gender violence.	The department will assist in promoting equitable access to program benefits between women and men; monitoring of 30% access to government procurement opportunities for women, youth, and persons with disabilities; supporting activities targeting to reduce GBV and ensuring gender mainstreaming during the Program implementation.
p)	National Gender and Equality Commission (NGEC)	Responsible for oversight and surveillance of all matters concerning gender equality and equity;promoting gender equality and equity; coordinating gender main-streaming in national development; and facilitating gender main-streaming in national development.	NGEC will assist to ensure that there is gender equality and equity in access to program benefits including employment opportunities created through the construction activities and in teacher recruitment.
q)	Kenya National Commission of Human Rights	The main goal of KNCHR is to investigate and provide redress for human rights violations. It achieves this goal by researching and monitoring compliance with human rights norms and standards, carrying out education and awareness creation on human rights, facilitating training, campaigns and advocacy on human rights as well as collaboratig with other stakeholders in Kenya on human rights issues.	KNCHR will assist to investigate and provide redress for human rights violations, as well as in monitoring compliance with human rights norms and standards in basic education in the target Counties.

Institutional Framework for Environmental and Social Systems under the KPEELP			
No.	Institution	Responsibilities	Relevance to the program
r)	The Ministry of Education	The mandate of MoE is to ensure that all learners including those with special needs/disability and from minorities and marginalized groups have a right to free and compulsory basic education.	MoE will ensure the protection of learners from the risks of GBV/SEA-H and child labor The MoE will also ensure that all children have right to free and compulsory basic education

4.0 STAKEHOLDER ASSESSMENT AND CONSULTATION

59.   This section describes the outcome of the consultation process undertaken during the ESSA with specific highlights on some of the key issues discussed and recommendations made. A detailed description of the outcome of the national level consultations is provided under Chapter 6 of this ESSA.

4.1 Consultation with Stakeholder at County Level

60.   The stakeholders engaged at county level comprised County Directors of Education and TSC, and staff from line agencies such Social Protection, Public Health, Public Works, National Council of People with Disability (NCPWD), NEMA, DOSHS, NCA among others (Annex 4). The stakeholders appreciated involvement in the consultation process as it provides an opportunity for including their input into the program design. Of particular importance to the stakeholders was the involvement of the VMGs and IP communities who are often excluded from consultation processes during program design and implementation. Some of the key issues raised by the county stakeholders included:

4.1.1 Environmental and Social Impacts Identified

61.   The stakeholders identified additional potential E&S risks and impacts and risks relevant to the program that need to be addressed for successful implementation:

- **The risk of flooding of neighboring homes and other infrastructures** such as roads because of the large surface provided by the school roofs and lack of appropriate storm water drainage channels in schools. The stakeholders recommended that designs of proposed school infrastructure to provide for roof water harvesting and storage.
- **Poor infrastructure development** due to limited involvement of the relevant institutions such as NEMA, NCA, Department of Meteorology among others to guide in infrastructure development. Limited assessment has in the past led to poor siting of infrastructure in environmentally sensitive areas such as wetlands, wildlife corridors hence impacting on the ultimate learner safety. In the past some of the school infrastructures have been sited in slopy areas without due consideration to wind direction resulting in roofs being blown away. Limited supervision by DPW officers have led to low quality infrastructure that are costly to maintain. On this basis, there is need to involve all relevant government agencies in the design, siting, and supervision of school infrastructure.
- **Non provision of a fence** around schools has resulted in increased incidences of insecurity and theft of building materials resulting in schools incurring additional expenses.
- **Unavailability of adequate land for establishment of school infrastructure** may necessitate the MoE to consider storey building during the design of school infrastructure.
- **Ineffective communication and disclosure of program information** may lead to increased complaints and grievances from stakeholders. For instance, the selection criteria for awarding of school grants needs to be robust as well as effectively communicated and disclosed to stakeholders. Any delays in disclosure of project information may result in increased complaints from stakeholders and especially Politicians.
- **Climate change related impacts** such as excessive rainfall leading to mudslides and flooding, that adversely affect school infrastructure and cause disruption in learning activities. It is important to ensure the planned school infrastructure are climate proofed.
- **School fires as a result of the school meals program** presents safety risk to learners and school infrastructure. This is a growing concern given the ongoing unrest in schools and increasing incidences of school fires by learners.
- **Increased demand for fuel wood** for the School Meals Program (SMP) presents the risk of child labor and environmental degradation especially in ASAL areas where availability of fuel wood is a challenge.
- The SMP may also lead to **increased demand for water** presenting a risk of increased pressure on the available water resources especially in the ASALs. This may also lead to the risk of child labor where learners are requested to carry water for food preparation.
- Lack of **guidelines for handling and disposal of sanitary waste** in schools presents the risk of pollution. Presently the sanitary waste is disposed in pit latrines causing the pit latrines to fill up quickly. There is need to improve on sanitary waste management.

- There is **increased risk of GBV/SEA-H** especially where learners have to walk for long distances to and from schools. The Program should therefore put material measures for prevention, response, and overall management of such risks.
- The program is likely to face **sustainability challenges** especially in the continuation of intervention such as the scholarships after end of the Program. The Program need to incorporate sustainability measures in all activities.
- The pastoral communities especially in counties such as Narok and Turkana need to be **sensitized on the importance of education** so that they can appreciate the value of education and minimize engagement of learners in their pastoral lifestyle.

4.1.2 Additional Stakeholders To be Involved in Program Implementation

62. Due to their mandate and role additional stakeholders were identified to support successful implementation of the program. These include:
- The Ministry of interior plays a key role in some of the educational programs such as the Elimu scholarship, community mobilization as well as addressing grievances experienced within the education system.
- The County Scholarship Committee composed of religious leaders, relevant County departments, VMGs and IPs for management of the Elimu scholarship. The performance of this committee has been outstanding.

4.1.3 Challenges impeding access to education

63. The participants also noted that there are numerous challenges affecting access to basic education which need to be addressed. These include:
- Participants noted that efforts aimed at facilitating learner's re-entry and reintegration in schools are constrained by lack of caregivers for the babies and limited access to financial resources for child support. To address the challenge, the following were recommended:
  o Sensitize parents and caregivers on positive parenting to enable them to accept to support the young mothers.
  o Pilot provision of caregiver services within the school to allow for the young mothers to learn. This can be modelled around the Safaricom's caregiver services, which has been a success.
  o MoH should learner friendly advocacy services on sexual and reproductive health.
  o MoE to ensure provision of psychosocial support to learners who have experienced teenage pregnancies.
- **MoE needs to ensure that schools provide a disability friendly environment**. The limited access to requisite assistive devices, disability-friendly infrastructure has limited access to education for children with disabilities. In addition, MoE needs to ensure that teachers need to have basic skills for engaging learners with special needs and disability as this will go a long way to facilitate integration of such learners. MoE can enhance these efforts by:
  o Sensitizing parents with disabled children to encourage such learners to attend school,
  o Facilitating access to bursaries and scholarships for disabled learners as in most cases such learners are not considered.
  o The MoE to ensure effective collection of up to date data on the number of disabled children and type and form of disabilities to inform planning and effective inclusion of learners with special needs in the education programs.
  o Based on the data, MoE to review its policies and guidelines so as to factor issues of disability issues.
- **The current unrest in schools** has been attributed to the policy of no capital punishment in school as well as inadequate number of teachers to provide counselling support to students. This has led to a few students being taken to court and ultimately to jail, hence impeding learning and hindering their career development. To address, the following were recommended:
  o Review the policy on capital punishment in schools with a view to documenting experiences, lessons learned and developing ways for disciplining errant learners;
  o Provide more teachers in schools to offer psychosocial support to learners;
  o Engage stakeholders such as gender and social protection department to widen provision of psychosocial support to students;
  o Sensitize teachers on alternative forms of positive discipline whose uptake remains low; and
  o Sensitize parents and caregivers on positive parenting and disciplining strategies.

- **Drugs and substance abuse and adverse impacts of tourism** have affected schooling in coastal towns and along the lake shores. High poverty rate is among the main cause of learners engaging in sex tourism and drugs and substance abuse. The stakeholders identified enforcement of the Children Act as priority in addressing these social ills and recommended that:
    o The MoE to work with the Ministry of Tourism to develop policies and measures to address sex tourism in hotels.
    o Both Ministries to work with hoteliers to prohibit child sex tourism.
- **Prevalence of child and forced labour, which affects access to education:** the stakeholders noted that child labour varies depending on the specific County's economic activities. Examples of child labor include engagement in economic activities such as gold mining in Siaya and Nariomoru in Turkana, boda-boda business, ferrying illicit brews, sand harvesting, farming, and fishing. All these have led high school drop-out rates. Measures recommended to address this are**:**
    i) Develop a multi-sectoral approach in mitigating child laborur/forced labor.
    ii) Enhance enforcement of the law on child labour related issues.
- **Insecurity: This is especially prevalent in Turkana County** along its local and international borders. Such insecurity normally disrupts school progress especially in areas around Kibish, Loima, Kapedo, Oropoi and Kainuk and access to education for children in those areas. To address this, the MoE should adopt the multi-agency collaborations in handling insecurity.
- **Long distances to and from schools and poor road networks**: vastness and terrain affect access to schools in areas such as Mt. Elgon and Turkana. This contributes to late learner enrolment and attendance to schools and, in some cases, dropout from school at early stages. To address, these stakeholders recommended the need to build more schools to reduce the distance travelled.

4.2   Outcome of Consultations with VMG and IP Communities
64.   The consultation process also engaged VMG community members such as PLWDs, those from minority clans, youths, the elderly, and women. IPs consulted included representatives from Sengwer in Narok, Ngikebotok in Turkana, Duruma in Kwale, Ngulia in Makueni, and Ogiek in Mt. Elgon. Some of the issues raised by the VMGs/IPs include:

- Inclusion **of IP and VMG communities:** while the MoE has in the past ensured effective representation VMG and IP communities in interventions such as scholarship, BOM, there is still need to such communities have access program to benefits and are routinely consulted on KPEELP activities. Some of the suggested strategies to include:
    o Ensure that the IP/VMG communities are represented in the various Scholarships Committees
    o Ensure full involvement of the parents and school management in the identification of needy students for scholarship program. Where feasible the Head Teachers should be in the beneficiary's identification as they are more familiar with the socio-economic status of the learners in IP and VMG communities..
    o Ensure adequate sensitization of the community and parents on the Program include disclosure of project information and in particular, the scholarship information.
    o The entry qualification (cut off points) for award of scholarship needs to be lowered for candidates from VMG and IP communities as a strategy to ensure their inclusion of the scholarship cut line that is based on the performance ranking.
    o Conduct routine monitoring of scholarship program to understand progress and address challenges as implementation continues.
    o The scholarship program needs to consider needy students who have been admitted to private schools as some of them are in such schools through sponsorship. In the past such learners have been excluded on the assumption that they are from well off families.

- **Lack of basic infrastructure** such as water, electricity, teachers housing in many of the hard-to-reach schools located in IPs and VMGs communities. This is especially in some of the areas where the Sengwer and Ogiek live that are completely inaccessible due to poor road network. It was therefore recommended that the design of school infrastructure to be done under the Program needs to be comprehensive to allow for provision of water harvesting, source of energy, , teacher houses.
- **Some schools are also inaccessible** due to poor road network which has impeded learning and delivery of construction materials. The stakeholders recommended the MoE to engage Kenya Rural Roads

Authority (KERRA) and County Departments of Public Works to consider the aspect of access roads to school.

- **The wide digital divide amongst schools**, which was manifested during the lock-down needs to be addressed. Digital learning in many of the schools in rural areas was impeded by the lack of electricity and internet connection. Thus, connection of schools to electricity, provision of internet and training on digital skills were recommended as some of the ways to address the digital divide. These too should be considered in the design of the Program.
- **Nomadism is** a serious impediment to access to basic education affecting schooling for learners from pastoral communities leading to high school dropouts and low completion rates. Provision of boarding schools in affected areas was identified as a possible solution since it will enable the learners to stay in school as parents migrate in search of pasture and water. It was recommended that the MoE consider constructing boarding (primary and secondary) schools in the affected areas.
- There is also **increased** cases of parents taking advantage of **teenage pregnancies** to marry off the young girls to elderly men thus constraining the re-entry and re integration efforts of MoE. It was recommended that more advocacy and awareness on the policy and benefits of re-entering the learners back in school be undertaken.
- **Limited access to medication by learners with long-term health conditions** such as HIV/AIDS, Asthma, Diabetes, is a barrier to schooling participation. It was recommended that the MoE to liaise with MoH for a more consistent treatment support including provision of psychosocial support to learners with long-term health conditions.
- Due to the **increasing cases of land disputes** affecting schools, the MoE should no longer rely on community land donation. In addition, due to increasing land scarcity, the MoE and its partners should consider buying land to build school as private land for sale is readily available.
- **Increasing cases of school unrest and destruction of school property**: It was noted that there are increasing incidences of school unrest that in some instances, instigated by teachers. MoE to engage stakeholders in identifying appropriate strategies for handling such cases.
- **Teacher shortages especially in ASAL counties**: stakeholders observed that there are serious teacher shortages in some areas especially those inhabited by the Sengwer and Ogiek communities. Parents are forced to hire teachers whom they cannot sustain as their income levels drop thus impeding learning in such schools. It was recommended that TSC/ MoE increase the number of teachers is these areas. On teacher deployment, it is important to ensure that teachers from VMGs/IPs communities to remain in specific schools as they are familiar with the local conditions (insecurity, distance covered to access schools, poor roads etc) of the area instead of employing teachers from other areas of the nation who immediately seek for transfer. The challenge of **teacher shortage** is further amplified by the lack of decent teacher housing especially in remote areas. It is important to consider teacher housing/accommodation as part of school infrastructure under the proposed program especially in IP and VMG areas.
- **School input should** include provision of assistive devices for the students with disability such as hearing aids, wheelchairs among others.
- Ensure **adequate sensitization on the education policies** such as the guidelines on re-entry as many parents do not understand them. Due to this, many young mothers do not go back to school and are married off to older men.
- MoE to **provide guidelines** on prevention, response, and management of survivors. This needs to be couple with sensitization of parents, learners, and teachers on prevention of GBV/SEA risks.
- The **selection criteria** for the 10 educationally disadvantaged counties as well as the scholarship program needs to be very clear, robust and needs to be disclosed to avert any complaints and grievances.
- There is need to **provide psychosocial and mentorship support** for teenage mothers as they go back to school. Is it possible that teenage mothers are supported with cash transfers to enhance implementation of the re-entry policy. This is because many teenage mothers lack necessary resources and support for child causing them to drop out from school to provide for their children
- The MOE policy on school capitation is done based on number of leaners in a school. This needs to be reviewed so that funds are sent to school based on the needs in each school.
- Ensure all school inputs such as textbooks, food items need to be delivered to the school to cut on additional logistical costs. On the same note, MoE to ensure provision of adequate sanitary towels especially for girl child in remote areas.

- The **design of the SMP** should include provision of support staff to handle food preparation water and source of energy. The school infrastructure component needs to include construction of construction of kitchen and food store especially in schools where these are lacking.
- **Ensure** effective **engagement of stakeholders** such as officers from NCPWD in the implementation of the school infrastructure to ensure provision of facilities and features for the disabled. In addition, stakeholders such as NCA, NEMA, Public Works are instrumental in ensuring the quality of the school infrastructure and ensuring engagement of reputable contractors.

4.3   Management of Grievances at Community Level

65.   Various IP communities have their own culturally appropriate grievance redress mechanism. However, when a dispute cannot be resolved through such existing mechanisms, complaints are mostly referred to the village elders referred to as *Nyumba Kumi*. In cases where the complaint cannot be resolved at this level, it is referred to the sub chief, who again refers it to the chief if the dispute is still not resolved. The chief distinguishes between civil and criminal cases and refers all criminal cases to the police. For civil cases, the chief in close cooperation with the village elders, again address the complaint and if unable to resolve the matter, advises the parties to seek judicial recourse. The community were quick to add that the judicial recourse is time consuming and expensive and recommended to have an MoE wide GRM that they can fall back to when disputes related to the education sector cannot be resolved at community level. On this basis, it was recommended to establish GRM structure that can be applied in MoE and to enhance its effectiveness and utilization, the stakeholders including community members should then be sensitized on it.

5.0 ASSESSMENT OF PROGRAM ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEM

66.   Under the PforR financing, the borrower's system – which refers to the policy, legal, regulatory and the institutional requirements including environmental and social management procedures – will be applied in the management of environmental and social risks and impacts associated with the Program activities. In this regard, the Bank policy for PforR requires that the applicable borrower systems are assessed in terms of: i) their consistency with the ESSA core principles; and ii) their effectiveness in management of the Program environment and social risks.

67.   Based on the findings of the assessment, material measures to address potential gaps and strengthen the Program's system for E&S risk management are made. Subsequently, two methods were used to assess the effectiveness of the borrower's system in management of E&S risks. These included i) stakeholder consultation to assess system performance against the six (6) ESSA Core Principles in line with program activities such as school meals, teacher deployment and school infrastructure construction, and ii) a SWOT (Strength-Weaknesses-Opportunities-Threats) analyses, which is adapted and applied to the PfoR context as follows:

- Strengths of the system in terms of its functionality, effectiveness, efficiency, and consistency with Bank policy for PforR
- Weaknesses, inconsistencies, and gaps in the system as compared with the Core principles under the Bank policy for PforR and capacity constraints.
- Opportunities and key actions for strengthening the existing system to make it effective, efficient and consistent with Bank policy for PforR.
- Threats and risks to proposed program actions designed to strengthen the borrow environmental and social system.

5.1   Stakeholder Consultation on System Performance

68.   In Kenya, **the School Meals Program (SMP)** was initiated by the World Food Program (WFP) and later handed over to MoE. Before handing over, WFP had developed a manual for operationalization of the SMP including describing management structures, food handling and storage as a strategy to ensure food quality and safety. The MoE also has established guidelines for procurement of food items which provides for the formation of structures such as Tendering, Evaluation and Acceptance Committee. The role of the committee is to ensure that good quality of food items are procured. The manual was fully adopted for all the schools benefiting from the program and still in use. Currently, out of the total number of schools (12,285) to be targeted under the SMP, only 3,475 schools (15%) are benefiting from the program where about 1,841,555 leaners are provided with fortified school meals. The KPEELP operation is informed by: a) the experience of the Kenya GPE COVID- 19 Education Response Project. Learning Continuity in Basic Education Project (LCBEP) project that is currently implementing the SMP; and (b) findings of an assessment conducted in June 2020, of the school meals program (SMP) supported by the World food Program (WFP). The findings indicated that the SMP is well received and appreciated by both children and parents as a key enabler for learners to attend and participate actively in school. The WFP supported the MoE in developing a manual for operationalization of the SMP that provided guidelines on food quality, food sourcing and storage, and overall management and monitoring of the program and responsibilities of those involved. The manual was fully adopted for all the schools benefiting from the program and field officers trained on how to manage the home-grown SMP. It is worth noting that schools not in the SMP especially the day schools were not following the guidelines.

69.   In the **refugee camp-based schools,** World Food Programme (WFP) provides in-kind food assistance to primary school learners in Dadaab and Kakuma, as well as cash transfers for primary schools in Kalobeyei to purchase food for their learners. However, WFP has been facing funding shortfalls in their pipeline assistance to refugees. The Program will therefore support the shortfall and MoE will continue to coordinate with WFP for this intervention.

70.   While the SMP is instrumental in enhancing access to education and learner retention its implementation is impeded by i) lack of funds limiting the scope and scale of the SMP to deliver on its well-intended objectives, ii) limited engagement between key stakeholders for synergy on the sourcing, handling,

delivery, distribution, and storage of food in schools, iii) lack of adequate resources and personnel in the department of public health, thereby limiting its capacity to conduct routine spot check for food quality assessments, iv) laxity in adherence to the PH Act guidelines by schools such as the requisite public health certificates, v) limited financial resources for schools to hire support staff to assist in food preparation in schools, v) limited availability of water and energy for food preparation especially in ASAL Counties such as Kwale, Turkana, Garissa, Wajir.

71.   Based on above findings, it was noted that the borrower's system does not provide for a nation-wide mechanism for management of E&S risks associated with the SMP. However, SOPs on food sourcing, handling, transport, storage, and preparation, need to be prepared and operationalized in the Program.

72.   **Scholarship program:** The Elimu Scholarship Programme (ESP) is implemented under the Equity Bank Group. The system provides guidelines for implementing the ESP, which outlines the application process, beneficiary targeting, including verification of genuine and needy applicants. The guidelines have also outlined the established structures for management of the ESP where the County committee composed of representatives from MoE, TSC, religious leaders, Ministry of Interior, IPs and VMGs, is the main unit responsible for implementation of the ESP. The County committee is rated as effective in the targeting process and has ensured inclusion of IPs and VMGs. In Turkana County, for example, learners in refugee host schools have benefited from scholarships provided by government under the ESP. The ESP has also enabled a few refugee learners to access free primary and secondary schooling, further attesting to the robustness of the County Committee in ensuring inclusion of IPs/VMGs and refugees. Further, the ESP also provides scholarships for learners who want to study in secondary schools other than those located within and around the refugee camps.

73.   From the implementation of the Elimu Scholarship Programme, it was evident that there was limited visibility of the MoE even though the resources of the program are provided by government (i.e., MoE). Visibility of the government (MoE) in providing scholarships to different groups of learners will need to be strengthened under this PforR.

74.   The assessment revealed that besides the ESP, there are other scholarship programs in the Counties by the County Governments, Banks (Kenya Commercial Bank, Cooperative Bank, Family Bank, just to name but a few) and other institutions such as the Jomo Kenyatta Foundation, Presidential Secondary Bursary, Constituency Development Fund (CDF) that have also established their own guidelines for identifying target students. All these varied scholarship programs have i) different terms and conditions; ii) provide different forms and level of support (some provide psychosocial support to the beneficiaries while others do not); iii) others provide insufficient/inconsistent financial resources that do not make any meaningful impact; that is, the amount of scholarship provided is too small to enable the learner to complete the learning program. The ESP also excludes learners from private schools who may also be needy, which can be seen as being discriminatory. The KPEELP will complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships by Jomo Kenyatta Foundation (JKF).

75.   **School Infrastructure ES Risks Management:** Through the school capitation fund, schools have been undertaking infrastructure improvement through renovations and/or new constructions. The MoE provides guidelines for use of the school capitation grants with emphasis on strict adherence to the Public Procurement and Asset Disposal Act. The schools also develop School Infrastructure Development Plans (SIDP), which prioritizes the infrastructure to be undertaken in a particular school. Boards of Management work with the Public Works Officers to ensure adherence to the designs as well as quality of infrastructural work. To this end, officers from the Public Works Department are engaged to provide technical advice on aspects such as siting, development of technical designs, bills of quantity, support contractor selection process, ensure adherence to construction related standards as well as issuance of completion certificate necessary for prompting payment and handing over of the infrastructure to schools upon completion.

76.   The consultations showed that there is sporadic screening and assessment of school infrastructure for environmental and social risks, which points to partial non-compliance with the legal requirement as enshrined under the EMCA, 1999 (amended in 2015). The implication is that the; i) requisite instruments for E&S risk management are not often developed, thereby presenting an environmental and social

sustainability risks to the school infrastructure, and ii) there is limited understanding of environmental and social risk management by the MoE.

77.   Although Public Works are involved in school infrastructure development processes, their involvement is limited due to the inadequate number of public works officers in the country and lack of logistical support to facilitate their visits to schools to oversee infrastructure construction. Furthermore, there is hardly engagement with other regulatory institutions such as NEMA and Public Health to inform the design as well as other technical aspects of the construction of school infrastructure projects. While the Public Works have supported the development of a "model school" design to guide not only the design but also the siting of the various infrastructure within the school compound for complementarity, its application remains limited. There is need therefore for engagement of Public Works and other regulatory agencies (NEMA, NCA) in reviewing the design of proposed school infrastructure and supervising the construction to ensure compliance with requisite policies, laws, regulations and procedures.

78.   In **refugee host schools**, structures exist, between the MoE and development partners such as the UNHCR. The Education Working Group in Turkana West Sub-County coordinates refugee's education including deployment of teachers and school supplies. Infrastructure at refugee host schools is insufficient and inappropriate. Few buildings exist in schools contributing to high pupil classroom ratios. In boarding schools, buildings are utilized as classrooms during the day and dormitories at night. Laboratories have insufficient equipment hindering effective learning. Refugee learners are not included in the national education system thus they are not benefitting wholly from the system.

79.   The assessment observed the acknowledgement of the MoE in related weaknesses and recommends the revision of their safety manual for schools to ensure inclusion of ESHS aspects. The MoE does not have dedicated E&S officers and thus need to be capacitated. Additionally, there is need for capacity building for the MoE officers on E&S management.

80.   To address these challenges, the KPEELP will improve teacher deployment in target schools with the highest PTR addressing low learning achievement in the target schools. Additionally, the TSC will implement an equitable teacher allocation and deployment initiative under the Program.

81.   **Grievance Management:** The MOE at both national, County and school management have a GRM system in place that is documented in its service Charter which has provisions on grievance redress including the reporting channel and grievance handling procedure. Complaints received at school level are recorded in the grievance registers and appropriate responses provided in writing. The GRM allows complaints to be lodged through anonymous letters or verbally. In addition, complaint and suggestion boxes are provided as additional avenues for reporting. Furthermore, grievances are responded to within a stipulated time frame. For instance, sexual offences grievances must be addressed within 3 months. At school level, there are also teachers who provide guidance and counselling services to students and to whom the learners can report complaints. In case a complaint cannot be resolved at school level, it is escalated to County or National level without fear of retribution. At the national level, the MoE has an Education Tribunal that deals with education complaints/grievances.

82.   However, the **GRM system** has some challenges. The MoE has established different GRMs for the various World Bank financed projects such as SEQIP, but these are not harmonized. Thus, there is need to design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies to create a harmonized MoE-wide GRM system.

5.2   Strength, Weaknesses, Opportunities and Threats (SWOT) Analysis of the Program Systems Against the ESSA Core Principles

This section presents the analyses of Strength, Weaknesses, Opportunities and Threats against the ESSA Core Principles.

Table 5: Core Principle #1: General Principle of Environmental and Social Management

Core Principle 1: General Principle of Environmental and Social Management
Bank policy for PforR*: Environmental and social management procedures and processes are designed to (a) promote environmental and social sustainability in the 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*
Bank policy for PforR: 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 of all the projects; (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; € 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 Kenya has an adequate national policy, legal and regulatory framework for environmental and social management. Technical guidelines for environmental and social due diligence exists in relation to potential impacts of the program. Under existing World Bank funded programs, environmental and social procedures have been satisfactory. However, implementation has not consistently been up to standard, and are challenged by insufficient resources and systemic weaknesses in, for example, preparing and implementing ESIAs and monitoring implementation of impact management measures. Core Principle 1 is considered relevant as environmental and social management (ESM) will be required for civil works such as renovation, construction and expansion of school infrastructure under the Program. Measures will also be needed for quality assurance to enable construction of habitable and safe infrastructure.

STRENGTHS	WEAKNESSES
• The Government has robust systems: (a) to promote environmental and social sustainability in the 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 • There is clear articulation of institutional responsibilities to support implementation of ES plans in the regulations. • The National ESIA system provides a comprehensive framework for environmental screening and broad impact	The implementation of the existing policy, legal and regulatory provisions faces challenges such as: • Limited familiarity and understanding of the legal requirement's related to ES screening and assessments by the Implementing Agency (MoE) • Insufficient human and financial resources at MoE to ensure fidelity of implementation of the systems and compliance monitoring • Inadequate qualified human capacity within the implementing agencies and at County levels to support management of ES risks

Core Principle 1: General Principle of Environmental and Social Management	
assessment and management of E&S risks consistent with the Core principle 1. • Country systems have policies and legislations on public consultation.	• Unavailability of guidelines for social risks screening potentially resulting in non-inclusion of social risk mitigation measures in ESIAs. • Low quality ES assessment that does not comprehensively describe the ES risks as well provide feasible mitigation measures. • Inadequate follow up on compliance after issuance of the NEMA license and other statutory approvals. • Limited audit of ES management plans to allow for feedback and integration of ES measures during implementation of projects. • Implementation of the ES management plans that outline mitigation measures is challenged by the lack of clarity on the roles and responsibilities of the different agencies. • Assessment of project alternatives is a requirement before finalizing site, design and technology. However, these analyses of alternatives are usually done retrospectively to justify the selected site, design and technologies without due consideration to ES risks. • Limited documentation of the GRM to allow for prompt feedback and addressing of stakeholder complaints. • Limited engagement of relevant stakeholders during consultation for ES risk screening and assessment. • Both the MoE and TSC have familiarity with the ESF presenting a risk of ineffective management of the downstream impacts of IPF component.
OPPORTUNITIES • The MOE and TSC who are the key implementing agencies have experience in implementing World Bank funded projects under the IPF financing. As such, they have knowledge and experience in the World Bank's safeguards policies. However, both the MoE and TSC have limited familiarity with the ESF and this Program and in particular the IPF Component, provides them a great opportunity to familiarise with its requirement and implementation • The MoE is receptive to the opportunity for capacity development and system strengthening to enhance ES risk management under the Program. • There is already good collaboration and engagement of other government agencies in the design and implementation of	**RISKS** • Limited engagement of relevant stakeholders for management of ES risks • Inadequate resourcing (human, financial) of key implementing institutions for ES risk management. • Inadequate capacity building of implementing agencies on E&S management • Limited supervision, monitoring and reporting on ES risk management **LEVEL OF RISK - MODERATE**

Core Principle 1: General Principle of Environmental and Social Management	
infrastructure and in management of ES risks at the County and national level. Examples include the existing collaboration with Public Works and Ministry of Health. • The MoE is open to the opportunity of hiring external environmental and social expertise to enhance ES risk management in its operations.	

Table 6: Core Principle #2: Natural Habitats and Physical Cultural Resources

Core Principle # 2: Natural Habitats and Physical Cultural Resources	
Bank policy for PforR*: 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.*	
Bank policy for PforR: 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. • Takes into account potential adverse effects on physical cultural property and, as warranted, provides adequate measures to avoid, minimize, or mitigate such effects.	
Applicability The provisions in Core Principle # 2 are considered as part of the ESIA process analyzed under Core Principle #1. The program will not support activities that will either impact or be implemented in natural habitats and areas of cultural significance. School infrastructure construction activities will not likely generate significant adverse impact on natural habitats and physical cultural resources as all the civil works will be within the boundaries of existing schools. However, all sub-projects under the school infrastructure activities will be subjected to screening and appropriate mitigation measures put in place to manage all potential ES risks. This includes reviewing the siting of proposed infrastructure to ensure they are not located in natural habitats or areas of cultural significance as prescribed in the exclusion list. In addition, chance finds procedures will be embedded in construction contracts and supervised appropriately.	
STRENGTHS • The existing system especially the Environmental Management and Coordination Act - EMCA, 1999 (amended 2015) provides for protection of physical cultural resources, including screening for archaeological, historical and cultural sites to ensure environmental and social sustainability.	**WEAKNESSES** The weaknesses identified for Core Principle # 1 are applicable to Core Principle # 2.

Core Principle # 2: Natural Habitats and Physical Cultural Resources	
• The assessment incorporates in program design and implementation appropriate measures to minimize or mitigate possible adverse impacts on the natural habitats, archaeological sites and cultural resources, with involvement from strong institutions such as NEMA and National Museums of Kenya.	
OPPORTUNITIES The opportunities identified for enhancing ES system performance for Core Principle # 1 are applicable to Core Principle # 2.	**RISKS** The risks are similar to those identified under Core Principle # 1 LEVEL OF RISK – MODERATE

Table 7: Core Principle #3: Public and Worker Safety

Core Principle # 3: Public and Worker Safety
Bank policy for PforR*: Environmental and social management procedures and processes are designed to protect public and worker safety against the potential risks associated with (a) operations of facilities or other operational practices developed or promoted under the program; and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.*
Bank policy for PforR: As relevant, the program to be supported: • Promotes 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. • Promotes the use of recognized good practice in the production, management, storage, transport, and disposal of hazardous materials generated through program construction or operations; and promotes the use of integrated pest management practices to manage or reduce pests or disease vectors; and provides training for workers involved in the production, procurement, storage, transport, use, and disposal of hazardous chemicals in accordance with international guidelines and conventions. • Includes 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 In its design, the program includes school infrastructure construction activities, which are likely to cause OHS risks to workers and community or individual health. In this context, Core Principle 3 is applicable. Promoting community, individual, and worker safety through the safe design, construction, operation, and maintenance of physical infrastructure is an essential part of Core Principle 1 and is recognized as an essential element of ES assessment good practice. Management of OHS risks is addressed in the ESMP and is part of the ESIA process of the Kenyan ES risk management system.

STRENGTHS	WEAKNESSES

Core Principle # 3: Public and Worker Safety	
• The ESIA process in Kenya sets the requirement for screening of all construction related subprojects to ensure that OHS risks are flagged early on during project design and measures to manage the same are provided. • Agencies such as DOSH and NCA provide guidelines on management of construction sites, ensuring public and workers are safe from risks related to infrastructure construction and operation. • The NCA and DOSHS are also responsible for management of construction activities, including issuance of permit for construction sites to ensure effective management of OHS risks. Both agencies do conduct routine audits to check compliance with OHS standards. • E&S systems has elaborate provisions for addressing CHS impacts and risks related to construction activities (noise, air and water pollution) and to worker influx (GBV/SEA/SH, transmission of HIV/AIDS and other STDs, and COVID-19, etc.).	• Limited involvement of the relevant agencies such as NCA and DOSHS in construction related activities in schools to provide guidance on management of OHS impacts and risks. • Limited compliance monitoring of school infrastructure construction to ensure adherence to set national standards due to limited staff capacity and inadequate financial resources among DOSH and NCA. • Weak coordination among MoE, DOSHS and NCA resulting in inadequate attention to OHS requirements, particularly at the County level. • There is general lack of awareness on the part of the MoE and TSC on public health and safety issues, particularly in relation to exposure to workplace safety aspects in schools and school construction works. • There is poor maintenance of school infrastructures by MOE during operational phase to ensure they remain safe for learners and the public. • Limited familiarity and understanding by the implementing agency (MoE and TSC) of the legal requirements related to OHS risk management. • Inadequate consideration of OHS risks in infrastructure projects as the MoE hardly prepare ES instruments for their infrastructure projects. • Non-inclusion of worker safety provisions specially and ES provisions generally in civil works, contracts bidding and documents. • Limited implementation of ES management plans and hence sub-optimal mitigation of OHS risk. • Lack of clarity on the responsibility of the different agencies (MoE, TSC, contractors) on implementation of OHS. • Weak workers' GRM system, which does not allow for addressing workers complaints and concerns on OHS. • Poor siting of infrastructure in wildlife corridors impacting on learner safety,

Core Principle # 3: Public and Worker Safety	
	• There is need to climate proof new and existing school infrastructure, and the need to design school infrastructure to reduce risk of flooding • There is limited enforcement of the relevant provisions for addressing CHS impacts and risks related to construction activities (noise, air and water pollution) and to worker influx (GBV/SEA/SH, transmission of HIV/AIDS and other STDs, and COVID-19, etc. This is mostly due to inadequate human and financial resources to monitor implementation of the applicable provisions.
OPPORTUNITIES • Strengthening of country and county systems to manage Community and OHS risks • Strengthening capacities to enforce Community OHS implementation • There are also opportunities to strengthen guidelines to address safe management and disposal of sanitary waste and create capacities at the County level for the management of such waste.	**RISKS** • There is a likelihood of increased incidences of Community and OHS risks due to limited involvement of the relevant agencies such as NCA and DOSHS in construction related activities to provide guidance on management of construction activities. • Non-compliance with set standards by public/workers due to the general lack of information on public health and safety rights leading to increased cases of Community and OHS risks. LEVEL OF RISK – MODERATE

Table 8: Core Principle #4: Land Acquisition

Core Principle # 4: Land Acquisition
Bank policy for PforR*: 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.*
Bank policy for PforR: As relevant, the program to be supported: • 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 prior to taking of land or restricting access; • Provides supplemental livelihood improvement or restoration measures if taking of land causes loss of income-generating opportunity (e.g., loss of crop production or employment); and

• Restores or replaces public infrastructure and community services that may be adversely affected.

Applicability – NOT APPLICABLE
The Core Principle 4 is not applicable because all school infrastructure is to be constructed under the program will be done within the premises of existing schools. Any activities requiring land acquisition and/or resettlement of a scale or nature that will have significant adverse impacts on affected people or the use of forced evictions are excluded under the program.

Table 9: Core Principle #5: Cultural Appropriateness & Equitable Access to Program Benefit

Core Principle # 5: Cultural Appropriateness and Equitable Access to Program Benefits	
Bank policy for PforR: *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*	
Bank policy for PforR: As relevant, the program to be supported; • 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 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. • 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 The program is nationwide in scope and will be implemented in all counties where the indigenous people and vulnerable groups including the PWDs, women, youth and children are present and measures to ensure the VMG and IPs have access to program benefits will be put in place. The program design provides for the targeting of learners in educationally disadvantage counties through provision of school grants that will be used for provision of learning materials, sanitation facilities, water provision among other activities to improve on learning outcomes and the environment.	
STRENGTHS • Express Constitutional provision in Article 21 (3) that all State organs and all public officers have a duty to address the needs of vulnerable groups within society, including women, older members of society, persons with disabilities, children, youth, members of minority or marginalized communities and members of particular ethnic, religious or cultural communities.	**WEAKNESSES** • The national legislation categorizes IPs as part of VMGs and hence measures for targeting IPs may be impeded by the limited orientation towards cultural appropriateness and respect to their cultural beliefs and values. • There are no national and county guidelines for social assessments and hence identification of social risks and provision of appropriate mitigation measures are always missing in project ES screening and ESIA reports.

Core Principle # 5: Cultural Appropriateness and Equitable Access to Program Benefits	
- Express Constitutional provision in Article 27(6) for Affirmative Action to redress past disadvantage suffered by individuals or groups because of past discrimination and marginalization. - Express provisions in the Social Pillar of the Kenya vision 2030 to protect VMGs against discrimination. Existence of laws and regulations that explicitly protects, encourages and guide the rights of Indigenous Peoples (IPs) (referred to as Vulnerable and Marginalized Groups VMG in Kenya) to benefit from implementation of projects and ensure that development processes fully respect the dignity, human rights, economies, and cultures of Indigenous People - Express provisions on the County Government Act 2012, Section 35 (1.b) for gender equity and respect for minority rights in county level planning and development facilitation as well as in resource mobilization and resource allocation (Section 102). - Express provisions in the National Cohesion and Integration Act, 2008 that encourages national cohesion and integration by outlawing discrimination on ethnic grounds and promotes ethnically equitable distribution of public resources. - Express Constitutional Provisions for public participation - The 2006 Refugees Act (and the associated 2009 regulations) and the 2014 amendment to Security Laws and the recently updated Refugee Act (November 2021) provides that refugees should enjoy all the rights contained in the human rights treaties ratified by Kenya under the Constitution and its international commitments - The Act stipulates a "shared use of public institutions, facilities and spaces between the refugees and the host communities"; the inclusion at national and county level of refugees in sustainable development plans; and ensuring special attention to children within the integration of services between refugees and host communities. - Kenya has also signed and ratified the main international legal instruments governing the treatment of refugees and reflected in the Refugee Act, such as the 1951 United Nations Convention Relating to the Status of Refugees (1951 Convention) and the	- Limited compliance monitoring due to low budgetary allocation and inadequate staffing at both national and county level. - Weak capacity to disseminate information to promote social accountability and grievance redress mechanisms at National and County levels

Core Principle # 5: Cultural Appropriateness and Equitable Access to Program Benefits	
Kampala Declaration on Jobs, Livelihoods and Self-reliance for Refugees and Host Communities (2019) among others	
OPPORTUNITIES • There is an opportunity for capacity development of social accountability and grievance management. • There is an opportunity to domesticate some of the applicable social policies and legislations at national levels to the counties. • The program seeks to address iniquities in access to basic education by addressing disparities in gender in school participation as well as disparity in learning outcomes. • Opportunity to establish and publicise MoE-wide GRM • Opportunity to develop good stakeholder engagement plan that also capture the Refugee communities	**RISKS** • The risk of exclusion of IP's and VMG's from accessing program benefits such as scholarships, school grants • Risk of biased selection criteria, leaving out deserving schools from befitting from the program activities • Delayed procurement procedures that may affect timely implementation of the school infrastructure program • Limited stakeholder consultation and disclosure of information on the Program may result in conflicts which may hamper program implementation. • UNHCR highlights some refugee protection risks, notably the Government's announcement to close the camps in Dadaab and Kakuma by June 2022, which it has advised requires a balanced risk assessment. UNHCR and the Government have developed a Roadmap for Solutions for refugees in the camps which are governed under a Joint Commission for implementation. LEVEL OF RISK –SUBSTANTIAL

Table 10: Core Principle #6: Social Conflict

Core Principle # 6: Social Conflict
Bank policy for PforR*: Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes*
Bank policy for PforR: The program considers conflict risks, including distributional equity and cultural sensitivities.
Applicability –APPLICABLE The program seeks to reduce conflict by addressing inequities in access to basic education. The program will not undertake projects that will cause or exacerbate social conflict in fragile states, post-conflict areas or areas subject to territorial disputes, or cause social conflict or impact distributional equity or associated cultural sensitivities. Nevertheless, social conflicts may arise due to bias selection criteria for the school grants, scholarships, limited access to employment opportunities from the school infrastructure activities and teacher deployment processes.

STRENGTHS	**WEAKNESSES**

Core Principle # 6: Social Conflict	
• Express provision in national laws and specifically the National Gender and Equality Commission (NGEC) Act to reduce gender inequalities and discrimination against all VMG's and IP's. This will help guard against discrimination of VMGs in employment, construction activities and targeting for access to program benefits. • Express provision in the Employment Act on employer-employee relationship for management of contractor-worker relations during implementation of infrastructure activities. • Express provisions in the National Cohesion and Integration Act, 2008 that encourages national cohesion and integration by outlawing discrimination on ethnic grounds and promote equitable distribution of public resources. • Express Constitutional provision for public participation the ensures that all are consulted. • Provisions in both Country and County laws for minimum requirements for equitable access and benefits for the disabled, women and the youth in county and national government programs	• Inefficient grievance management systems that allow for timely resolution of complains registered at national and county level. • Limited understanding of alternative dispute resolution mechanisms within the MoE at both national and county levels, leading to delayed resolution and hence escalation of disputes and grievances. • Limited information disclosure and mechanisms for reducing social conflicts within MoE/ TSC at the national and county levels

Core Principle # 6: Social Conflict	
OPPORTUNITIES • Openness and willingness of the MoE and TSC for capacity development in social accountability mechanisms and in strengthening the existing GRM system. • The program seeks to address inequities in access to basic education by addressing gender disparities in school participation and learning outcomes. • Opportunity to design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies. • Opportunity to develop good stakeholder engagement plan to reduce grievances. • Opportunity to integrate contractual obligations in the legal agreements, contracts bidding and documents for compliance.	**RISKS** • Limited capacity for social risks identification and management • Lack of guidelines for social risks identification and management • Limited understanding of alternative dispute resolution mechanisms in place • Limited stakeholder engagement and disclosure process leading to social conflict • Political interference that exacerbates social conflicts LEVEL OF RISK – MODERATE

6.0 CAPACITY ASSESSMENT FOR MANAGING PROGRAM ENVIRONMENTAL & SOCIAL EFFECTS

83.   As outlined in the introductory section, the MOE and TSC are the key implementing agencies for the proposed PforR program. The two institutions have representation at both national and county levels that will facilitate the implementation of KPEELP. In the implementation of the program, the two agencies may work with the SAGAs comprising KICD, KNEC, NACONEK, KISE, KEMI and CEMASTEA. The SAGAs are all at national level and due to their affiliation with the MOE and TSC, they coordinate with the representatives of the two institutions in implementation of their mandate at the county level.

84.   This section, provides a detailed description of their mandates, core functions and assesses their overall technical, financial and human resource capacity in management of environmental and social effects associated with program activities. Based on the assessment, recommendation to address the capacity gaps are made for support through Technical Assistance under the IPF component

6.1   Directorate of Infrastructure

85.   Within the MOE, the Directorate oversees all aspects concerning development of infrastructure in Primary and Secondary schools as well as Colleges. While MOE does not have a separate unit responsible for management of E&S risks associated with school infrastructure activities, the national system as provided for in EMCA 1999 (and related revision of 2015) as well as other institutional requirements by agencies such as NCA, DOSHS and NEMA have been applied, albeit inconsistently for this purpose.

86.   The application of the system for management of E&S risks has been more evident at high school and college level where responsibility for implementation of the ESMP has been included in the contractor contract and compliance monitoring done by a multidisciplinary team comprising NEMA, NCA, DOSH especially for projects under donor financing. In primary schools however, management of E&S risks has been a great challenge due to: i) limited understanding on E&S risk management; ii) limited engagement of relevant Experts to support the management of E&S risks due to limited resources allocated for school infrastructure development and iii) limited engagement of and collaboration with key institutions such as NEMA, NCA, DOSHS, Public health department necessary to support adherence to compliance requirements. Consequently therefore, environmental assessments and development of instruments necessary for management of E&S risks are hardly done. In addition, compliance monitoring is also impeded by limited technical, human, and financial capacity within MOE.

87.   The Public Works Officers play a key role in school infrastructure where they support the development technical designs, Bills of Quantity including actual supervision of the construction and issuance of completion certificates necessary for prompting payment of the contractor. At the national level, there are only two public works officers seconded to MoE and given the magnitude of work under KPEELP, it is necessary to collaborate with Public Works Officers at the County levels for effective E&S risk management. The Directorate of Quality Assurance and Standards are also engaged to assess the status of school infrastructure and give recommendations. They work in collaboration with other departments such as the public health who provide advice regarding habitation status of the school infrastructure.

88.   In management of major school related disasters, MOE works with multiagency teams under the leadership of the County Commissioner including the County Disaster Management unit and the Quality Assurance unit of MOE. However, for small scale disasters, schools have a safety manual which provides guidance on specific actions by the learners, staff, parents, and other stakeholders to prevent, minimize or manage risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress. These measures include having fire extinguishers, holding fire drills, and guiding on the number of exits necessary for school infrastructure such as classroom and dormitories. While the school safety manual has been useful in averting and managing safety risks, it

needs to be reviewed so that it can be better aligned to emerging issues in schools as it was developed almost 15 years ago.

89.   Most grievances received in the Directorate are those related to procurement and their management is guided by the Public Procurement and Asset Disposal Act, 2015 and managed by the Public Procurement Tribunal. Other non-procurement related complaints and grievances are managed at the school level by the headteachers, the BOM, CDE (who chairs the county Education Board) and escalated to MOE at national level in cases where the issue could not be resolved at the county level. As stated earlier, the MOE has GRM developed under the various projects implemented with WB support and it may be necessary to harmonize all these GRMs for an MOE wide mechanism for addressing Complaints and Grievances (C&G).

90.   **Recommendations** for managing E&S effects related to infrastructure activities:
- Build capacity of MoE staff, school head teachers, their deputies, BOM and the county public works officers on E&S risk management including appointment of focal persons to spearhead compliance monitoring.
- Develop guidelines on management of E&S risks for application within MOE. This should include a checklist for undertaking compliance monitoring.
- MOE to ensure engagement of the relevant stakeholders/institutions such as DOSHS, NCA, NEMA, Public Health etc to support adherence with compliance requirements.
- Ensure mainstreaming of the Environmental Social Health and Safety (ESHS) clauses are included in the contract bidding documents.
- Where feasible establish a unit on E&S risk management within MOE and assign qualified staff to guide MOE in this regard.

6.2   State Department of Early Learning and Basic Education

91.   The Department has a wide experience in the implementation of School Meal Programme (SMP) in schools. Some of the challenges that have impeded its successful implementation include: i) lengthy government procurement causing delays in delivery of food items; ii) delivery of food items to Sub-County stores instead of the target schools hence triggering the need for additional transportation costs that are not budgeted; iii)inadequate storage facilities within target schools for safe storage of food items posing food safety risks, iv) lack of water, source of energy and support staff necessary for food preparation; iv) risks of child labor where learners are requested to bring firewood or water for food preparation and finally v) the risk of environmental degradation caused by the need for firewood for food preparation. Besides these challenges, there also limited engagement of stakeholders such as DOSH, NEMA and Public Health to support the sourcing, handling storage and preparation of food that is of good quality and safe for consumption by learners.

92.   Through the support of WFP, the MOE established guidelines for management of SMP to ensure that the food is safe for public consumption. However, given the scope of the SMP under KPEELP, it is necessary to review these guidelines to better address some of the challenges experienced in the implementation of the SMP.

93.   The GRM is similar to that applied under the Directorate of infrastructure and therefore, the recommendation made also apply in this case.

94.   **Recommendations** for managing E&S effects related to the school meals program:
- MOE to ensure that food items are supplied directly to the target schools to cut on the additional transportation costs.
- The design of the SMP should be comprehensive enough to include provision for storage of food items, water, energy as well as support staff necessary for food preparation.
- Procurement and ultimate delivery of food items to be synchronized with the school terms dates to avoid unnecessary delays.
- MOE should ensure adequate engagement pf the relevant stakeholders in the sourcing, handling storage and preparation of food. This stakeholder to include PHO, DOSHS, NEMA etc.

- Sensitize the teachers and the school BOM on E&S risks associated with SMP and necessary actions for effective management.
- MOE to assess the outcomes of Biogas pilots and analyze existing practices on using Biogas in schools as long-term provision of renewable sources of energy in primary schools
- Review the SMP guidelines to address experiences gathered so far.
- A policy to guide management of SMP is currently under development and a TA could support its finalization and approval
- MoE to prepare and adopt an Environmental and Social Management System (ESMS) that include:
- SOPs for Environmental, Social, Health and Safety, Community and Occupational Health and Safety (OHS) to address the risks of child labor, SEA/SH etc
- Review and update the School Safety Manual developed in 2008 to address emerging issues such as school fires;
- Guidelines for inclusion of ESHS clauses/provisions as part of contract bidding and contract documents to address the risks of child labor, SEA/SH etc
- Guidelines and SOPs on food sourcing, storage, handling, and preparation of School Meals to address the risk of increased infections caused by Aflatoxin toxicity.

6.3   Kenya Institute of Curriculum Development (KICD)

95.   The main function of the KICD is to advise the Government on matters pertaining to curriculum development in the country. It also conducts educational research including development, review and approval of local and foreign curricular and curricular support materials for use in all levels of education and training in Kenya except the University. In this capacity, KICD has already developed the curriculum for the new CBC up to grade 7 and the one for grade 8 will be finalized soon. Besides curriculum development, KICD reviews learning materials from publishers for suitability in learning institutions. KICD being the last resort publisher, ensures that the learning materials and content are adapted to address the needs of learners with special needs and disability. Other roles performed by KICD include the development of teacher support handbooks to facilitate their understanding of key concepts and enhance ease and confidence in teaching especially in new areas of the curricula.

96.   In the proposed program, KICD will support the implementation of key actions that include designing of Primary Teacher Training Colleges (PTTCs) curriculum and assessment as well as support the implementation of the plan for the roll out of the CBC and assessment in primary education.

97.   Exclusion is the main social risk that KICD has to deal with as curriculum development is a national issue and requires engagement of all stakeholders. So far, KICD has engaged stakeholders from the eight regions in the country as well as VMGs and IPs representatives in the development of the new curricula. For inclusive education, KICD has also ensured that the developed curriculum accommodates learners with special needs and provides them with support assistants as a strategy to further enhance access to basic education.

98.   KICD employs the use of curriculum-based interventions to address other social risks such as Female Genital Mutilation (FGM) and early marriages that impede access to basic education. For instances, provision of psychosocial support to learners has had a positive impact in Counties such as Narok where such social risks are rampant. Another curriculum intervention adopted by KICD includes provision of Life Skills Education (LSE) where learners are equipped with psychosocial competencies to engage politely, firmly and effectively with their parents and pedophiles. While implementation of LSE was limited due to lack of funding it has now been integrated in the CBC for more consistent delivery. The learner support program, developed by KICD, ensures that learners get both cognitive and non-cognitive skills. These include mentorship, counseling services, career and general guidance which cover child developmental aspects. The learners support program which also accommodates learners with special needs assist them to counter some of the social risks.

99.   At national level, the institution has a system in place for management of grievances which is briefly described in the KICD service charter. At county level, the institutions use the MOE system where complaints are challenged through the County Directors of Education (CDE). Within the

institution at national level, the customer care desk that is located at reception serves as the entry point for registering complaints. Other avenues for logging complaints include the suggestion boxes, email and phone contacts. Follow-up is accorded without fear of retribution with possibility to access the offices of both the Principal and Cabinet Secretaries. As required by law, KICD regularly submit reports of all grievances received and resolved to the office of the Ombudsman. The effectiveness of the GRM system is however impeded by limited documentation of the system to allow for utilization by stakeholders.

100.   While KICD has competent staff in matters regarding curriculum development, familiarity with social risk management needs strengthening. On this basis additional capacity in enhancing understanding of social risks including identification and management is necessary to improve performance of their mandate. Application of the national system for management of E&S risks is also not comprehensively done.

101.   **Recommendations** for Technical Assistance:
- Building the capacity of KICD staff in identification and management of E&S risks.
- Strengthening the institutional GRM to make it more effective in management of complaints and grievances. Key areas of strengthening include supporting establishment and documentation of GRM structures clearly outlining procedure for management of grievances, responsible persons, referral levels, and timelines for resolution and feedback. This should also include. training of KICD staff on effective GRMs.

6.4   Kenya Education Management Institute (KEMI)

102.   The main mandate of KEMI is to develop the capacity of all education managers and headteachers in school management and accountability including instructional leadership. Legal Notice 19 of 2010 of the Education Act legally mandates KEMI to undertake capacity building activities in the education sector including provision of in-service training to all education managers. Being an agent of the Ministry, KEMI collaborates with MOE in promoting capacity of all education officers for delivery of the curricula. Within the proposed operation, KEMI may collaborate with MOE to develop the management capacity of all personnel involved in education management and training.

103.   The capacity of KEMI in management of E&S risks is demonstrated in its efforts towards promotion of the SDGs. In this area, KEMI has established Education for Sustainable Development (ESD) Centers in all 47 counties that are used to train all education managers on issues that promote environmental sustainability. The model ESD Centers located within selected schools in the counties are also being used by other institutions to learn from best practice. In collaboration with NEMA and Wildlife Association of Kenya, KEMI has also built the capacity of teachers on ESD with a focus on enhancing their knowledge, skills, values and attitudes for informed decisions and responsible actions towards achievement of environmental integrity and a just society.

104.   To ensure inclusion during the trainings, KEMI promotes equal opportunity for all and monitors participation by gender. In addition, the trainings are adapted to address the needs of special learners and PWD by providing braille, large prints and physical assistance to managers with disability where needed. While the institution has competent instructors to handle learners with special needs or disability, KEMI also collaborates with KISE to ensure that they have requisite capacity to best handle such trainees. The training facilities have also been adapted to enhance access by PWD so that no one is left behind.

105.   KEMI has continuously monitored the effectiveness of the trainings including soliciting feedback from the trainees. However, there are new emerging challenges affecting the education sector which include cases of learners' unrest in schools, drug, and substance abuse, GBV and increasing cases of indiscipline in schools that require KEMI's attention. As these challenges have been experienced nationwide and impede access to basic education, KEMI requires additional support in the delivery of a training program that helps education managers to addresses some of the contemporary challenges.

106.   Schools are community-based institutions and therefore establishment of a good relationship with local communities and stakeholders is critical in addressing conflicts that may arise in schools. The first point for grievance management is at the school level where the headteacher with the support of the teaching fraternity in the school try to address the grievances. Where they are unable to resolve, these are forwarded to the BOM, CDE and later to KEMI at national level. Within KEMI suggestion boxes are provided for reporting grievances and these are opened on weekly basis by the responsible officer for onward submission to the relevant department to be resolved. As required by law, KEMI submits quarterly reports on the grievances received and resolved to the office of Ombudsman. While the system has served KEMI so far in management of grievance, its limited documentation to outline the GRM process, (eg provision of contacts of responsible persons including providing timelines for GRM management for disclosure to stakeholder) potentially limits its utilization by stakeholders and by extension, its overall effectiveness

107.   Recommendations include:
- Strengthen the existing GRM by enhancing its documentation, harmonization with that of MOE as well as disclosure to the relevant stakeholders.
- Where feasible KEMI to be supported in the design and delivery of a training program that helps education managers to addresses some of the contemporary challenges

6.5   Teachers Service Commission (TSC)

108.   TSC is an independent commission established under the Constitution of Kenya to manage human resources within the education sector for quality education and development. Within the KPEELP, TSC will play a critical role of enhancing access to basic education by ensuring that all public schools are resourced with adequate number of teachers to address the current shortages and also ensure that the capacity of the teachers is enhanced for delivery of the CBC curriculum.

109.   The teaching profession is regulated by law that specifies the entry requirements applied to all interested candidates across the nation. The teacher recruitment by the Commission is demand driven and has been decentralized to TSC County for primary schools and Board of Management for post-primary institutions. However, once successful candidates are identified through the interview process at the County level, the Commission vets the recruitment documents in accordance with the guidelines and informs the counties of the outcome of the vetting process including issuing appointment letters to successful candidates. The system also provides for complaints resolution where the aggrieved candidates can channel their grievances to the Commission within two weeks from the selection date.

110.   To improve learning outcomes, the TSC is strict in the application of the guidelines on the recruitment process and the entry requirements. However, the commission has also in the past made attempts to accommodate VMGs through affirmative action and this is illustrated by the hire of 150 teachers in Mandera to address the teacher shortage caused by the increased incidences of insecurity. To enhance inclusion, the Commission has employed various strategies such as lowering the entry points for PWDs and ensuring that the recruitment panel at BOM is inclusive and representative. With the ongoing plans to integrate learners with special needs and disability (except for the learners with extreme forms of disability) in ordinary public schools, the TSC targets to ensure that all the teachers are trained on inclusive education. This is part of the standard number 4 of the Teacher Professional Development (TPD) training that seeks to ensure that all teachers have the capacity to handle learners with special needs and disability and establish an inclusive learning environment. The TSC recognizes that schools within refugee camps have high teacher shortages and a significant proportion of unqualified teachers have been engaged to bridge the gap. Towards this end, the TSC has been building the capacity of both qualified (Kenyan) and non-qualified (non-Kenya) teachers to ensure effective delivery of the new curricula (CBC). The TSC also implements the equitable teacher allocation initiative in which 10 percent of annual budgeted new teaching posts are allocated to target primary schools to meet the PTR standard set by the Government of 40:1 on top of the pro rata allocations.

111.   In managing social risks such as GBV/SEA-H, especially those perpetrated by teachers, the commission has applied the code of regulation (2015) developed to manage the teaching profession. The commission has also sensitized teachers on how to maintain professionalism amongst themselves and between teachers and learners. In the past, a team of volunteer teachers under the name "Pivot Teachers", have been instrumental in addressing social risks within schools. While these efforts have yielded some results, the Commission was categorical to state that, they need a more structured way of managing social risks including mental health issues affecting both teachers and learners. Below are some of the recommended actions to further enhance the performance of the TSC in management of social risks related to improving access to basic education.

112.   **Recommendations** include:
- Build capacity of teachers for a more structured approach in management of social risks such as GBV/SEA-H.
- Build the capacity for teachers for effective involvement in the management of ES risks associated with school meals program under the KPEELP.
- Build the capacity for teachers on management of E&S risks associated with school infrastructure so that they can support in areas such as site identification and compliance monitoring of school infrastructure.
- The program should consider offering psychosocial and mental health support for teachers to enhance their delivery of basic education.

6.6   Kenya Institute of Special Education (KISE)

113.   The main mandate of KISE is to facilitate access to education through promotion of inclusive education, production of educational resources and assistive devices for persons with special needs and disabilities. Under the proposed program, KISE will play a key role in: i) building the capacity for teachers in handling learners with special needs and disability; ii) production of learning materials and assistive devices; iii) assessment for placement of learners with special needs and disability and iv) management of PWD data for improved service delivery.

114.   At national level, KISE has adequate capacity for delivery of its mandate with staff that are well trained in building the capacity of teachers in handling learners with special needs and disability. While KISE does not have a specific department that deals with E&S risk management, it has. structures and representation at the county and sub-county level that facilitate delivery of their mandate. For instance, KISE has established the Education Assessment and Resource Centres (EARCs) at county level that are used for equipping teachers with various assessment skills to ensure proper placement of learners with special needs and disabilities in the correct educational institutions. Currently, the assessment process is faced with various challenges such as: i) use of incorrect tools in screening; ii) limited follow up activities on assessment and iii) lack of a well-defined program to follow up on assessment and placement.

115.   A key challenge limiting effective targeting and placement of learners with SNE includes inadequate data on learners with special needs and disability that highlights the type and form of disability. In SNE, access to data is crucial for purposes of: i) facilitate planning to improve access to quality education for learners with special needs ii) improve learning outcomes for learners with special needs through production of materials, and iii) empowerment of caregivers of learners with special needs and disabilities.

116.   At the Sub County level, KISE works closely with the Curriculum Support Officers, Special Needs Education (CSO -SNE) who are basically teachers linked to the EARC with the responsibility to support the special needs education at county level. The effectiveness of the CSO - SNE in the delivery of the task is challenged by the fact that currently the same staff have been assigned additional roles by TSC and therefore have limited time to focus on children with special needs. In this regard, there is a need to have a distinct structure for CSO -SNE under the Directorate of SNE for appropriate management and facilitation including close follow-up of key issues at the county level.

117.   KISE collaborates with other institutions such as KICD in ensuring that learners with special needs and disability can benefit from the curriculum development through improving access to adaptation materials such as book and penholders etc. KISE also has the responsibility to train teachers, however due to inadequate resources, the monitoring to check on quality and assessment concerning SNE learners has been limited. Given KISE's mandate, familiarity with the applicable E&S management frameworks is necessary to not only enhance access to education by learners with special needs and but also support in prevention and management of some of the E&S risks associated with the proposed operation relevant to KISE.

118.   To further enhance the capacity of the KISE in management of ES risks the following actions are r**ecommended**:
- KISE to support MoE on data collection and disaggregation/analysis on learners with special needs and disability and recommendations to close identified gap.
- To further ensure inclusion and enhance implementation of the Inclusive Education Policy, it is necessary to build the capacity of teachers, school administration and BOM on addressing needs for learners with special needs and disability.

6.7   Center for Mathematics, Science and Technology in Africa (CEMASTEA)

119.   The mandate of CEMASTEA is to build capacity of teachers and educators of mathematics and science through In-Service Education and Training (INSET) program. Being a center of excellence, CEMASTEA is charged with the responsibility of building capacities in Science, Technology, Engineering and Mathematics (STEM) education not only for Kenya but also for Africa. Through this, it plays an important role in the identification, development and nurturing of STEM talents in the early years through middle school to senior school. It is envisaged that this will create a sufficient pool of learners with interest in pursuing STEM related courses in higher education, and subsequently pursuing STEM related careers. It is for this reason that the Center's programs are geared towards enhancing teachers' capacities to cope with pedagogical challenges in the effective delivery of STEM curriculum.

120.   CEMASTEA also collaborates with TSC in the implementation of the School Based Teacher Support program in STEM subjects as a strategy for improving student learning outcomes. CEMASTEA prepares the training content and program while TSC validates materials in line with the Teacher Professional Development (TPD) program and facilitates the release of teachers to attend training. The implementation of training integrates the TSC and MoE to monitor delivery of training programs as policy makers and resource providers. However, due to COVID-19 restrictions, most of the trainings had to be done virtually and this was difficult as some of the trainees could not participate in the training due to factors such as: i)poor network coverage in some areas of the country limiting connectivity to the virtual trainings; ii) the high cost of data to sustain their connection to the virtual classes; iii) limited ICT capacity (not ICT savvy) among some teachers in primary schools hence undermining the overall effectiveness of the trainings. In addition, as the pandemic has also interrupted the academic calendar in schools, most of the training had to be organized in the evening when learners are out of school.

121.   Collaboration exists with the KICD; where KICD prepares the instructional materials and CEMASTEA supports in strengthening the application of pedagogical knowledge in their delivery. All modules developed by CEMASTEA go through validation sessions where stakeholders such as KICD, KNEC, TSC, MOE and other stakeholders ensure objectives are achieved and gives right interpretation of the curriculum.

122.   To enhance equity in access to the training sessions offered, selection of candidates for the training ensures gender balance with extra efforts being made to ensure adequate representation of women who tend to shy away from STEM education. Face to face training sessions accommodate PWD's as facilitators have undergone the sign language training and where necessary. KISE helps by developing   braille for trainees with special needs and disability. The institution infrastructure has ensured that all the facilities can be easily accessed by PWD such as through provision of rumps as well as sanitation facilities which are disability friendly. CEMASTEA works closely with KEMI

especially on aspects such as education for sustainable development that seeks to integrate environmental and social sustainability concerns in the education sector by encouraging activities such as use of biogas in schools.

123.   Similar to other institutions under MOE, CEMASTEA's technical capacity on E&S risk management needs to be strengthened to facilitate the application of the relevant frameworks in management of E&S risks associated with the program and relevant to CEMASTEA.

124.   **Recommendation:** Capacity building for CEMASTEA staff to enhance effective management of E&S risks associated with execution of their mandate and actions under KPEELP.

6.8   Kenya National Examination Council (KNEC)

125.   The main role of KNEC is to conduct assessments and measure learners' progress in school. KNEC has no specific unit that deals with environment and social risk management but basically applies the relevant system for E&S risk management as guided by NEMA and other institutions such as NCA, DOSHS, Public Works etc. This notwithstanding, KNEC has developed an environment and social policy that needs to be reviewed to make it more responsive to emerging needs.

126.   KNEC collaborates with other stakeholders in the delivery of their mandate. The stakeholders include: i) Ministry of interior to provide security during delivery of examination, ii) KICD in the development of the curriculum, iii) TSC are involved in development, marking and moderation of examinations; iii) MoE coordinates the examination process in the field, iv) KISE are involved in the delivery of exams for the SNE candidates. In addition, other education associations such as KEPSHA, KESHA are also involved.

127.   The main challenge affecting delivery of their mandate and especially ensuring inclusion, is the limited availability of credible data on types and forms of disability necessary for planning making it difficult for KNEC to cater for the needs of learners with special needs and disability. This challenge makes administration of exams for such leaners difficult, especially in cases where some of the disabilities are only known during administration of exams. Other challenges include difficulty in administration of examination in some of the remote and hard to reach areas due to poor road network and bad terrain. Given the mandate of KISE, familiarity with the applicable E&S management frameworks is necessary to not only enhance access to education by learners with special needs and but also support in prevention and management of some of the ES risks associated with the proposed operation relevant to KISE.

128.   **Recommendations** include:
- Review and analyze NEMIS capabilities on collecting, disaggregation and reporting on data for learners with special needs and disability and so that KNEC can use to ensure better planning and service delivery for learners with special needs and disability.
- Build capacity of staff in KNEC in E&S risk management.
- Support the review and finalization of the draft environment and social policy.

6.9   State Department for Development of Arid and Semi-Arid Lands (ASALs)

129.   In recognition of the need to address inequalities and vulnerabilities in Arid and Semi-Arid Lands (ASALS), the government, established the State Department for Development of the ASALS (SDDA) to coordinate overall planning and development of policies and programs for ASALs. Despite being characterized by extreme weather conditions and increasing vulnerability of communities to both slow and rapid onset emergencies, the ASALs have great potential for development and contribution to the national economy. This is through development of among other sectors: livestock, agriculture, energy, tourism, and mining. This will need to be underpinned by accelerated human capital development through affirmative action, enhanced security, and social integration initiatives.

130. These good intentions notwithstanding, the SDDA notes that, to date, the ASAL areas continue to experience significant challenges in access to basic education. These challenges include: i) increased incidences of insecurity leading to continued disruption of learning in schools; ii) high pupil teacher ratio because of insecurity incidences forcing TSC hired teachers to flee from such areas and, iii) uneven teacher distribution disproportionately disadvantages the ASAL Counties leading to high PTR, low enrollment and high dropout rates. Efforts to address these challenges have been impeded by factors such as availability of few candidates who qualify for teaching posts from these regions, increasing insecurity incidences causing mass exodus of teachers from the ASAL regions and the high girl child dropouts that undermines learning outcomes.

131. As part of their mandate, the SDDA have developed a Partnership Coordination Framework to try and synergize the efforts of development agencies working in the area. In collaboration with other stakeholders, SDDA, is implementing initiatives to address the issues impeding learning. These initiatives include improving access to water by sinking of boreholes in schools; Solarization of water dams and re-seeding of farms to provide pasture as a strategy to limit the pastoral lifestyle that affect schooling participation. In a bid to address food insecurity, the department also collaborates with the WFP in food distribution in arid areas. The department does not have a specific unit that deals with management of E&S risks and technical capacity on the same needs strengthening.

132. **Recommendations** include:
- Given the role of SDDA in coordinating development in the ASALs and its contribution to access to basic education, it is recommended to build the capacity of SDDA staff in E&S risk management where feasible.

6.10 Public Works Department

133. The State Department of Public Works is an agent of the Ministry of Transport, Infrastructure, Housing and Urban Development. The department is mandated to provide policy direction and coordinate all matters related to construction, rehabilitation and maintenance of public buildings and other public works. The MoE has 2 public works engineers seconded from the department to support implementation of school infrastructural activities in schools and specifically: i) support development of technical design aspects, ii) administration of contracts, iii) supervising and monitoring infrastructure, iv) assessing the quality of ongoing construction works, including handing over of school buildings, and v) issuance of compliance certificates for completed works. In addition, the department plays a key role in dispute and conflict resolution among workers, contractors and schools through reconciliation, mediation and arbitration r. Key gaps are mainly on limited human resource and capacity to fully support on technical issues such as electrical, engineering and E&S management.

134. Some of the key gaps noted under the department include; i) the department does not have a standard operational system in place for guidance on the method of construction, ii) the method of procurement system for construction of infrastructure follows the national system, iii) delegation of the construction procedures to be followed is at school level, with no budget to manage the E&S issues. In many cases, school budgets do not include resources for management of safeguard related risks such as on appropriate disposal of waste from asbestos roofing material, posing risks to the environment and school community. Under the Secondary Education Quality Improvement Project (SEQIP), the department was involved in revising the standard procurement guidelines to conform with World Bank's requirements. This provides an opportunity for inclusion of safeguards appropriate measures in the department's procurement process. The guideline is expected to be adopted as from February 2022, in its operations.

135. **Recommendation:**
o For effective management of E&S risks associated with school infrastructure, the Public works engineers need training on environment social, health and safety risks and impacts.

6.11 National Construction Authority

136.   National Construction Authority is a parastatal that falls under the department of public works whose main function is to regulate, streamline and build capacity in the construction industry. To facilitate this, the authority undertakes tasks the following tasks: i) registers construction projects and issues a compliance certificate to the developer (private and public institution) to allow for commencement of construction work; ii) provides supervisors and workers accreditation; and iii) registers and regulates contractors in their professional undertaking to ensure quality within the construction industry. The NCA works with other agencies such as the Ministry of Interior, to enhance its compliance efforts.

137.   NCA is present in 14 regional offices in the country, 13 liaison offices and represented in 52 Huduma centres. Some of the challenges experienced by the NCA include: i) most of the government agencies and counties work independently with minimal engagement and collaboration amongst relevant departments; ii) limited availability of qualified experts in counties *(many experts are concentrated at national level)*; iii) limited capacity and resources allocated to carry out their key mandate efficiently; and iv)in some cases, insecurity. In the past, government agencies such as the MoE failed to comply with mandates of the authority on registering projects and follow- up on issues of accreditation apart from working with registered contractors. Recently, the MoE has collaborated with the NCA in the construction of the CBC classrooms in which the authority supported in the tendering process, vetting of contractors, and supervision of ongoing construction for quality assurance.

138.   In the proposed program, the NCA will play a key role through: i) quality assurance in ensuring adherence to the appropriate construction process which includes; registration of construction sites including renovation works; ii) ensuring professional registered contractors are engaged and iii) collaboration amongst agencies such as public works engineers to ensure all construction projects are well designed, construction workers are accredited and offer training to workers. The authority has a system for grievance management. Grievances received mainly arise from conflicts on land ownership and poor construction of infrastructure which are mainly resolved within the stipulated time.

139.   **Recommendation:**
o   For effective management of E&S risks associated with school infrastructure, the NCA staff to be trained on environment social, health and safety risks and impacts.

6.12 Directorate of Occupational Safety Health and Services (Doshs)

140.   The mandate of the Directorate is to ensure compliance with the provisions of the Ooccupational Safety and Health Act (OSHA)2007 and promote safety and health of workers through implementing effective systems for the prevention of occupational diseases, ill health accidents and damage to property in order to reduce the cost of production and improve productivity in all sectors of economic activities.

141.   The department has limited personnel and resources allocated to carry out their mandate effectively. To bridge this gap, about 80 officers were deployed to all counties recently. DOSHS works in close collaboration with other government agencies such as; i) the NCA in approving architectural designs and plans of workplaces.[4], ii) the NEMA, in review of all projects submitted before approval, before issuance oflicences, iii) the department of public works in consensus before approval of plans and on consultations on safety and health knowledge.
The MOE has minimally engaged with the DOSHS as structures on registration of public schools as workplaces are not well developed and there's non-compliance to OSH requirements.

142.   **Recommendations**
o   Develop Standard Operating Procedures/guidelines for occupational, health and safety management to enhance the effectiveness of the MoE system.

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[4] The cost of building plans is based on acreage or building space. Building approval charges have been reviewed and revised, awaiting to be gazetted.

o   During the bidding/tendering process, it should be mandatory for contractor' applicants to submit documents entailing; i) a risk management plan to identify all potential risks arising from the construction process, ii) evidence on compliance with OSH requirements, iii) registration of contractors for evidence on competency for   management of on-site health and safety risks, iv) a history of work injury compensation and site safety and health audits.

6.13   Social Protection

143.   The State Department for Social Protection, Senior Citizens Affairs and Special Programmes is an agent of the Ministry of Public Services, Gender, Senior Citizens Affairs and Special Programmes. The State Department is mandated with formulation, review and implementation of social security, employment, programme for persons with disabilities, national human resource planning and development, national labour productivity, child labour and regulation management, facilitating and tracking employment creation, co-ordination of national employment, internship and volunteers for public service, community development, protection and advocacy of needs of persons with disabilities, social assistance programmes, workplace inspection and workman's compensation.

144.   Within the state department, there are affirmative actions to ensure inclusion in line with the government policy outlining 5% of all public service employment is awarded to women, PWDs and youth, cash transfers to VMGs such as Orphans. To further enhance inclusion the department uses data on the poverty index to enhance targeting. The department however does not have systems and capacity for follow up to ensure inclusion of VMGs.

145.   The department also has statutes on child protection with penalties enforced on violation. Enforcement of the rules is a challenge as the promotion and protection of families is entrenched in preferred style of discipline and upbringing. There are child protection committees in communities served by volunteer lay officers, who advocate for family promotion and protection and offer psychosocial support. For inclusion, there are community-based rehabilitation volunteers who support PWDs to deal with abuse.

146.   Under the state department, there are structures from national to sub-counties' where social development officers carry out mobilization and community sensitization. Social development offices also handle community complaints and grievances. Officers keep records of the complaints however the feedback system is challenged and not effective in grievance management. There is a need for a robust grievances and redress system to be built and capacity building for officers for effective coordination and management.

147.   **Recommendation:**
o   Capacity building for social development officers to be able to identify and mitigate social and environmental risks is needed.

6.14   Ministry of Health (Public Health Department)

148.   The Ministry of Health (MoH) has a mandate to facilitate the implementation of health policy, enhance health regulation, enable national referral to health facilities, and engage in capacity building and technical assistance to Counties. There are policies, guidelines and programs, that include: Menstrual Health and Hygiene Policy, National School Health Policy 2009, deworming program, homegrown school meals guidelines and adolescent nutrition program. The roll-out and application of these policies, guidelines and programs is however ineffective.

149.   The MoH collaborates with the MoE to ensure food safety as stipulated in the national food safety guidelines. In its role of ensuring safe and nutritious school meals, the MoH faces challenges such as unguided perception that school meals guarantee the health of learners5, and limited financial resources to undertake pilots for evaluation of priorities. The National School Health Policy 2009

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[5] The MoE follows capitation guidelines whilst the MoH needs to facilitate healthy meals which may not cover the expected scope (all learners having a healthy meal).

makes provisions for infrastructure in schools to be disability friendly. The MoH also ensures that appropriate WASH facilities that are also disability friendly are constructed including provisions of water within the school compound and soap for hygiene purposes.

The MoH also has in place a grievance handling mechanism that is managed joint working groups and incorporating inputs from technical officers. The joint working groups hold monthly and quarterly meetings for efficiency in addressing grievances.

Recommendation:
o   Given their role in ensuring habitable school infrastructure and safe and nutritious meals, the capacity of the relevant MoH staff on E&S risk identification and management needs to be enhanced through the Program.

6.15 The National Council for Nomadic Education in Kenya (NACONEK)

150.   NACONEK has a mandated of formulating policies and guidelines, innovating in education methods, identifying investment opportunities, and addressing factors that impede education amongst nomadic communities. NACONEK's mandate and functions focus on vulnerable and marginalized groups in Arid and Semi-Arid, the informal settlements and within areas with pockets of poverty, fragility or in post-conflict zones. The design of program activities is hinged on equity, affordability, culture and gender sensitivity. Being a Semi-Autonomous Government Agency, NACONEK collaborates with state agencies mandated to promote sensitization and awareness creation on cultural practices that impede socio-economic progress of local inhabitants.

151.   NACONEK carries-out its mandate through providing 'Back to School Kit' for girls, fortified porridge, homegrown solutions for household's sustainability, cash transfers, Sanitary towels provision, internship, and community participation during project implementation. Beneficiaries of interventions undertaken through NACONEK, are identified through registered groups, data sources available and information from governance institutions.

152.   NACONEK applies the national environmental frameworks such as: Environmental Management and Coordination Act (EMCA) of 2015 and its related guidelines; NEMA Gender Mainstreaming Policy (2013); and NACONEK Integrated Water, Food & Energy for Sustainable Schools – NIWFESS Framework. NACONEK enforces OHS adherence by delegating responsibilities of oversight on enforcement to the Project Managers. This is done through sensitization and awareness creation on the benefits of heeding to the guidelines, instructions and cautions as laid out in the Human Resources and other relevant national and international agency Policies.

153.   In enhancing effective E&S management systems, NACONEK has made deliberate outreach to bodies such as Water Resources Authority (WRA), NEMA, NCA and relevant county government officials to participate in independent oversight, reviews, and approvals of on-going interventions. WRA are engaged from the on-set in project development and in reviews. NEMA's environmental guidelines are used as part of the tools to generate monitoring and evaluation matrix to be used by NACONEK officers in follow-ups of field operations. ESIA certified personnel are engaged to undertake the drafting of ESIA reports for any NACONEK interventions. NACONEK's project-implementing unit (PMU) has self-administered data capturing templates/tools, carefully designed to capture all relevant data with a consistent, well-flowing work breakdown which are used as per a pre-set criterion. NACONEK will utilize report formats for weekly, monthly, quarterly, and annual reports.

154.   Currently, the MoE, NACONEK and other stakeholders are developing the National Food and Nutrition Policy which is being funded by the World Food Program (WFP). The policy is expected to ensure that the current school feeding program, as administered by the MoE, integrates supplementary foods to enhance micronutrient support to curb malnutrition and ensure satiety for the children. This will fill the current gap in the SMP, as it currently offers only one hot meal to pupils in the purely nomadic counties and select schools in the Semi-arid counties. Through UNICEF financing, NACONEK is in the process of developing the National Nomadic Education Policy that has provisions

on Homegrown food solution programs geared to enhance sustainability in ensuring SMP is successful and sustainable.

155.   The National School Nutrition and Meals Strategy stipulates the guidelines for the school feeding program for Kenya and has been developed by the School Health, Nutrition and Meals Programme Coordination Unit at the Ministry of Education (MOE), with multisectoral inputs from other ministries, counties, sub-counties and schools, development agencies, NGOs, educationists and other development practitioners with support from development partners. This strategy is aligned with Kenya Vision 2030 which takes into account what has been established so far by policies of special importance to the cross-sector approach of home-grown school meals, including those from education, health, social protection and agriculture sectors. NACONEK has integrated in its structure the Homegrown food, nutrition and sustainable development unit comprising of experts who are to oversee the inclusion of supplementary foods into the school's menu. This unit is also to manage both environmental and social risks emanating from the activities of the entire food value chain.

156.   Medical facilities in the ASALs, which form the bulk of NACONEKs focal area, are not as robust and accessible in other areas of Kenya. The situation is exacerbated by cultural practices. To curb this, NACONEK is in liaison with the relevant medical related sectors and Implementation Partners (IP's) to undertake the following mitigation measures through; education, awareness creation and sensitization of the school and local communities (who comprise of parents, guardians, and relatives of the learners) on the dangers, prevalence of the disease and protection measures. Water Sanitation and Hygiene infrastructure are key interventions geared to provide conducive environments for hindering the transmission of germs. These include roof catchment, guttering, automated foul flush mechanisms, filtration, and storage of first-degree portable quality water in sausage tanks for drinking, bathing, cooking, and washing purposes. Refurbishment of roof catchments will be a key feature through installing non-corrosive, cost-effective and durable materials that do not harbor deposits of filthy organic wastes. The entity also plans to introduce cost effective incineration machinery to take care of disposed sanitary towels. NACONEK does not provide scholarships directly but in collaboration with partners provide cash transfer programme to VMG communities.

157.   NACONEK has a project implementation matrix available that clearly stipulates the roles and responsibilities and feedback mechanisms. The entity manages grievances depending on the nature and magnitude of the conflict. The council utilizes local organized systems such as community leaders, government mechanisms that involve local administrators. At school level use BOM and PTA. Additionally, the Entity has programmes for mitigating grievances and conflict such as Peace Schools, Pasture for Peace, Cross-border talks, sports and games activities, Peace Advocacy Campaigns, Use of print and social media platforms, participation in cultural, County and National Activities, 4K Clubs, Music and Drama.

158.   **Recommendations:**
o   The mandate of NACONEK can be enhanced through capacity building on E&S management; climate change; report writing; and officers, technical working group of focal persons for VMGs/IPs and teachers on the entity's role. Additionally, provision of laptops for systems enhancement will enable effective data management.

7.0   RECOMMENDATIONS AND PROGRAM ACTION PLAN

159.   In general terms, the assessment revealed that, the applicable environmental and social management systems at the national and county levels is consistent to the Core ESSA principles. However, there are a few gaps that need to be addressed. In addition, the scope of the legal and regulatory systems is adequate to address underlying environmental and social effects and therefore, no significant changes to the overall structure of these management systems are required or proposed.

160.   This section provides recommendations that will enhance management of environmental and social effects of the program. The recommendations are organized into two broad categories that comprise:
- Measures to address important gaps identified between the MOE systems and the PforR core principles including the key planning elements.
- Institutional strengthening measures regarding capacity and human resources, development of guidelines/SOPs and improved application of the regulatory framework and guidelines including undertaking the review of technical assessment reports.

161.   Recommendations made will be used to either improve program design or be part of the Program Action Plan (PAP) for the PforR as detailed in the following sections.

7.1   Program Design Recommendations

- o   The MoE to develop and implement an Environmental and Social Management System (ESMS) to guide and mandate the application of E&S risk management across program activities - construction, scholarship, and school meals.
- o   Operationalization of the ESMS by; a) preparation of an ESMS manual, and b) training and capacity building on the ESMS manual.
- o   Awareness of, and progressive application of infrastructure design of schools to include sustainable use of resources and reduce environmental pollution. School designs to incorporate rainwater harvesting and storage capabilities. Additionally, design and inclusion of biogas facilities as feasible.
- o   Engage relevant regulatory institutions responsible for ESHS risk management including public health, DOSHS, NCA in line with program activities on school meals, provision of hygiene products and infrastructure.
- o   Strengthening and mainstreaming of existing guidelines for management of GBV risks in schools-including mapping out of survivor service providers and referral pathways for GBV/SEA-H prevention and response.
- o   Adopt and mainstream best practices under Elimu scholarship and build capacity and systems within government institutions for management of scholarships and mentorship programs.
- o   Provide adequate human and financial resources to ensure fidelity of implementation of the ES risk management systems and compliance monitoring. This can be done by either hiring experts in environmental and social risks management or getting secondment from NEMA. It is specifically recommended that the project management unit at the national and county level include experts in environmental and social management. There is also need for MoE to hire experts to assist with conducting ESIA studies for proposed infrastructure subjects.
- o   Adhere to the KPEELP program exclusion list as a strategy for addressing E&S risks.
- o   Consider hiring of support staff to assist in food preparation in target schools. However, requisite public health certificates should be obtained.
- o   Ensure development of school master plan as a strategy to improve on siting and lay out planning as well as enhance harmony and reduce on overall cost reduction.
- o   In areas where land is scarce, MoE to consider construction of storey buildings under school infrastructure activities.

- o School infrastructure to include tree planting (to include fruit trees such as mangoes, citrus, guavas, paw paws) to provide shed and food to the children as well as serve as source of energy.
- o Ensure scholarship committees are composed of representatives of VMGs and IPs communities.
- o The scholarship should also include learners from private schools who are currently not considered.
- o There is need to design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies to create a harmonized MoE-wide GRM system.
- o Ensure effective and continuous project information disclosure sessions that are accessible to the most vulnerable and marginalized groups and IP communities.

7.2 Recommendations for the Program Action Plan

Table 11 below provides recommendations for the Program Action Plan (PAP).

Table 11:Program Action Plan to manage E&S Effects and Risks

Action Description	DLI	Responsibility	Timing	Completion measurement
1. Preparation and adoption of the Environmental and Social Management System (ESMS) manual including training and capacity building of Training of Trainers (TOTs). The manual to capture: a. Guidelines and Standard Operating Procedures (SOPs) for management of Civil works and construction activities in learning institution including: • SOPs for screening on E&S risks and impacts • SOPs of engagements with National Environment Management Authority (NEMA) • SOPs for engagements with National Construction Authority (NCA) • SOPs of engagements with (Directorate of Occupational Health and Safety Services (DOSHS) • SOPs for engagements with Department for Public Works • SOPs for engagements with Department for Public Health • SOPs for prevention of labor influx and management of construction workers • SOPs for Environmental, Social, Health and Safety (ESHS) and Occupational Health and Safety (OHS)	• In the second year, 2023, at least 100 classrooms are applying the approved ESMS manual. (Integrated in DLI #6 on number of new classrooms constructed in the needs-based school infrastructure investment plan)	MoE	Manual to be ready by project effectiveness and verification of implementation in Year 1 and 2	The ESMS manual to include guidelines and Standard Operating Procedures (SOPs) for management of civil works and construction activities in learning institutions and other program activities such as on school meals program, scholarships and supply of hygiene products for girls. The government will prepare a training plan for the training of trainers (ToT) at national and county level on the ESMS manual and the training will be covered and reported under the IPF technical assistance Bi-annual and annual reports on E&S effects and good practices from KPEELP activities.

Action Description	DLI	Responsibility	Timing	Completion measurement

• SOPs for prevention and management of complaints and grievances
• Review and update the School Safety Manual developed in 2008 to address emerging issues such as on ESHS
• Guidelines for design specifications on siting and universal access
• Guidelines for design specifications on sustainable use of local material
• Guidelines for inclusion of ESHS clauses/provisions as part of contract bidding and contract documents
• Guidelines for management of emergency and disaster preparedness
• Guidelines for E&S compliance monitoring, evaluation and reporting that include:
  i. SOPs for E&S compliance monitoring
  ii. SOPs for E&S evaluation
  iii. SOPs for E&S reporting
• Guidelines and design provisions for rainwater harvesting storage and conservation in schools
• Capacity building of the relevant personnel including contractors for E&S effects management based on the ESMS Manual				

b. Guidelines and Standard Operating Procedures (SOPs) for management of other program activities under KPEELP • Guidelines for handling and sustainable disposal of sanitary waste	N/A	MoE	Manual to be ready by project effectiveness and verification of	

Action Description	DLI	Responsibility	Timing	Completion measurement
• Guidelines and SOPs on food sourcing, storage, handling, and preparation of School Meals • Guidelines for management and coordination of scholarships and student mentorship • Guidelines and SOPs for prevention and management of GBV/SEA-H (based on experiences from SEQIP and other best practice) • Guidelines for stakeholder engagement and information disclosure			implementation in Year 1 and 2	
2. Review and analyse NEMIS capabilities on collecting, disaggregation and reporting on data for learners with special needs and disability and recommendations to close identified gaps.	Integrated in the DLI #6	MoE/KISE/KICD/ KNEC/TSC	Year 1	Reports generated from NEMIS with granular data on special needs children by category of disability, age and gender.
3. Complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships at MoE's JKF.	Integrated in the DLI #4	MoE	Year 2	Scholarship administration and management processes and procedures established at JKF.
4. Design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies.	N/A	MoE	3 Months after effectiveness	Complaints and grievances lodged through the NEMIS. Number of grievances satisfactorily addressed
5. Assess the outcomes of biogas pilots and analyze existing practices on use of biogas in schools	N/A	MoE	Year 1	Costed action plan developed to scale up biogas projects.

Annex 1: System Assessment Tool

Key planning elements	Guiding questions
Core Principle 1: Program E&S management systems are designed to (a) promote E&S sustainability in the Program design; (b) avoid, minimize, or mitigate adverse impacts; and (c) promote informed decision-making relating to a Program's E&S effects.	
The assessment considers, as may be applicable or relevant under particular PforR Program circumstances, to what degree the PforR Program systems:	
Operate within an adequate legal and regulatory framework to guide E&S impact assessments, mitigation, management and monitoring at the PforR Program level.	1. What relevant E&S laws, regulations, procedures, decrees, or other mandatory legal instruments are applicable to the Program activities and associated impacts and risks. (It is important to note that an ESSA should not be limited to the legal and policy framework for a single leading agency such as the Ministry of Education (MoE). Many sectoral laws and policies outside of educational agencies may also be highly relevant). 2. Do the Program implementing agencies have the legal and/or regulatory authority to commit resources and implement actions necessary for effective E&S assessment and management of impacts and risks? 3. If not, are critical changes to the legal or regulatory framework needed before the operation can proceed? 4. If a new Program is being proposed, has legal and regulatory authority been clearly established? 5. Do systems include mechanism, where appropriate, to ensure objective, disinterested or independent assessments of E&S impacts?
Incorporate recognized elements of good practice in E&S assessment and management including: (i) Early screening of potential impacts.	1. Do applicable procedures require E&S screening or assessment of activities associated with the proposed PforR operation that presents risks? 2. Does screening lead to E&S assessments that are proportional in depth and scope to the identified adverse impacts and risks (e.g. does it apply risk categories to determine the depth and breadth of assessments?) 3. Are screening procedures comprehensive? Do they include specific consideration of the full range of E&S risks, including public health and hygiene risks associated with school meals program; exclusion of the vulnerable, marginalised, Indigenous Peoples, those with disabilities and communities; GBV/ SEA-H; spread of COVID-19; insecurity' and child labour? 4. Do screening procedures include the opportunity for stakeholder involvement in the identification of priority E&S risks and impacts? 5. Do these requirements clearly apply to the Program proposed for support by the PforR operation? Has screening for, and estimation of E&S effects been part of the PforR operation? 6. Does this screening process consider opportunities to enhance the range and reach of Program benefits? 7. Has the E&S screening in an integrated manner, so that both E&S risks and impacts are identified early on? 8. Is the scope of Program screening broad enough to cover all potential significant E&S issues?

Key planning elements	Guiding questions
Consideration of strategic, technical, and site alternatives (including the "no action" alternative)	1. Do the applicable systems require the consideration of alternatives or other forms or options assessments to avoid or minimize potential impacts and risks? for example are strategic, technical, and site-selection alternatives considered, including a "do nothing" options? 2. Which if any, other forms of strategic planning, such as sectoral master planning (e.g. urban, natural resources, coastal zones), are used to identify E&S risks and impacts? 3. Does Program design (ie identification of activities or expenditure) consider the relative environmental costs and benefits of feasible alternatives?
(ii) Explicit assessment of potential induced, cumulative and trans-boundary impacts.	1. Do Program procedures require the consideration of induced, cumulative, or transboundary impacts as part of the screening, options assessments, and/or Environmental and Social Impact Assessment? 2. Do the procedures allow for, or promote, the use of tools such as strategic E&S impact assessments to help identify and evaluate such impacts? 3. Do the systems require such issues to be managed if they are relevant to the Program? 4. Are Program activities set within strategic management plans that provide an operational framework for understanding and managing such impacts? 5. Do the procedures include measures for evaluating critical global education related issues such as global education standards? 6. Does the assessment provide adequate opportunity to engage stakeholders on induced, cumulative and transboundary impacts? 7. Do Program systems require assessing the risks from natural disasters or human-induced emergencies?
(iii) Identification of measures to mitigate adverse E&S risks and impacts that cannot be otherwise avoided or minimized.	1. Do the applicable systems effectively promote the application of mitigation hierarchy (e.g. avoid, minimize, mitigate, compensate/offset)? 2. Do the E&S management plans provide sufficient operational detail to guide effective implementation? 3. Are mitigation/management measures called for under the system relevant and realistic (e.g. not requiring disposal or hazardous wastes in a licensed facility)? 4. Do management plans require time-bound actions? Do they have clear targets and clear assignment of responsibilities for implementation and for monitoring/oversight? 5. Do applicable systems include clear and appropriate repercussions and remedies in case E&S mitigation measures are not applied?
(iv) Clear articulation of institutional responsibility and resources to support the implementation of plans.	1. Are institutional/organisation responsibilities supported by adequate human and financial resources to implement environmental and/or social management procedures or plans? 2. Are Program entities responsible for E&S aspects adequately staffed-in terms of skills, qualification, and the number of personnel – to ensure effective administration, planning, design, implementation, and monitoring functions?

Key planning elements	Guiding questions
	3. If the Program does not build sufficient in-house, what reliable alternative arrangements (e.g. coordination with other agencies, use of qualified consulting services) are available to promote effectiveness? If none, what needs have been identified for supplementary support and/or capacity strengthening? 4. If the Program depends on interagency collaboration for delivery of services or for managing E&S effects, or if the multi-jurisdictional reach or scope of the Program creates divided responsibilities for implementation, what structural arrangements are in place to ensure effective and timely coordination? 5. Is there a coordinating body that is empowered to resolve coordination issues or delays in required actions? 6. Are the Progam entities effective at applying their E&S frameworks in practice? 7. Are "adaptive management" processes in place to respond to unanticipated E&S management issues that may arise? 8. Do Program entities have access to contingency funds for unexpected impacts or budget shortfalls? 9. Are processes and procedures related to E&S protection routinely, effectively, and equitably implemented?
(v) Responsiveness and accountability through stakeholder consultation, timely dissemination of the PforR information, and responsive GRM.	1. What mechanisms are available for Program entities use to ensure that stakeholders are identified and that their views, concerns, and suggestions are systematically considered? 2. Does the borrower consult with stakeholders on various aspects of Program design and operation? 3. Is information relating to E&S effects made available to the people or communities that are potentially affected? Do Program implementation arrangements include measures for responsive communications or relevant E&S concerns? 4. Do Program implementing entities promote the credibility and accountability of E&S management systems? For example, do they use external monitoring of implementation or other forms of oversight? 5. Does the system include mechanisms for independent oversight and monitoring where appropriate? 6. Does the Program have accessible GRMs with established procedures for submission or grievances? Do the established GRMs accept and process grievances relating to E&S management issues? 7. Are there established routines and standards for responding to grievances received? Are records available? Does the management of implementing agencies act on identified issues consistently and objectively? 8. Do consultations processes promote communication and informed decision-making? Do those who may be affected have prior access to information about the topics for consultations? 9. Are consultations conducted early enough that stakeholder feedback can be considered in the design of new or changing Program activities? Are consultations conducted in a manner that encourages an open exchange of views?

Key planning elements	Guiding questions
	10. Do consultations include a representative cross-section of groups affected by the Program (including women, Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, ethnic minorities, the poor, or other groups that might be under-represented)? 11. Does the sampling capture jurisdictional or geographical diversity?

Core Principle 2: Program E&S management systems are designed to avoid, minimize or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the Program. Program activities that involve the significant conversion or degradation of critical natural habitats or critical physical cultural heritage are not eligible for PforR financing.

Key planning elements	Guiding questions
The assessment considers, as may be applicable or relevant under particular PforR Program circumstances, to what degree the PforR Program systems:	
(vi) Identify and screen for adverse effects on potentially important biodiversity and cultural resource areas and provide adequate measures to avoid, minimize, or mitigate adverse effects.	1. Has Program screening identified potential impacts on modified, natural, or critical natural habitats? 2. Will the Program activities affect environmentally sensitive habitat areas with local importance, such as streams, wetlands, ponds, and vegetated riparian areas? 3. If such impacts involve the significant conversion or degradation of critical natural habitats, have the activities been excluded from the Program? 4. Does screening include the use of the best available science (e.g. reference to authoritative source materials such as maps, lists of threatened or endangered species prepared by recognized experts, direct advice from recognized experts, advice from peer-reviewed technical literature) to inform the assessment of potential impacts? 5. Are Program activities planned and carried out in the context of land use or other management plans that identify sensitive habitat areas? 6. Is screening at a sufficient level of detail and granularity to identify the location and geographical extent of natural and critical habitats? 7. Would Program activities lead to the fragmentation of existing habitat areas, both at the level of localized Program activities and at larger landscape levels? 8. Do management plans require appropriate conservation and mitigation measures to be in place, including those required to maintain ecological services?
(vii) Support and promote the protection, conservation, maintenance, and rehabilitation of natural habitats.	1. Does the Program include management measures to protect, conserve, or rehabilitate habitats that are at risk? Are these measures consistent with recognized international good practice? 2. Do management systems include measures to avoid, restrict, or otherwise forbid the introduction of exotic or invasive species that may threaten ecosystems or value? 3. Are monitoring measures in place to determine the extent to which habitats are affected by the Program?

Key planning elements	Guiding questions
	4. If Program activities affect protected areas are such activities consistent with approved and up-to-date protected area management plans? 5. Have the relevant management authorities and other key stakeholders for such protected areas been consulted or otherwise involved in decisions that may affect the legal status of habitat values of the area? 6. If the Program involves any support for establishing forest plantations or other forest management activities for conservation, forest regeneration, or non-timber forest production purposes, does it do so in a manner consistent with internationally recognized standards of responsible, sustainable forest management and use?
(viii) Avoid significant conversion or degradation of critical natural habitats (modified habitats, natural are defined as in ESS 5 in the Bank's ESF)	1. Are arrangements in place to ensure that significant conversion or degradation of critical natural habitats does not occur and that Program activities do not otherwise contravene international environmental agreements relating to natural habitats or forests? 2. When available data are insufficient to determine the extent or severity of biodiversity impacts, are new biodiversity surveys or inventories, conducted by qualified individuals or organizations, required as part of the Environmental Impact Assessment process? 3. Are appropriate measures in place to ensure that incidents of non-compliance are dealt with in a timely and effective manner (e.g. through work stoppage, penalties or other legal remedies)?
(ix) If avoiding the significant conversion of natural habitats is not technically feasible, include measures to mitigate or offset the adverse impacts of the PforR Program activities.	1. If Program activities may cause conversion or degradation of non-critical natural habitats, do Environmental Impact Assessment procedures include considerations of measures to avoid or minimize the severity of impacts (for example, through the systematic consideration of viable alternatives)? 2. Do plans require appropriate conservation offset measure to be in place, including measures to maintain ecological services?
(x) Take into account potential adverse effects on physical cultural property and provide adequate measures to avoid, minimize or mitigate such effects.	1. Does the screening review involve careful attention to avoiding impacts on resources of archaeological, paleontological, historical, architectural, religious, aesthetic, or other cultural significance? 2. Is the mitigation hierarchy principle applied in the management of potential adverse impacts on the physical cultural property? 3. Are management measures in place to avoid, minimize or mitigate such effects? 4. Do procedures require the use of authoritative source materials or field-based surveys to identify existing physical cultural resources before works commence? 5. Do borrower systems include "chance find" procedures to take effect whenever Program activities result in the discovery of, or disturbance to, physical cultural resources?

Key planning elements	Guiding questions
Core Principle 3: Program E&S management systems are designed to protect public and worker safety against the potential risks associated with the construction and/or operation of facilities or other operational practices under the Program; exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials under the Program; and reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.	
Key planning elements	Guiding questions
The assessment considers, as may be applicable or relevant under particular PforR Program circumstances, to what degree for PforR Program systems:	
(xi) Promote adequate community, individual and worker health, safety and security through the safe design, construction, operation, and maintenance of Program activities, or, in carrying out activities that may be dependent on existing infrastructure, incorporate safety measures inspections or remedial works as appropriate.	1. Does the Program have a legal framework that addresses and promotes workplace safety? Are there mandatory measures that compel contractors and facility operators to operate equipment and facilities in a manner that protects individuals and communities? 2. Does the Program include adequate measures to protect people and the environment form the effects of hazardous or toxic materials that are used in construction and production processes or wastes that are generated as a by-product of construction or facilities operations? 3. Does the borrower require measures to help protect individuals and/or communities from violence, intimidation, harassment, criminal activity or other negative interactions with contractors, laborers, operators, or other workers associated with a project activity?
(xii) Promote measures to address child and forced labor.	4. Does the borrower have specific laws and regulations to avoid the use of child and forced labor in the implementation of Program activities?
(xiii) Promote the use of the recognized good practice in the production, management, storage, transport, and disposal of hazardous materials generated under the PforR.	1. Does the borrower have specific laws, regulations, procedures, standards to effectively evaluate and manage the potential effects of hazardous or toxic materials in the workplace? 2. Are qualified technical experts engaged for the design, construction supervision, operation and maintenance of all infrastructure that may pose a significant risk to public safety (including periodic safety inspections)? 3. Does the Program include safety measures and standards for emergency preparedness for pre-existing civil works or works under construction that pose potential hazards to people or the environment? 4. Are emergency preparedness plans implemented and periodically reviewed? 5. If an emergency preparedness plan is deficient, what safety measures or remedial works do Program entities need to undertake?
(xiv) Promote the use of integrated pest management practices to manage or reduce the adverse impacts of pests or disease vectors.	1. Where relevant, do Program systems promote the use of integrated pest management practices to manage or reduce pests or disease vectors? 2. Does the Program promote reducing the use of hazardous synthetic chemical pesticides?

Key planning elements	Guiding questions
	3. Does the Program include appropriate technical guidelines and training for the safe production, storage, transport, use and disposal of hazardous pesticides or other chemicals in accordance with international conventions?
(xv) Provide training for workers involved in the production, procurement, storage, transport, use, and disposal of hazardous chemicals in accordance with the relevant international guidelines and conventions.	1. Do applicable systems invest in the development of staff skills for handling hazardous materials? 2. Have past training practices been sufficient in terms of technical scope and depth? Are workers able to implement good practice in the workplace? 3. Are there systematic constraints to the application of good industry practice in these areas?
(xvi) Include adequate measures to avoid, minimize, or mitigate community, individual, and worker risks when the PforR Program activities are located in areas prone to natural hazards such as floods, hurricanes, earthquakes, or other severe weather or affected by climate events.	1. As relevant, does the Program include measures to ensure that people or the environment would be put at increased risk from natural hazards such as flooding, earthquakes, earthquakes, landslides, severe weather or climatic events, or other disasters? 2. Does the borrower assess the climate change risks associated with Program activities such as the estimation of GHG emissions or the inclusion of appropriate mitigation and/or adaptation measures under the PforR operations?

Core Principle 5 : Program E&S systems give due consideration to the cultural appropriateness or and equitable access to, Program benefits, giving special attention to the rights and interests of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to the needs or concerns of vulnerable groups.

Key planning elements	Guiding questions

The assessment considers, as may be applicable or relevant under particular PforR Program circumstances, to what degree the PforR Program system.

(xvii) Undertake meaningful consultations if the Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities are potentially affected (positively or negatively), to determine whether there is broad community support for the PforR Program activities.	1. Do consultations include a representative cross-section of groups affected by the Program (including women, Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, or other ethnic minorities, the poor, or other groups that might be under represented)? 2. As relevant, does screening identify different property regimes, including common property resources, customary or traditional rights to land or resource use, and the rights of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities?

Key planning elements	Guiding questions
(xviii) Ensure that Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities can participate in devising opportunities to benefit from the exploitation of customary resources and indigenous knowledge, the latter (indigenous knowledge) to include the consent of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities.	1. Does the sampling capture jurisdictional or geographic diversity? 2. Do Program entities regularly review and consider consultation results to obtain or broaden community support? 3. Does the Program exclude activities involving: adverse impact on natural resources to which Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, have traditional ownership or customary use rights; resettlement from or restriction to such communities' access to such lands; or the commercial exploitation of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, cultural heritage?
(xix) Give attention to groups of vulnerable to hardship or discrimination, including, as relevant, the poor, the disabled, women and children, the elderly, ethnic minorities or other marginalized groups; and if necessary, take special measures to promote equitable access to PforR Program benefits.	1. Is there consideration of distributional equity, affordability, and cultural or gender constraints to access or participation? 2. Does the incentive structure within Program agencies promote outreach measures to encourage equitable and affordable access to Program benefits? 3. Does it consider how to alleviate cultural, financial, or physical barriers that hamper the participation of socially marginalized or disadvantaged groups?

Core Principle 6 : Program E&S systems avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

Key planning elements	Guiding questions

The assessment considers as may be applicable or relevant under particular PforR Program circumstances, to what degree the PforR Program system:

(i) Consider conflict risks, including distributional equity and cultural sensitivities.	1. Is the Program being implemented in areas of recognized fragility or in post-conflict zones? If so, what special risks does this context present regarding the achievement of E&S objectives and outcomes? 2. Could the Program contribute in any way to underlying tensions or civil strife by reinforcing inequities or grievances? 3. Would support for the Program in any way prejudice one party's claims inland or territorial disputes?

Key planning elements	Guiding questions
	4. Do the screening and design or Program activities consider the risks of creating or exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial or jurisdictional dispute? 5. Are Program agencies open to discussion with the Bank and consultation with stakeholders on potentially sensitive issues?

Annex 2: Consultation with Vulnerable and Marginalized Groups (VMGs)

Objectives
The objective of this consultation is to
- Get community perception/views on KPEELP in selected VMG/IPs that live within 6 select counties including Turkana, Narok, Bungoma, Siaya, Makueni and Kwale.
- Determine the preferred approach to consultations to ensure intergenerational appropriateness and fitness for purpose as VMGs have differentiated needs for community engagements, language and access to GRM,

Areas of Discussion
1. **Access to Government projects**
   - What government projects are currently being implemented in this area? From which sector -on education, health agriculture etc.
   - What is your view about the project(s)? inquire more on the duration of the project(s); targeting (how were the beneficiaries identified?), coverage, distribution and level of support.
   - How is your community benefiting or not benefiting from these initiative(s)? inquire more on the reasons for benefiting or not benefiting.
   - How is your community involved in the project(s)? inquire on planning, management, decision-making, conflict resolution, etc.

2. **Effective involvement of the community in KPEELP**
The government is planning to introduce KPEELP so what suggestions do you have on the following:
   - What would ensure its successful implementation?
   - What sort of impacts both positive and negative are likely to be experienced from KPEELP?
   - What sort of measures do we need to put in place to address the negative impacts
   - What structures in the community would be critical to engage in the intervention?
   - What circumstances or barriers may hinder and/or facilitate VMG involvement in KPEELP?
   - What would be the potential challenges for the program?
   - How can these challenges be best addressed?
   - The KPEELP seeks to address aspects such as inequity, performance, girl child education, teenage pregnancies etc, what are your perceptions regarding these challenges that the project seeks to address? any recommendations?

3. **Grievance Management**
   - What are the main conflicts experienced by the community? (On resource access or use
   - How are conflicts resolved?
   - What structures are in place for conflict resolution?
   - What is your view regarding the capacity of the grievance mechanism to resolve a conflict?

4. **Recommendations of additional/new measures to ensure the VMGs/IPs receive social and economic benefits that are culturally, gender and inter-generationally inclusive:**
   - What measures should be put in place to ensure that your community receives maximum social and economic benefits from the KPEELP?

Annex 3: Procedures for Environmental and Social Management in Kenya

This section describes the procedures for environmental and social management in Kenya including the environmental and social assessment process.

Step 1: Environment and Social Screening of proposed KPEELP Activities
The Environmental Management and Coordination Act (EMCA) 1999, amended in 2015 and Environmental Impact Assessment and Audit Regulations, 2003, require all sub-projects to be subjected to a review and screening process. In this this regard, all subprojects will each need to be reviewed independently for potential environmental and social impacts and this will be carried out by the hired MoE E&S officers. The objectives of E&S screening will be to: i) evaluate the environmental, social, occupational safety and health risks associated with the proposed operation; ii) to determine the depth and breadth of Environmental and Social Assessment (EA) required prior to the commencement of the given sub-project; and, iii) submit the screening results to NEMA for advise on the appropriate EA instrument(s). Criteria for screening include; type, scope, proposed location, sensitivity, and scale of the project, as well as the nature and magnitude of its potential E&S impacts.

Under the Public Notice issued in March 2020 on the processing of EIA report; the outcome of the screening process could result in the need to prepare any of the following ESIA reports: i) Summary Project Report (SPR), ii) Comprehensive Project Report (CPR), and (full) Study Report (SR). As NEMA is the institution mandated to decide on whether a full-scale ESIA is necessary for any proposed investments or otherwise, a report on each project will need to be submitted to NEMA for determination of the requisite type of ESIA report to be prepared as noted above. It must be noted that the KPEELP will not support projects of high risks (i.e. those that require full scale ESIA) as categorized under the amended EMCA (2015), which are usually projects listed under Schedule 2.

Step 2: Carrying out Environmental and Social Assessment
Responsibility for preparation of the project reports (summary project report or comprehensive project report) based on the screening outcome is by NEMA registered lead EIA and audit experts. The resulting report will then be reviewed and cleared by the hired environmental and social officers at the Ministry of Education before submission to NEMA for further review and approval. To this end, the MoE will need to hire independent environmental and social experts or get seconded officers from NEMA to support ES activities in the program as members of the Project Coordination Team/ Unit. Furthermore, the SPRs and CPRs will also be reviewed and cleared by the Bank before submission and disclosure by the Ministry.

Step 3: Review and Approval
The EIA regulations allow for approval of proposed projects at the project report stage and have been effectively used by NEMA to grant EIA license to low/medium risk projects (SPR and/or CPR) without requiring a full EIA study to be done. The prepared Environment and Social Instruments (whether SPR or CPR) shall be submitted to NEMA for approval and licensing. These will be submitted to NEMA County office in the County where the proposed project site is located. The NEMA County Director of Environment (CDE) shall acknowledge receipt of the SPR by issuing an SPR/CPR application reference number and an acknowledgement letter. As per Policy, it is expected that NEMA CDE shall review the SPRs and issue its Records of Decision (RoD) and communicate the same in writing to the proponent within five working days. For CPRs, the RoD shall be issued by NEMA CDE within 21 days.

Overall Project Compliance Monitoring and Reporting
Environmental and social monitoring is a continuous or periodic determination of actual and potential effects of any activity on the environment whether short-term or long-term. Environmental and social monitoring is generally undertaken after the project has begun, to check on initial ESIA predictions; the status of implementation, relevance and effectiveness of the proposed mitigation measures as presented in the ESMP and determining where further measures are needed to avoid pollution or environmental and social harm. While monitoring is carried out by an environmental inspector appointed under the EMCA Act, 1999 who may enter upon any land or premises for the purposes of monitoring the effects upon the environment of any activities carried out on that land or premises, it is imperative that the MoE

puts in place measures for monitoring implementation and compliance with the ESMP. The independent environmental and social experts hired by the MoE or seconded experts from NEMA as well as ES officers at the relevant County Departments including representation from relevant departments such as public health, public works among others will lead in monitoring implementation and compliance with ESMP for each sub-project.

Environmental audit

An Environmental Audit (EA) is the systematic documentation, periodic and objective evaluation of activities and processes of an ongoing project to ascertain the degree of implementation of the agreed environmental and social management plan (ESMP) as well as its compliance with environmental and social policies and legislations. Section 68 of EMCA gives NEMA the responsibility of carrying out environmental audit of all activities likely to have significant impacts on the environment such as new projects undertaken after completion of an environmental impact assessment study report. The purpose of EA is to determine the extent to which the activities and programs conform to the approved environmental management plan. An initial environmental audit and a control audit are conducted by a qualified and authorized environmental auditor or environmental inspector.

In carrying out the environmental audit study, the inspector must carry out the appraisal of all the project activities including: past and present impacts of the project, responsibility and proficiency of the operators of the project, existing internal control mechanisms to identify and mitigate activities with negative environmental impacts, existing internal control mechanisms to ensure workers health and safety, existence of environmental awareness and sensitization measures including environmental standards and regulations, law and policy for managerial and operational personnel. For this PforR Program, all subjects will carry out environmental audits annually and implements the corrective measures recommended by such audits. Thus, each sub-project will be required to hire independent ES experts to support the carrying out of such EAs.

V. ANNEX 4: LIST OF STAKEHOLDERS CONSULTED AT COUNTY LEVEL

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State Department of Early Learning and Basic Education
Directorate of projects Coordination and Delivery

PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 7TH -8TH DECEMBER, 2021

COUNTY......SIAYA......SUB-COUNTY......VENUE CC BOARDROOM DATE 7/12/2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1	GEORGE ODEDE	M	KEPSHA	0723123473	jorgeogen@gmail.com	
2	ERICK ODUOR	M	NEMA	0725883214	Siaya@nema.go.ke	
3	Joan Biwott	F	World Bank	0706 758 220	jbiott@worldbank.org	
4.	Diana Jumutai	F	Wold Bank	0720835392	doruma@worldbank.org	
5	KENNETH OJWANG	M	M.O.E	0726527875	kerojwa@gmail.com	
6	Nelson M. Sipuma	M	MOE	0718798460	edesaga286@gmail.com	
7.	Julie Omolo	F	MDE	0721610011	julieomolo_ja@gmail.com	
8	JEMIN KONYANGO	M	DCS	0722265929	Jeminkonyango@gmail.com	
9.	Geofrey kotonya	M	MOH	0726968235	kotonyago@gmail.com	
10	ALUJO ALBERT OWINO	M	MOE	0725176740	albowino@yahoo.com	
11.	JOSEPH ATWOTO	M	TSC	0721522879	jatwoto@gmail.com	
12	MARTIN JUMA	M	YOUTH	0707424984	matosibuo@gmail.com	
13	JOSEPH BWANAH	M	MoE	0716799874	bwanahaoot@gmail.com	

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State Department of Early Learning and Basic Education
Directorate of projects Coordination and Delivery

PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 7TH -8TH DECEMBER, 2021

COUNTY......SIAYA......SUB-COUNTY......BONDO......VENUE NYAMIRA GIRLS HIGH SCH DATE 8/12/2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
01	NAOMI AKINHI	F	RHARK	0701069312	najanganganooni34@gmail.com	
02	ALEX OKULAH	M	OKOK CBO	0701894697	alex.okulah@gmail.com	
03	AYUB OGOLLA	F	NGAO	0724436486	debeesjob@gmail.com	
04	BERNARD ONYANGO OKELA	M	KUPPET	0723731454	thuonratego@gmail.com	
05	ROGERS OCHIENG	M	SCODA	0729874076	scodanights@gmail.com	
06	ISAIAH OKEYO	M	KNUT	0701981282	okeyisaiah82@gmail.com	
07	RISPER BELINDER JUMA	F	YOUTHS	0702570469	risperbelinder1515@gmail.com	
08	MICHAEL K- Too	M	INTERIOR	0722481408	toomuche04@gmail.com	
09	Edwin NAMACHANJA	M	EDUCATION	0722232554	enamschanga01@yahoo.com	
10	PAUL RICHARD OCHIENG	M	GPV	0719599796	Paomu@yahoo	
11	AUMA VIVIAN DMANGO	F	RHARK	0704836510	ournov.93@gmail.com	
12	PATRICK KOSOM	M	MOE	0726165411	Patrickkosom@gmail.com	
13.	JACK JAGONGO	M	OGS, MOH.	0799531576	jagongojack94@gmail.com	
14	Allan Onguka	M	DCS	0727228582	aonguka@yahoo.com	
15	ROSE KOWERU	F	UASU	0721777829	rkoweru@gmail.com	

81

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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 7TH -8TH DECEMBER, 2021

COUNTY----- SIAYA -----SUB-COUNTY----- BONDO -----VENUE----- NYAMIRA GIRLS ----- DATE 8/12/2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
16	Nelson M. Sifuna	M	MOE	0718793460	c.desiaya2018@gmail	
17	Jescah Kaweli	F	KESSHA	0715580364	nyamiragirls@elied.org.co	
18	Joan Biwott	F	World Bank	0701194481	jbiwott@worldbank.org	
19	Diana J. Sima	F	World Bank.	0720838372	dsimma@worldbank.org	Sim.
20	Julie Omolo	F	MOE-HQ	0721610011	julieomolo.ja@gmail.com	Jmol.
21	KENNETH OJWANG	M	MOE-HQ	0726527875	Kenojwa@gmail.com	kwh
22	KLUSO ALBERT OWINO	M	MOE	0725176740	albowino@yahoo.com	Abl
23	MILDRED A. OBIERO	F	YAW PACHI	0724981256	mildredobiero@gmail.com	Anyo
24	RHODA AKOTH	F	MALANGA	0703767561	rhodaakoth96@ymail.com	RAY
25	HARRIZON OUMA ODERO	M	Interviv	0792975255	Harryouma@gmail.com	Ttee
26	JULIANA A. OMUYA	F	OKONTA KALLO	0725460550	omuyah.juliano@gmail.com	Apl
27	BEATRICE A. OTIENO	F	CHESON FEM	0729716325	bibeatrice716@gmail.com	BPL

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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 9TH -10TH DECEMBER, 2021

COUNTY----- BUNGOMA -----SUB-COUNTY----- -----VENUE----- GREEN VALE ----- DATE 9th DECEMBER, 2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1.	Diana Jemutai.	F	WorldBank	0720838392	dsimma@worldbank.org	Sim.
2.	Joan Biwott	F	World Bank	0701194481	jbiwott@worldbank.org	Bilb
3.	Julie Omolo	F	MOE-HQ	0721610011	julieomolo.ja@gmail.com	Jmol.
4.	KENNETH OJWANG	M	MOE-HQ	0726527875	Kenojwa@gmail.com	kwh
5.	Philip Chirchir	M	MOE-CDE	0724411955	philipchirchir93@gmail.com	Ht
6.	Sammy Loitakol	M	Tsc Rep	0720296596	sammyloitakol@tsc.go.ke	
7.	Margaret Omungala	F	social dev't	0728981469	momungala@yahoo.com	Mungie
8.	Vincent S. Mahiva	M	NEMA	0722301233	Vincent.Mahiva@ydw.com	
9.	Benaja J. Leonard	M	Public Works Bungoma	0712853451	jaredleonardbarasa@gmail.com	Bnh.
10	Christine Owino	F	MOE-CPC	0721569635	christineowino2902@gmail.com	
11	Maida A. Salim	F	DOsHS	0728001366	maidaslim@gmail.com	
12	HELLEN MOSOTI	F	CHILDRENS	0714929085	hellennyabomosoti00@yahoo.com	Teelbm
13	Solomon Satiah	M	MOH	0722299672	mutinyisatiah2011@gmail.com	

82

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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 9TH -10TH DECEMBER, 2021

COUNTY BUNGOMA SUB-COUNTY MT. ELGON VENUE KAPSOKWONY BOYS SEO. DATE 10TH DECEMBER, 2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1.	PHILIP CHIRCHIR	M	MOE-COE	0724411955	philipchirchir.93@gmail.com	
2.	KENNODA OTWOMO	M	M.O.E-HQ	0726527875	kseogma@gmail.com	
3.	JULIE OMOLO	F	MOE-HQ	0121610011	julieomolo.ja@gmail.com	
4.	JANE ACHIETH NYANGWE	F	TEC CCD	0729161488	nyangwepugwe@gmail.com	
5	CHRISTINE OWINO	F	MOE-CPC	0721569635	christineowino2013@gmail.	
6	DIANA JEMWTAI	F	World bank	0720808392	dkom@worldbank.org.	
7.	Joan Biwott	F	World Bank	070 1191481	jbiwotta@worldbank.org	
8.	EDWARD LAMECK ODINGO	M	INTERIOR	0727224511	eddie-lameck@outlook.com	

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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 9TH -10TH DECEMBER, 2021

COUNTY BUNGOMA SUB-COUNTY MT ELGON VENUE KAPSOKWONY DATE 10TH DECEMBER 2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1	GEOFREY KING'A	M	OGIEK comm	0724526762	kingsefa@gmail.com	
2	COSMAS MURUNGA	M	OGIEK Comm.	0707797639		
3	Peter Simotwo	M	OGIEK Comm	0724497006	Petersimotwo@gmail.com	
4	DUMAS KIPTOO MASAM	M	OGIEK Comm	0792104945		
5	PHILIP ADORER CHEBSONGR	M	OGIEK	0716831965		
6.	LINE CHEPKWEMOI	F	OGIEK com	0712577244		
7.	ANNE CHEMTAI PIKIN	F	OGIEK Com	0700602796	—	
8.	JANET CHEMTAI KIPSUB	F	OGIEK com	0729148447	—	
9.	Kintai Martin Songula	M	OGIEK Comm.	0723997741	smartinkintai@yahoo.com	
10.	Isaac Wanyonyi	M	Church Rep	0702851867	—	

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Directorate of projects Coordination and Delivery

PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 9TH -10TH DECEMBER, 2021

COUNTY BUNGOMA SUB-COUNTY MT. ELGON VENUE DATE 10TH DECEMBER, 2021.

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1	MILCAH KHISA	F	MINISTRY OF HEALTH	0701692351	khisa.milcah@yahoo.com	
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4	WYCLIFFE KIBET	M	ADMINISTRATIO POLIC SUB-COWG	0728154420	wycliffkibet@gmail	
5	JAMES MULO	M	SUB COUNTY POLCE	0722796506	jemes mugo192@gmail.com	
6	SILAS K. TARUS	M	APS	0723391165	silastarus169@gmail.com	
7	CLARE C. KWALIA	F	KEPSHA MT ELGON	0727508885	clarekwalia58@gmail.com	
8	STEPHEN CHEMONGES	M	KNUT	0724689401	Chemonges@2@gmail	
9	SELIVIA CHEPKORIR	F	YOUTH	0733275988		
10	MOSES KIMTAI	M	KESSHA	0712590697		
11	DAVIS CHEMOSIT	M	KUPPET	0720690831	davsichemo@gmail.com	
12	DOMINIC SIRENGO	M	YOUTH	0728711595		
13	JANE ACHIENG	F	TSC	0729161488		

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TURKANA COUNTY
P. O. Box 16 - 30500,
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ATTENDANCE LIST FOR STAKEHOLDERS ATTENDING STAKEHOLDER CONSULTATIONS MEETING ON ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT FOR THE PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAMME (KBEELP)

COUNTY – TURKANA   VENUE: CDES OFFICE TURKANA
DATE: 14/12/2021

S/NO	PARTICIPANT'S NAME	SEX	PF/TSC NO	DESIGNATION	STATION	ID NO	MOBILE NO	SIGNATURE
1	FRANCIS SHTKANDA	M	1991103045	CDE	TURKANA	6876854	0720400197	
2	KAVAI KISIA	M	1997098303	CRASO	TURKANA	11147047	071552-5204	
3	WILFRED MOIGISI	M	800605	TSC DCD	TURKANA	1078S162	0721216609	
4	RAEL AKORU	F	90099829	M.O.H	TURKANA	9337818	0705271056	
5	Wambam Godwin	M	2014080413	MOH	Turkana	24801485	0728639256	
6	JACOB ASONBO	M	0336/2009	CDE NEMA	Turkana	2072493	0723740466	
7	Jullie Omolo	F	2010025442	MOE HQ	HQ	21993642	0721610011	

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COUNTY – TURKANA   VENUE: CDE3 OFFICE TURKANA

DATE: 14/12/2021

S/NO	PARTICIPANT'S NAME	SEX	PF/TSC NO	DESIGNATION	STATION	ID NO	MOBILE NO	SIGNATURE
8	Raymond Kinwa	m		Social Spec WORLD BANK	NAIROBI	24766906	072462460 45	
9	KENNETH Ojwang	M	20121064764	Safeguards M.O.E	NAIROBI	25044222	0726527 875	
10	Joan Biwott	F		social specialist World Bank	"		070119 4875	Butt
11	Diana Sima	F	—	Environment Specialist World Bank	NAIROBI	23820933	072083839	SimA
12	EVELYNE LOKOL	F	2011244372	Ass.C.O	T. CENTRAL	22348487	0727311442	
13	ANAM PATRICK NAVKOT	M	2012051346	CPC	TURKANA	20679925	0718977107	

Ministry Of Education
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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 14TH -15TH DECEMBER, 2021

COUNTY TURKANA   SUB-COUNTY TURKANA WEST   VENUE DUE LANY SCHOOL   DATE 15/12/2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1.	EDUKON E. JOSEPH	M	KEPSHA	0710118297	josephelukon@gmail.com	
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3	DAVID L. APALIA	M	Vulnerable group	0729788712	lokucudo @gmail	
4	NGIPUO BERNARD	M	VMG	0714060445	ngipuo69@gmail.com	
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8.	INGOLAN NICODEMUS	M	KESSHA	0729814313	lingdan717@gmail.com	
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10	JOEL EKUWOM	M	FCA/NGO	0726123448	Joel.ekuwom@kuu.h	
11	MERCY SIMITU	F	VMG	0708789224	mercy1993musa@gmail.com	
12	ESTHER AKIRU EKAL	F	VMG	0701157922	akiruesther9@gmail.com	
13	Kalimon Veronica	F	sub-County Children service	0792664352	zolmingaveronica@gmail.com	Vmkm.
14	MARY ALIM	F	VMG /CSOS	0729827495	erengmaryalim@gmail.com	
15	NAKALI JOSEPH	M	VMG / Youth	0757617005	lemkolnakali@gmail.com	

85

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Pananford
16/12/2021

ATTENDANCE LIST FOR STAKEHOLDERS ATTENDING STAKEHOLDER CONSULTATIONS MEETING ON ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT FOR THE PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAMME (KBEELP)
COUNTY – TURKANA   SUB COUNTY: TURKANA WEST
VENUE: OUR LADY SECONDARY
DATE: 15/12/2021

S/NO	PARTICIPANT'S NAME	SEX	PF/TSC NO	DESIGNATION	STATION	ID NO	MOBILE NO	SIGNATURE
1.	INGOLAN NICODEMUS	M	474568	KESSHA	AIC Songot Sec. Sch.	22661922	0729814313	
2.	FATUMA EKAI	F	38706A	NGO/FBO	OUR LADYS GIRLS SEC	13425116	0726083249	
3.	FLORENCE L. MIINYAN	F	429660	CSO-TSC	PELEKECH ZONE	13648505	0743371069	
4.	DANIEL Epte	M		DISCPHO	KAKUMA	29599053	0707055271	
5.	LOKEUN FREDRICK	M	518885	KNUT REP	LSKICHOGGIO	24037948	0714131349	
6.	EDUKON JOSEPH	M	415872	KEPSHA	LOKICHOGGIO	12911507	0710118297	
7	KALIMON VERONICA	F	37616238	DCS	Kakuma	3761623 8K	0792664253	

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16/12/2021

Ministry Of Education
State Department of Early Learning and Basic Education
Directorate of projects Coordination and Delivery

PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 14TH -15TH DECEMBER, 2021
COUNTY TURKANA SUB-COUNTY TURKANA WEST VENUE OUR LADY SECONDARY DATE 15/12/2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
16	PAULINA IMANA	F	VMG	0726821805		
17	ABDULAHI LOKHECAH	M	OOP/PWD	0721434875	abdinakwawi@gmail.com	
18	Jeripher ASUKUKU	F	VMG MCA OFFICE	0707486077	JempheEkal@gmail.com	
19	CAROLINE ONYANGO	F	NIK	0723641540	conyango@iindle.org	
20	ELIMA Robert	M	LWF	0708353064	robert.elima@luteranworld.org	
21	FATUMA EKAI	F	NGO/FBO	0726083249	fatumaekal37@gmail.com	
22	COSMAS NAKEYAA	M	ASS Kepshp	0717600094	osmgawa cosmas@gmail.com	
23	INGOLAN. W. BENSON	M	VMG	0701773320	bensmualoyok@yahoo.com	
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25.	Ali Diale	M	UMHUR	0741441166	duala@umher.org.	
26	LEVI INDIATOI	M	MOE-SCDE	0708293194	leuyemussigi@gmail.com	
27.	Uma Okelo	M	LWF	0715190242	george.okello@lutheranworld.org	
28.	ANAM PATRICK NAWAY	M	MOE	0718977107	aramnaul607@gmail.com	
29	JACOB ASEMBO	M	NEMA	0723940444	kasembo@nema.go.ke	
30	KEMNETH opumy	M	M.O.E HQ	0726527875	kesoyma@gmail.com	

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DATE

COUNTY DIRECTOR OF EDUCAT
TURKANA COUNTY
P. O. Box 16 - 30500,
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16/12/2

ATTENDANCE LIST FOR VMGs ATTENDING STAKEHOLDER CONSULTATIONS MEETING ON ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT FOR THE PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAMME (KBEELP)

COUNTY – TURKANA   SUB COUNTY: TURKANA WEST

VENUE: OUR LADY SECONDARY SCHOOL

DATE: 15/12/2021

S/NO	PARTICIPANT'S NAME	SEX	PF/TSC NO	DESIGNATION	STATION	ID NO	MOBILE NO	SIGNATURE
8	MERCY SIMIYU	F	676774	VMG	POKOTOM SECONDARY	29731711	0708789224	NMS.
9	NAKALI JOSEPH	M		VMG		37262000	075761705	
10	MICHAEL ILLE	M		VMG		1298788	0744009	

Ministry Of Education
State Department of Early Learning and Basic Education
Directorate of projects Coordination and Delivery

COUNTY DIRECTOR OF EDUCATIO?
TURKANA COUNTY
P. O. Box 16 - 30500,
LODWAR
16/12/2021

PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 9TH -10TH DECEMBER, 2021

COUNTY TURKANA SUB-COUNTY TURKANA WEST VENUE OUR LADY SECONDARY SCHOOL DATE 15/12/2021

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
31	Julie Owolo	F	MOE -HQ	0721610011	ulironolo.ja@gmail.com	
32	Raymond Kinwa	M	WB	0724624045	rkinwa@wordbank.org	
33	FRANCIS SHIKANDA	M	CDE	0726400197	francis.shikanda@jsha..	
34	Diana Sirma	F	WB	0720838392	dsirma@worldbank.org	
35	Joan Biwott	F	WB	0701194862	jbiwott@worldbank.org	
36	KENNETH Ojwang	M	MOE HQ	0726527875	Kenojwa@gmail	
37	JOHN ATOL	M	PARENTS ASSOCIATION REP	0728211030	atoljohn@yahoo.com	

MINISTRY OF EDUCATION

Telegram 'ELIMU' Lodwar
Telephone'Lodwar'054 21076
Fax/No: 054 21076

TURKANA COUNTY EDUCATION OFFICE,
P.O. BOX 16- 30500,
LODWAR.
DATE

COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY
P. O. Box 16 - 30500,
LODWAR
16/12/2021

ATTENDANCE LIST FOR VMGs ATTENDING STAKEHOLDER CONSULTATIONS MEETING ON ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT FOR THE PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAMME (KBEELP)

COUNTY – TURKANA   SUB COUNTY: TURKANA WEST
VENUE: OUR LADY SECONDARY SCHOOL
DATE: 15/12/2021

S/NO	PARTICIPANT'S NAME	SEX	PF/TSC NO	DESIGNATION	STATION	ID NO	MOBILE NO	SIGNATURE
1	JENIPHER ASOKOKV	F	:	VMG MCA REA No	KAKUMA	13425192	0707486077	
2	INGOLAN .W. BENSON	M	558196	VMG	KAKUMA GIRLS	27535734	0701773322	
3	NGIPUO BERNARD	M	275926	VMG	KAKUMA ARID	9828812	0714060445	
4	David L. Afalia	M		VMG	Kaabokont village	4780458	0724738212	
5	MARY ALIM	F		VMG	NADAPAL VILLAGE	11512643	0729827495	
6	PAULINA IMANA	F	20524071	VMG	IDP VILLAGE	2052907	0726821805	
7	AKOLOM DAVID	M	415797	VMG	KAKUMA MIXED	21343111	0711565610	

MINISTRY OF EDUCATION

Telegram 'ELIMU' Lodwar
Telephone'Lodwar'054 21076
Fax/No: 054 21076

TURKANA COUNTY EDUCATION OFFICE,
P.O. BOX 16- 30500,
LODWAR.
DATE

COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY
P. O. Box 16 - 30500,
LODWAR
16/12/2021

ATTENDANCE LIST FOR STAKEHOLDERS ATTENDING STAKEHOLDER CONSULTATIONS MEETING ON ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT FOR THE PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAMME (KBEELP)

COUNTY – TURKANA   SUB COUNTY: TURKANA WEST
VENUE: OUR LADY SECONDARY SCHOOL
DATE: 15/12/2021

S/NO	PARTICIPANT'S NAME	SEX	PF/TSC NO	DESIGNATION	STATION	ID NO	MOBILE NO	SIGNATURE
8	COSMAS NAKATAA	M		DSC Rep SNR CHIEF	KAKUMA	12909203	0777600094	
9	ABDULAHI LONGOLOLH	M		Ass-CHIEF I OOPI AND	MARVNGUO	20597156	0721434875	
10	ESTHER AKIRU EKAL	F	720688/4	VMG REP	KAKUMA	12434231	0701157922	
11	JACOB ASENDO	M	0336/209	CDE NEMA	LODWAR	22782013	0723940444	
12	CECILIA A. IGOGOYO	F	200207884	SSDO	KAKUMA	22324997	0711813717	
13	LEVY INDIATH Amuellu	M	1997098280	SCDE	KAKUMA	10929197	0702093194	
14	JOHN ATOL	M	—	Parents Association Rep	KAKUMA	21321579	0728211030	

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education
PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROJECT
ENVIRONMENTAL & SOCIAL SYSTEMES ASSESSMENT CONSULTATIVE MEETING ON 8TH DECEMBER, 2021
ATTENDANCE REGIGSTER

COUNTY: MAKUENI SUBCOUNTY: KIBWEZI VENUE: KALULINI BOYS

S/NO	ACCOUNT NAME	T.S.C/PNO/ ID No.	GENDER	ORGANISATION	MOBILE NUMBER	SIGN
1						
2	John Ongosi	8647798	M	MoE	0722724126	
3	Stephen Jalenga	9205107,	M	MOE KNUT REP	0722654572	
4	Ruth Mbuvi	385088	F	REP	0720299764	
5	Farida Hassan	10391529	F	WBG	0726 089946	
6	Raymond Kinue	24766909	M	WORLD BANK	0724624005	
7	Robert Ochieng	22706615	M	World Bank	0508848528	
8	JOSEPH N. KAVISA	92056654	M	MOE Kibwezi	0722961323	
9	GETRUDE CHAO	900563	F	TSC	0726238086	
10	FREDRICK KASAU	94072730	M	MOE KIBWEZI	0720999968	

Confirmed By: SCDE.................... Date.......... Sign..........

Ministry Of Education
State Department of Early Learning and Basic Education
Directorate of projects Coordination and Delivery
PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.
ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 14TH -15TH DECEMBER, 2021

COUNTY-------------SUB-COUNTY-------------VENUE--------- DATE............

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1	JOHN ONGOSI	M	MoE	0722724126	ongosijohn@gmail.com	
2	JANE NJOKU	F	MOE	0722474384	njokujane30@gmail.com	
3	STEPHEN JALENGA	M	MOE	0722654572	jalengas@gmail.r	
4	Fannel Mosago	M	NEMA	0722997032	arasemosago@gmail.com	
5	Eunice P. Onchari	F	TSC	0720613098	euniceonchari11@gmail.com	
6	Oroange Torotich	M	DOH-Nch	0721232048	torochs26@yahoo.com	
7	David Koske	M	South Devit	0722371191	davidkoske@yahoo.com	
8	Zainab Mohammed	F	Children Dpt	0791730207	zeymotaq@gmail.com	
9	Robert Ochieng	M	World Bank	9088485528	rochieng@worldbank.org	
10	LEGANIA K. KOZIKO	M	MOE	0727096919	ledamakioilo@gmail.com	
11	Farida Hassan	F	WBG	0726 089 946	fhasson@worldbankgroup.org	
12	Antony M. Makori	M	MOE	0721916114	makoriantony60@gmail.com	

KENYA BASIC EDUCATION EQUITY IN LEARNING (KBEELP) SAMBURU/KINANGO ATTENDANCE SHEET

10/12/21 SAMBURU SOCIAL HALL

SN	NAME	ORGANISATION	ID NUMBER	PHONE NUMBER	SIGNATURE
1	SATOL MAMBO KANONA	KEPSHA	27724929	0711406991	
2	CHONDO MWERO	P.A. C/P J. ZUKA	6686077	0794 52788	
3	KATANGO RUNA MWARUWA	MOH SAMBURU	23404855 0	0725202021	
4	LINET CHIZI NDORO	YOUTH REP	39075077	0700983895	
5	HALIMA CHIGUMBA	CHAIRLADY	67794472	0718871977	
6	GALGALO DURI NEKD	VUNERABLE	11492316	0711844432	
7	EMMANUEL HTIESA BARISA	VUNERABLE	34998575	0793785343	
8	HATILA KIRISAI MEKNTA	VUNERABLE	23981349	0707635847	
9	KATUGGA DOROSI GALGALO	VUNERABLE	31173549	0712634580	
10	BARISA HIYESA THUSE	VUNERABLE	3009961	0799133739	
11	NGOSSE J. MALIDZO	KESSHA	51409792	0722591101	
12	CA-MORO KIRUM	WORLD BANK	24760909		
13	Robert Ochieng	World Bank	22706675	0708848528	
14	Jade Henno J	WBG	10391529	0726057966	
15	Price Sifa Mbon	KESSHA COUNTY	8453903	64274562	
16	HARRISON GEORGE MUDALA	V.C.O	53336492	0724916043	
17	KILATA MUNYAKA KILACHE	ALGARISA	5320378	070903722	
18	ALI HASSAN KAI	SGK HEALTH	39726560	0760647932	
19	SAMWEL W. KAVASHO	kepsha conty	5419686	0712790 493	
20	I. ZISKARE KALEA	ANZAA COMM	21621060	02275 76893	
21	REBESION NJJAH	AZAA Comm	124 89377	0740807228	
22	JAOL K. MOIRA	"	21613340	0762270063	
23	SINJAH M MAPI	MoE	31371423	97469773	
24	John Omoge	MoE	8647748	0722724123	
25	MUHAMED K. MWANYIRO	MOE (SCDE King)	23660227	0727 9419 27	
26	MICHAEL K. DONDA	MoE CPC	13378721	07322784Z62	
27	BEENAM SALIM	MOE SCDE	21455883	0726279176	
28	PETER KATEMBE	MOE SCDE	200069900	672287724	
29	MARTIN CHERUIYOT	MOE COE	30090629994	0724498	
30					
31					

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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 14TH -15TH DECEMBER, 2021

COUNTY..... NAROK ..... SUB-COUNTY Narok North ..... VENUE/ CONFERENCES DATE 15/12/2021.

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1	Stephen Jalenga	M	MOE	0722654632	jalengas@gmail.com	
2	Robert Ochieng	M	World Bank	0708848528	rochieng1@worldbank	
3	Alice Machana	F	We World	0722900768	alice.machania@weworld.it	
4	peter Negol	M	ogiek	0729577552		
5	Jackson Nagol	M	Director FMO	0728784695	Rwisinsing01@Email.com	
6	Wilson Ngusilo M.	M	ELDER "	0712824 08331		
7	Julius M. NTAYIA	M	NCIWB	870-754138	jutius.otai4@pahol.go.ke	
8	Judy Nagol	F	ogiek	0727073510	Judy.nagol@Gmail	
9	Hellen Ngusilo	F	ogiek	0703624701		
10	Fredrick Ngusilo	M	Ogiek	0724 260 798	fredngu010@gmail.com	
11	SANDRA LUARI	F	Ogiek	0793552153		
12	VERONICAH NGUSILO	F	Ogiek	0700199999		
13	Julius Che Kuyoni	M	PA Maasai Com	0724365704	Julius.Kuyoni@Gmail.com	
14	Andrew Kakaine Leperes	M	Bom member Maasai giro	0724586235	andrewkakaine@gmail.com	
15	FRIDAH NTALA	F	YOUTH AFFAIRS	0729470516	fridahnidah@gmail.com	

Ministry Of Education
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PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 9TH -10TH DECEMBER, 2021

COUNTY. KWALE ----------SUB-COUNTY----------------VENUE---------------- DATE..........................

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
1	John Ongosi	M	MoE	0722724126	ongosijohn@gmail.com	
2	Martin Chemuyot	M	MOE-COE	0722409894	kwale.cdn@gmail.com	
3	Raymond Kinna	M	World Bank	0724524085	rkinva@wordbank	
4	Farida Hassan	F	World Bank	0726089946	fhasan3@worldbank.org	
5	Robert Ochieng	M	World Bk	0708848528	rochieng@worldbk	
6	Johnstone Kivuli	M	Dcs	0724962576	kivuli22@gmail.com	
7	Redempta Muendo	F	CGK Health Dpt.	0722434156	redympta5@gmail.com	
8	Raymond Zaka	M	ICT INFORMATION	0722509569	raymondzaka@gmail.com	
9	Michael Ponda	M	MoE-CPL	0722298962	mikeponds@gmail.com	
10	CONCOLATA MACHUCO	F	DSD	0725758642	dctkwale@gmail.com	
11	Stephen Jalenga	M	MOE	0726657672	jalenga@gmail.com	
12	EVAS N KIARA	M	Tcc CB	0701211776	gitongo.ek@gmail.com	
13	SIASA JUMA	M	NEMA	0711608260	siasamdzifa@gmail.com	
14	Timothy Kilonzi	M	State Dept Public Works	0720321292	kilonzitimothy@gmail.com	

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State Department of Early Learning and Basic Education
Directorate of projects Coordination and Delivery

PROPOSED KENYA BASIC EDUCATION EQUITY IN LEARNING PROGRAM.

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT CONSULTATONS FROM 14TH -15TH DECEMBER, 2021

COUNTY---------------------------SUB-COUNTY-----------------------VENUE---------------- DATE..........................

S/N	NAME	GENDER	ORGANIZATION	MOBILE NO	EMAIL ADDRESS	SIGNATURE
16	DAVID K. KIRUI	M	KISHA Natt nng	0721297608	kiruidk@gmail.com	
17	Anthony M. Makori	M	MoE	0721916114	amakori@gmail.com	
18	Ladema K. Korik	M	MOE	0721076917	lademakork209@gmail.com	
19	John Ongosi	M	MoE	0722724126	ongosijohn@gmail.com	
20	SAMSON KAHARE	M	INTERIOR	0720642393	kaharesamson@gmail.com	
21	mary Hinda	F	DGIEK	0700925077	mary	
22	GIDEON KISIO	M	YOUTH COUNCIL (Kwale Court)	0719763951	keasterkisio@gmail.com	
23	Joseph Luari	M	DGICK	0717585710		
24	Soylalel manayio	M	NFYCO UNIEY	0122616183	youcherarorg@gmail.com	

ANNEX 5: LIST OF NATIONAL STAKEHOLDERS CONSULTED VIRTUALLY

No	Institution	Nominated Officer	E-mail Address	Date	Time
1.	Kenya Institute of Curriculum Development (KICD)	Grace W. Ngugi Maina	Email. gngugi@kicd.ac.ke	12.01.22	10 - 11am
2.	Kenya Education Management Institute (KEMI)	Mr. Wycliffe Wasike	Email wwwclife@gmail.com	12.01.22	11:30-12:30pm
3.	Director Infrastructure	Lowerence K. Kuruntimi	lkkauntimi@gmail.com	12.01.22	2 - 3pm
4.	School meals Program	Florence Gwoneki	gwoneki2002@gmai	12.01.22	3:30 – 4:30pm
5.	Teachers Service Commission (TSC)	Irene Ochieng Tom Okaya	iochieng01@gmail.com tomokaya@tsc.go.ke	13.01.22	10-11am
6.	GPE PRIEDE PIU	Peter Gachathi	pgachathi@gmail.com	13.01.22	4.30 - 5.30Pm
7.	State Department of Arid and Semi-Arid Lands (ASALs)	Peter Kimutai	koskimutai@gmail.com	14.01.22	9 - 10am
8.	Kenya Institute of Special Education (KISE)	Daniel Sanoe	Email.sanoed@kise.ac.ke	14.01.22	10:15 - 12pm
9.	Centre for Mathematics, Science & Technology Education in Africa (CEMASTEA)	B. Kilonzo	bkilonzo@cemastea.ac.ke	14.01.22	1 - 2pm
10.	Kenya National Examination Council (KNEC)	Paul Njuguna	pnjuguna@knec.ac.ke	14.01.22	2 -3pm
11.	National Environment Management Authority (NEMA)	Joseph Makau	jmakau@nema.go.ke	17.01.22	10 – 11am
12.	National Council for Nomadic Education in Kenya (NACONEK)	Emmy Njeru Zakaria Ismail	emmynjeru.en@gmail.com camirzackeay@gmail.com	17.01.22	11:30 – 12:30pm
13.	Ministry of Public Works	Eng. Kiragu Eng. Kamau Peter	wakkirr@gmail.com pkgathuru@gmail.com	20 .0 1.22	8 – 9am

No	Institution	Nominated Officer	E-mail Address	Date	Time
14.	Department of Social Protection (Social Development/Children services/Gender) Social risk Management unit	Mr. Mureithi Mdm. Jane Kitili	musamk2000@gmail.com jkitili2002@yahoo.com	20.0 1 .22	9 – 10am
15.	Secondary Education Improvement Project (SEQIP)	Jane Mbugua Julie Omolo	janmbug@gmail.com julieomolo.ja@gmail.com	20.01.22	10:30 - 12pm
16.	Department of Public Health	Dr. Christine Wambugu Leila Akinyi	drcwambugu@gmail.com leilakinyi@gmail.com	20.01 .22	2 – 3 pm
17	National Construction Authority (NCA)	Arc. Stephen Mwilu	s.mwilu@nca.go.ke	20 .01 .22	3 – 4 pm
18	Directorate of Occupational Safety and Health services (DOSHS)	Dr. Andrew Muruka	drandrewmuruka@gmail.com	20.01.22	4 – 5 pm