



# Appraisal Environmental and Social Review Summary

## Appraisal Stage

### **(ESRS Appraisal Stage)**

Date Prepared/Updated: 05/11/2020 | Report No: ESRSA00793



**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Project ID	Parent Project ID (if any)
Ethiopia	AFRICA	P174206	
Project Name	Ethiopia: COVID-19 Education Response Project		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	5/5/2020	5/20/2020
Borrower(s)	Implementing Agency(ies)		
Federal Democratic Republic of Ethiopia	Ministry of Education		

Proposed Development Objective(s)

Maintain students' learning during school closures and after school re-openings, and enable education system recovery and resilience

Financing (in USD Million)	Amount
<b>Total Project Cost</b>	<b>19.80</b>

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

Yes

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

The COVID-19 pandemic threatens education progress worldwide through two major shocks: (1) the near-universal closing of schools at all levels, and (2) the economic recession sparked by the pandemic-control measures. Without major effort to counter their effects, the school closings shock will lead to learning loss, increased dropouts, and higher inequality; the economic shock will exacerbate the damage, by depressing education demand and supply as it harms households; and together, they will inflict long-run costs on human capital and welfare. But if countries do move quickly to support continued learning, they can mitigate the damage and even turn recovery into new opportunity.



The first case of COVID-19 was recorded in Ethiopia on March 13, 2020 and as of May 1, 2020 there were 135 confirmed cases and three confirmed deaths from the disease, although the actual toll is likely to be significantly higher. A state of emergency was declared on April 8th and parliamentary and presidential elections planned for August have been postponed indefinitely. The disruption and loss of livelihood resulting from the pandemic has exacerbated existing strains resulting from the refugee and IDP crises and severe loss of agricultural output as a result of locust swarms in early 2020. The World Bank Group is supporting the Government's overall COVID-19 response through the Ethiopia COVID-19 Emergency Response (P173750, US\$82.6 million), which aims to prevent, detect and respond to the threat posed by COVID-19 and strengthen national systems for public health preparedness in Ethiopia; the International Monetary Fund has also agreed to provide US\$411 million in emergency assistance to help the country meet the urgent balance of payment needs stemming from the pandemic, as well as debt service relief.

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

The Ethiopia GPE COVID-19 Education Response is being prepared as a new project, with an objective to maintain continued learning during school closures and after school re-openings and education system recovery and resilience. The proposed grant financing is in the amount of US\$20 million, including supervision fees of US\$200,000, expected to be financed from an allocation from the Global Partnership for Education COVID-19 Accelerated Funding Window over an 18 months implementation period.

The proposed project activities are intended to mitigate the impact of COVID-19 on the education system and help recovery when schools reopen. The project will have three components (with subcomponents). Below is a brief explanation:

a) Component 1: Maintaining learning trajectories and safety during school closure. The closure of schools is expected to pose severe negative impacts on student learning trajectories. This component supports activities to maintain learning during the closure of schools through provision of distance learning, as well as communication regarding the COVID-19 pandemic and the reopening of schools. The component has two subcomponents:

Sub-Component 1A: Remote Learning. The MoE's COVID-19 Emergency Response Plan includes extensive support to distance learning to maintain student learning trajectories during school closures. The project will support development and broadcast of distance learning materials, employing existing Government radio and TV infrastructure, to support continuity of learning during school closure, with a focus on reaching the most vulnerable, in particular girls and children with special needs.



Sub-Component 1B: Communication. Distance learning activities are unlikely to reach all students without concerted effort to communicate their availability and support access. This subcomponent supports communication around the availability of, and how to access distance learning resources, as well as additional messaging on safety and awareness of COVID-19, GBV, and disabilities, and psychosocial support for students. The subcomponent also supports improved communication between teachers and students during school closures.

b) Component 2: Supporting readiness for school reopening and mitigating learning loss. This component supports accelerated learning activities to enable ‘catching-up’ of lost learning in the months immediately following the reopening of schools, including targeted remedial support to low-performing and vulnerable students; in addition to support to sanitation and facilities in schools. The component has two subcomponents:

Sub-Component 2A: Support to catch-up learning. No matter the effectiveness of distance learning strategies, learning loss during school closures is inevitable and likely to disproportionately impact the poorest. This component supports accelerated learning and remedial support for catch-up learning through preparation of guidelines and support to teachers.

Sub-Component 2B: Enhancing hygiene and prevention of disease in schools. The reopening of schools is unlikely to be successfully conducted, and would be imprudent, without efforts to enhance standards of cleanliness and hygiene in schools. Only 35 percent of schools in SNNP region, and 15 percent in Somali region, have a functioning clean water supply, and only 83 percent of schools have toilets. This component will support investments and guidance to schools to ensure safe environments for students and teachers, likely to including, water transportation, disinfectants and sanitizing materials, and face masks, as well as support to community monitoring of hygiene in schools.

c) Component 3. System-level resilience and project coordination. This component supports system-level capacity to respond to emergencies and monitor the functioning of schools through provision of an emergency helpdesk and support to supervision capacity at regional and local levels. The component will also support overall project management, coordination and communication, including preparation and execution of the 18 months’ work plan and budget (AWP&B), and procurement plan; monitoring of the results framework and quarterly reporting; facilitate project communication and ensure compliance with fiduciary and safeguards requirements.

## D. Environmental and Social Overview

D.1. Project location(s) and salient characteristics relevant to the ES assessment [geographic, environmental, social]  
This project will be implemented in Ethiopia including in rural and urban centers. The project activities will be implemented in different environmental and social contexts though the specific locations where the project activities will be implemented are not yet identified. Ethiopia has considerable geographical and cultural diversity and is endowed with great diversity of plant, animal and microbial genetic resources. Ethiopia also encompasses different World Heritage Sites. The activities to be financed by the project are not expected to account for irreversible environmental and social impacts, conversion of natural habitats, degradation of biodiversity, and loss of forest resources as no large scale civil works nor construction of infrastructure will be financed. Equally it will not endanger cultural heritage. As the project aims to promote emergency response, recovery and resilience of educational sector that operates throughout the country, it is expected to operate in those emerging regions where several of the underserved and pastoral communities present, home for large population of refugee communities and internally displaced people. The underserved communities with distinct cultural settings present in Afar, Benishangul Gumuz,



Gambella, Somali and parts of SNNP and Oromia regional states. The project activities also will traverse to the remote and border areas prevalent to potential inter-communal conflict and proximity to the neighboring fragile and conflict states. Thus, the need of social inclusion in the education response, recovery and resilience interventions will be challenged by these facts/scenarios due to its geographical coverage.

From environmental risk management viewpoint, potential environmental risks are associated with: i) Component 2: which will support improving hygiene and WASH facilities at selected schools, hand-washing stations and buckets for hand-washing; and guidance; and ii) Component 3 which will finance targeted enhancements to ICT infrastructure and provision of low-cost devices. Specifically, the activities to be financed under GPE COVID 19 Accelerated Fund would involve procuring and distributing context specific connecting devices (Educational Tablets); providing safety kits for home visitor teachers during the Covid-19 crisis, (smart Thermometer, First Aid Kits and other supportive materials); maintaining the School WASH facilities, (toilets, tap-water, and Consumable items) providing Water tanker, Face Masks, Disinfectant Chemicals, Sanitizers and other Sanitary materials for schools that will serve as a Quarantine center and selected Level 1 Schools. The main environmental, health and safety risks are associated with potential mismanagement of School WASH facilities, Chemical Disinfectants, and Sanitation and safety materials. Besides, the targeted enhancements to ICT infrastructure could lead to an increase in consumption of energy and generation of e-waste in the long run.

The proposed project is not expected to lead to significant social impacts and risks. The key challenge is to ensure that students from poor family and in remote and undeserved areas are included and that the project ensures inclusive approaches. The project will also have to ensure gender-equity in the provision of project benefits. The project will not require any land acquisition or lead to involuntary resettlement. In summary, the main social risks of the project include: (i) social exclusion of beneficiaries in remote areas and the pastoral community, people with disabilities, and/or girls; (ii) insufficient community engagement, elite capture, and social tension; and (iii) gender-based violence. A challenge will also be effective monitoring and supervision as well as grievance redress.

#### D. 2. Borrower's Institutional Capacity

The Government of Ethiopia has considerable experience in managing environmental and social risks associated with Bank Projects in the education sector; including implementation under IPF and PforR approaches. However, the client's capacity to manage environmental and social risks still requires considerable improvement. The Bank-funded parent GEQIP-E (P163050) has shown considerable gaps in its early phase of implementation; with recent strong progress. This includes deployment and training of ESRM staff at different levels. The ESMF, to be prepared for this project, will complement provisions under GEQIP-E to further strengthen the ESRM capacity where necessary, specific to the new activities under this project. The ESMF will also support the preparation and implementation of site specific environmental and social risk management tools and compliance monitoring and reporting.

The MoE will have the overall responsibility and oversight of the proposed project. The existing National Project Coordination Office (NPCO) under the Ministry of Education – Planning and Resource Mobilization Directorate (PRMD) will take the overall responsibilities of implementation and coordination of project activities, including the environmental and social risks management with the support of other MoE directorates, universities and Regional Educational Bureaus (REBs). At the regional level, the Regional Educational Bureaus (REBs) in the nine regional states and two city administrations, each of which having E&S safeguards specialists, will be responsible to coordinate and manage environmental and social issues in the woredas and schools within their respective jurisdictions. At the



Woreda and school level, E&S focal persons are being assigned with detailed descriptions of roles and responsibilities by the MoE through the PRMD.

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

**A. Environmental and Social Risk Classification (ESRC)**

Moderate

**Environmental Risk Rating**

Moderate

The project activities can have significantly positive environmental and health outcomes as the provision of safe sanitation and hygienic conditions is essential for protecting human health during infectious disease outbreaks including COVID-19. However, these benefits can be realized by safely managing water and sanitation services, and by applying good hygiene practices. The COVID-19 emergency response efforts demand the availability of safely managed sanitation systems such as improved latrines or toilets. Any failure to apply good sanitation and hygiene practices can have significant repercussions in the fight against COVID-19. This is because poor management of water supply, sanitation and hygiene (WASH) services may lead to COVID infections, transmission of the disease from the schools that will be used as a Quarantine centers and selected Level 1 Schools to communities and exacerbate the outbreak and the spread of COVID-19. The client may apply chemicals for disinfection purposes. Despite their disinfectant and antiseptic functions, these chemicals, if used improperly, may lead to accidents and could pose risks to public health. Hence, taking appropriate precautionary and protective measures will be necessary while applying disinfectants. Targeted enhancements to ICT infrastructure could lead to an increase in e-waste in the long run. Given that the client has limited capacity to enforce the precautionary mitigation measures, the potential risks could be considerable unless: i) appropriate environmental and social risk management instruments are prepared and implemented; and ii) training and capacity building activities are planned and implemented.

**Social Risk Rating**

Moderate

The project activities will have positive outcomes ranging from ensuring continuity of education for more than 26 million students during the crisis, maintaining WASH facilities for schools that will be served as a quarantine center supporting protection from COVID19, to enhancing the capacity of educational system through ICT infrastructures and digital technologies and therefore, the potential social risks and impacts are not likely to be significant. However, due the scope of the project which has wider coverage and includes large geographical area, access is a challenge and monitoring will be a problem. Therefore, social risk management needs to address risks of inter-communal conflicts, political instability induced by potential civil unrest, language issues, etc. Only then it can be ensured that inclusive access to benefits will be provided and that related activities can be implemented and monitored properly in accordance with the requirements outlined in the ESF as well as the ESCP. To this end, it will be important to have appropriate assessments ready, consult stakeholders adequately in line with the SEP, and establish an effective grievance redressing mechanism. Thus, the project social risk is rated moderate.

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

**B.1. General Assessment**

**ESS1 Assessment and Management of Environmental and Social Risks and Impacts**

**Overview of the relevance of the Standard for the Project:**

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

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

In order to manage the anticipated environmental and social risks and impacts, the client will prepare an Environmental and Social Management Framework (ESMF) which will serve as a basis for preparation of site specific environmental and social risk management tools. The client will adopt relevant WHO guidelines such as Water, sanitation, hygiene, and waste management for COVID-19 (e.g. WHO/2019-nCoV/IPC\_WASH/2020.2). . The project will also follow the WBG General EHS Guidelines to address environment, health and safety risks. As part of the ESMF the client will prepare a social assessment for pastoral and remote areas and the labor management procedures for different type of workers. The project will also update the draft Stakeholder Engagement Plan (SEP) that was prepared during project preparation.

The borrower will also prepare an Environmental and Social Commitment Plan (ESCP) which outlines the measures and actions required to avoid, minimize, reduce or otherwise mitigate the potential environmental and social risks and impacts of the project.

### **ESS10 Stakeholder Engagement and Information Disclosure**

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

The project will establish a structured approach to engagement with stakeholders that is based upon meaningful consultation and disclosure of appropriate information, considering the specific challenges associated with COVID-19 throughout the project cycle. The approaches taken will thereby ensure that information is meaningful, timely, and



accessible to all affected stakeholders, including usage of different languages, addressing cultural sensitivities, as well as challenges deriving from illiteracy or disabilities.

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

A Grievance Redress Mechanism (GRM) procedure has been provided in the draft SEP which will be updated as part of the SEP update. The GRM will include mobile-phone based applications, and in-person centers for complaint registration and resolution, and a free hot line linked with a call center. The GRM will address each area of the feedback cycle: (i) uptake, (ii) sort and process, (iii) acknowledge and follow up, (iv) verify, investigate, and act, (v) monitor and evaluate, and (vi) provide feedback to the complainant as well as to project management and WB.

## **B.2. Specific Risks and Impacts**

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

### **ESS2 Labor and Working Conditions**

Most activities supported by the project will be conducted by civil servants employed by the Government of Ethiopia. As such, these employees will remain subject to the terms and conditions of their existing public-sector employment. However, there will be primary supply workers, required for the installation and maintenance of satellite services for education system, distribution of the educational digital technologies (connective devices), operations of TV/Radio broadcasting services, and WASH service providers. Moreover, workers who involve in preparing schools that served as a quarantine center for re-opening through spraying disinfectant chemicals, and cleaners might be exposed for the risks of contaminations to COVID19, hazardous chemicals and other pathogenic. The main risks of these workers are related with occupational health and safety risks. The project will prepare Labor Management Procedure proportional (to be part of the ESMF) to the risks of the project. The LMP will provide procedures includes health screening of workers to ensure additional support measures to reduce risks of spread of COVID-19 during implementation of activities by community workers.

The project will ensure the application of OHS measures to be provided in the ESMF (follow on ESMP ) noted under ESS1 as well as WHO guidelines. The project will have a basic, responsive grievance mechanism to allow workers to quickly inform management of labor issues, such as a lack of PPE and other issues.

In case of workers coming from outside the community (especially for purposes of the installation of specialized technical equipment), worker accommodation and influx (if any) will need to be managed in line with ESS2 (and ESS4). The project will adopt relevant WHO guidelines such as Water, sanitation, hygiene, and waste management for COVID-19. The project will prepare and enforce a Health, Safety and Environmental (HSE) plan in line with Good International Industry Practice (GIIP) .The HSE plan will be presented as draft in ESMF and updated at the subproject level, as relevant.





Child labor is forbidden in accordance with ESS2 and Ethiopian law, i.e. due to the hazardous work situation, for any person under the age of 18. Moreover, in line with ESS2 as well as the Ethiopian law, prohibited is the use of forced labor or conscripted labor in the project, both for construction/installation/ and operation of project facilities. The grievance mechanism will be developed within one month of project effectiveness as part of the LMP. The mechanism will include contact details for submission of grievances, timelines for responses and escalation procedures.

### **ESS3 Resource Efficiency and Pollution Prevention and Management**

This standard is relevant as wastes from school WASH facilities, sanitation and safety materials and disinfectant chemicals should be properly disposed of following the requirements of this standard (so that pollution could be prevented and managed). Besides, the client will introduce mechanisms for energy efficiency to cope up with the increase in energy consumption and electronic waste management that may be associated with the targeted enhancements to ICT infrastructure. Another set of risks is related to potential generation of e-waste, which may require. The project will prepare and implement site specific environmental and social risk management instruments to mitigate the risks based on the procedure to be set in the Environmental and Social Management Framework besides adopting good international industry practices.

### **ESS4 Community Health and Safety**

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

### **ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

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

### **ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

Not relevant at this stage as no large-scale infrastructure construction or alteration of habitats is anticipated. The project activities will be confined with the premises of the existing schools.



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

The project scope is widespread throughout the country, including emerging regions which are home of larger population of underserved and pastoralist communities. These communities who mainly reside in Gambelia, Afar, Somali, Benishangul Gumuz, Oromia and SNNPR Regional States fulfill the criteria of ESS7.

The project will ensure that these communities are not disproportionately affected by adverse risks of project activities and that they can equally share in the project’s benefits - particularly ensuring equal access to education and educational facilities appropriate to their cultural settings and most importantly meaningfully consluted in culturally appropriate manner. The project will include as many options as possible to reach people in the pastoral and remote areas as well as poorer studdents and people with disability. Learning packages will be preapred in local languges and distributed through postal services, teachers and school leaders, through markets and community health workers operating in disconnected areas. As it is the case on GEQIP(exsiting project),the project will ensure that the education programs for pre and primary school are provided in local languages. The project to the extent possible will procure and distribute Radio sets for disadvantageous students (students with Special Need, Pastoral girls and poorest students) for primary education.

The project will ensure respect of human rights, dignity, aspirations, identity, culture and livelihoods of the underserved traditional local communities and avoid adverse impacts on them or, when avoidance is not possible, minimize, mitigate or compensate for such impacts.

To reduce any potential risks of the project on these people and to guide the development of the social development activities during the implementation of the project, a social assessment (to be covered under the ESMF) will be developed, consulted, and disclosed within one month after project effectiveness. The project will also ensure that the Grievance Redress Mechanism developed for the project as per ESS10 is accessible for these communities and operated in a culturally appropriate manner.

**ESS8 Cultural Heritage**

No physical investment that may have impact on physical cultural resources is anticipated.

**ESS9 Financial Intermediaries**

No financial intermediary will be involved in this project

**B.3 Other Relevant Project Risks**

None

**Should "Other Relevant Project Risks" be disclosable?**

No

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways**

No

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OP 7.60 Projects in Disputed Areas

No

III. BORROWER’S ENVIRONMENTAL AND SOCIAL COMMITMENT PLAN (ESCP)

DELIVERABLES against MEASURES AND ACTIONs IDENTIFIED	TIMELINE
<b>ESS 1 Assessment and Management of Environmental and Social Risks and Impacts</b>	
Prepare an Environmental and Social Framework	05/2020
Prepare Environmental and Social Commitment Plan	05/2020
Establish a functioning ES implementation arrangement	06/2020
Report quarterly to the Bank on implementation of ES instruments	07/2020
<b>ESS 10 Stakeholder Engagement and Information Disclosure</b>	
Prepare Stakeholders engagement Plan (SEP)	06/2020
Establish a grievance mechanism	06/2020
Implement the SEP	06/2020
<b>ESS 2 Labor and Working Conditions</b>	
prepare labor management plan	05/2020
implement the labor management plan	06/2020
<b>ESS 3 Resource Efficiency and Pollution Prevention and Management</b>	
Implement the Project activities as per ESS3	06/2020
<b>ESS 4 Community Health and Safety</b>	
Implement the Project activities as per ESS4	06/2020
<b>ESS 5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement</b>	
Implement the Project activities as per ESS5	06/2020
<b>ESS 6 Biodiversity Conservation and Sustainable Management of Living Natural Resources</b>	
Implement the Project activities as per ESS6	06/2020
<b>ESS 7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities</b>	

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Implement the Project activities as per ESS7	06/2020
ESS 8 Cultural Heritage	
ESS 9 Financial Intermediaries	

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

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

**Areas where “Use of Borrower Framework” is being considered:**  
none

**III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE**

**A. Is a common approach being considered?** No

**Financing Partners**  
none

**IV. WORLD BANK ES OVERSIGHT**

Corporate advice/oversight will be provided by an Environmental and Social Standards Adviser (ESSA) during project preparation No

**V. CONTACT POINTS**

**World Bank**

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**Borrower/Client/Recipient**

Borrower: Federal Democratic Republic of Ethiopia

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education

**VI. FOR MORE INFORMATION CONTACT**

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## VII. APPROVAL

Task Team Leader(s):	Salman Asim
Practice Manager (ENR/Social)	Robin Mearns Cleared on 11-May-2020 at 12:05:35 EDT