FEDERAL REPUBLIC OF SOMALIA

FEDERAL MINISTRY OF EDUCATION, CULTURE AND HIGHER EDUCATION

SOMALI EDUCATION FOR HUMAN DEVELOPMENT PROJECT (P172434)

# ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP)

## CONSTRUCTION OF NEW SCHOOLS IN BRA AND STATES OF GALMUDUG, JUBBALAND, AND HIRSHABELLE, SOMALIA

**Update**
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**Project Management Unit (PMU)**

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## LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| **BRA** | Banadir Regional Administration |
| **CBOs** | Community Based Organizations |
| **CECs** | Community Education Committees |
| **CEDAW** | Convention on the Elimination of All forms of Discrimination against Women |
| **C-ESMP** | Contractor's Environmental and Social Management Plan |
| **CFC** | Chlorofluorocarbon |
| **CoC** | Code of Conduct |
| **CSOs** | Civil Society Organizations |
| **DEWC** | District Environment Watch Council |
| **DEYR** | Short and unreliable wet season in October - December. |
| **DG** | Director General |
| **DPs** | Development Partners |
| **E&S** | Environmental and Social |
| **EIA** | Environmental Impact Assessments |
| **ESC** | Education Sector Coordination |
| **ESCP** | Environmental and Social Commitment Plan |
| **ESF** | Environmental and Social Framework |
| **ESHS** | Environmental, social, health and safety |
| **ESIRT** | Environmental and Social Incident Response Toolkit |
| **ESMF** | Environmental and Social Management Framework |
| **ESMP** | Environmental and Social Management Plan |
| **ESSs** | Environment and Social Standards |
| **EU** | European Union |
| **FCDO** | Canada and United Kingdom's Foreign, Commonwealth and Development Office |
| **FGM/C** | Female genital mutilation/cutting |
| **FGS** | Federal Government of Somalia |
| **FMS** | Federal Member State |
| **GBV** | Gender Based Violence |
| **GER** | Gross enrolment ratios |
| **GIIP** | Good International Industry Practice |
| **GPE** | Global Partnership for Education |
| **GRC** | Grievance Redress Committee |
| **GRM** | Grievance Redress Mechanisms |
| **GU** | Main rainy season from April to June |
| **HAGAA** | Dry season from July to September |
| **HIV/AIDS** | human immunodeficiency virus/ acquired immunodeficiency syndrome |
| **IDPs** | Internal Displaced Persons |
| **ILO** | International Labor Organization |
| **INGO** | International Nongovernment Organization |
| **IPs** | Indigenous Peoples |
| **JILAAL** | Dry season from January to March |
| **KPIs** | Key Performance Indicators |
| **LMP** | Labor Management Procedures |
| **MEWR** | Min. of Energy and Water Resources |
| **MoECHE** | Ministry of Education, Culture and Higher Education |
| **MoU** | Memorandum of Understanding |
| **NGOs** | Non-Governmental Organizations |
| **OHS** | Occupational Health and Safety |
| **OOSC** | Out-of-school-children |
| **PAP** | project-affected-persons |
| **PIU** | Project Implementation Unit |
| **PMC** | Program Management Committee |

| | |
|---|---|
| **PMU** | Project Management Unit |
| **PPE** | Personal Protective Equipment |
| **PrEP** | Pre-Exposure Prophylaxis |
| **PSC** | Project Steering Committee |
| **PWDs** | Persons With Disabilities |
| **RCRF** | Recurrent Cost and Reform Financing |
| **REWC** | Regional Watch Councils |
| **RPF** | Resettlement Policy Framework |
| **SEA/SH** | Sexual Exploitation and Abuse/Sexual Harassment |
| **SEHCDP** | Somali Education for Human Capital Development Project |
| **SEP** | Stakeholder Engagement Plan |
| **SOGI** | Sexual Orientation and Gender Identity |
| **SSAHUTLCs** | Sub-Saharan African Historically Underserved Traditional Local Communities |
| **STIs** | Sexually Transmitted Infections |
| **TPDP** | Teachers Professional Development Program |
| **TPM** | Third Party Monitor |
| **UNFPA** | United Nations Fund for Population Activities |
| **UNICEF** | United Nations International Children's Emergency Fund |
| **USAID** | United States Agency for International Development |
| **WB** | World Bank |
| **WBG** | World Bank Group |
| **WDA** | Somali Water Development Agency |

# *Executive Summary*

1. The Ministry of Education, Culture and Higher Education (MoECHE) for Federal Government of Somalia (FGS) in partnership with the World Bank is currently implementing the Somali Education for Human Capital Development Project (SEHCDP, World Bank project code P172434) to boost education opportunities for Somali children. SEHCDP is indeed part of the World Bank's longstanding educational focus on primary education and education of the girls to alleviate poverty and facilitate children's best start in life and in turn their individual and economic flourishing.

2. New schools with a proportional allocation of gender-separated washrooms and water delivery points for each school will be constructed through SEHCDP. Small villages and rural areas get water from wells distributed by water trucks to schools and communities, while the urban schools get normal tap water. Therefore, water recycling and harvesting will be used to the extent possible to meet school water needs. Water quality is monitored according to WHO standards[1], but also to the more stringent Somali Water Standards for parameters where thresholds are more stringent. These Somali standards are regulated by the Somali Water Development Agency (WDA).

3. Construction specifications for the new classrooms and schools will conform to the World Bank approved government's school prototypes, aligned with agreed standards (safe, inclusive, resilient, and climate-smart), and incorporate a modular approach as appropriate to suit local needs so as to ensure optimal coverage and minimal distances for children to travel. The MoECHE, with the support of its construction supervision contractor, will establish guidelines for phasing in the construction and all new schools will be provided with furniture for students, teachers, and administrators, as well as a core set of equipment for teaching and learning.

4. **In Phase I,** the proposed subprojects aim to construct and upgrade a total of 20 schools in Banadir Regional Administration, Mugadishu (BRA) and the 4 States of Galmudug, Hirshabelle, Jubbaland, and South West. This updated version of the ESMP has included also the screening and designs information of the proposed schools. All selected sites have been screened for security, and the E&S risks and impacts were discussed with, and endorsed by the beneficiary communities during multiple and locational stakeholders' consultations. In each State, MoECHE will run a subproject of 2-5 new-school constructions, spanning a horizon of 6 months. Specifically, the SEHCDP will finance the following quick-win interventions:

5. 2 upgraded schools in BRA: the schools subproject will include: (1) construction and expansion of Abdiaziz School in Abdiaziz district, and (2) construction and expansion of Bartamaha School in Shangani. Those schools are old schools of the Government that dilapidated and are difficult to continue or use hence require re-constructing new infrastructure. On the other hand, the two school buildings need intensive rehabilitation and a process of restoring or improving the structural integrity and energy performance of an existing building.

6. 5 new schools in Galmudug: the schools subprojects will include: (1) construction of a new school in Waberi within Dhusamareb district, (2) construction of a new school in Dayah within Dhusamareb district, (3) construction of a new school in Budbud within Hobyo district, (4) construction of a new school in Wisil within Hobyo district, and (5) construction of a new school in Hero dhagahley within Hobyo district.

7. 4 new schools in Jubbaland: the schools subprojects will include: (1) construction of new schools in both Diif and Tulo Barwaqo within Afmadow District, and (2) construction of new schools in Horsed and Najah within Bardhere District.

8. 4 new schools in Hirshabelle: the subprojects will include (1) the construction of new schools in Wargadhi and Ali Gadud within Adale district, and (2) the construction of new schools in Xagar and Halgan within the Bulobarde district.

[1] https://documents1.worldbank.org/curated/en/099430212022126696/pdf/P1749940f797210840b3e90b40b1359a655.pdf

9. 5 new schools in Southwest: the subprojects will include (1) the construction of new schools in Midnimo, Mafaaz and Hudur Primary school within Hudur district, and (2) the construction of new schools in Shiekh Mukhtar and Balidogle within the Wanlawayn district.

10. This Environmental and Social Management Plan (ESMP) specifies the means through which the environmental and social risks and potential adverse impacts of the Project associated with pre- construction, construction and operational activities are either avoided, minimized, or mitigated. In particular, it aims to identify, characterize and manage the potential risks and impacts in the school construction sites across all the participating FMSs, specifically in Dhusomareb, Hobyo, Shangani, Abdiaziz, Adale, Buloburte, Bardere and Afmadow districts, respectively. The ESMP lists the project-type risks and impacts and mitigation measures, compare provisions of applicable laws and regulations with the World Bank requirements, presents the institutional arrangements for implementing and monitoring the risk mitigation measures, and proposes monitoring indicators for measurement and monitoring of Environmental and Social (E&S) performance, based on the requirements of the World Bank's Environmental and Social Framework (ESF) with 10 Environmental and Social Standards (ESSs) and the World Bank Group's Environmental Health and Safety Guidelines (WBG's EHSGs). Noteworthy here, is that local requirements are less stringent, therefore, the ESF requirements will be applied, as being the most stringent. The PMU/PIUs will work closely with the Contractors to ensure their commitment to use this ESMP and the detailed guidance provided in the ESMF to effectively apply the ESSs and requirements to the key site-specific aspects for efficient E&S risk management, in each location and setting.

11. Activities associated with the construction of new or renovation of old schools will likely generate site-specific risks and adverse impacts. Most of them related to physical environment and are typical to civil works. For example, risks related to disposal and management of large amounts of excavated material generated from construction activities during the construction phase, increased level of dust, noise, and vibration from moving of construction vehicles and machinery. In addition to these, there are also E&S risks and impacts expected on community health and safety, and risks and impacts associated with labor and working conditions and occupational health and safety (OHS), including terms and conditions, non-discrimination and equal opportunities, safety of workplace, child labor, labor influx, and associated with gender-based violence/sexual exploitation and abuse/harassment (GBV/SEAH), among others. Other risks and adverse impacts, dependant on the geographical areas, may include those imposed on natural resources and efficient use of water, energy, and raw materials, as well as those imposed on the adjacent biological environment.

12. This ESMP lays out the typical risks and adverse impacts that can be anticipated for the subprojects, and the respective mitigation measures, and lists monitoring responsibilities. It shows exactly what must be done, by whom, when, and to what standard; and also shows who will monitor its implementation and when, and what would be the budget implications for both, mitigation measures and monitoring activities. It further includes a description of the Project Grievance Redress Mechanism (GRM), which needs to be applied during the construction period, along with continued stakeholder consultations that have been conducted in the lead up to the project design.

13. The Construction companies will be required to prepare and adopt a site-specific Contractor's Environmental and Social Management Plan (C-ESMP) to specify the generic ESMP to the key local aspects and circumstances to mitigate issues related to the construction and rehabilitation of each site. The C-ESMPs must be ready and approved by the Project Management Unit (PMU) E&S team prior to launching the works and implemented during the construction period. The C-ESMPs will be timely updated/revised as/if needed to ensure they contain the measures appropriate to the activities being undertaken, subject to a written agreement by the PMU.

14. This ESMP also covers 40 new sites under **Phase II**. Phase II E&S screening were conducted, compiled, reported[2], and cleared by the World Bank team. However, only key findings of the Phase II screening report were included in this ESMP to facilitate the analyses of E&S risks and impacts and further propose

[2] Screening Report: "Phase II School Construction Environmental and Social Screening in Four Member States and BRA, March 2025."

management measures.. In BRA, Phase II included 4 additional sites in the districts of Yaqshid, Daynile, Hiliwaa, and Garasbaley. In Galmudug, phase II included 5 new sites each in Dhusamareb and Hobyo districts. In Hirshabelle, 4 sites in Adale and 5 sites in Buloburde districts. In Jubbaland, 2 sites in Bardhere and 6 sites in Afmadow districts. And in Southwest, 4 sites in Wanlawayn and 5 sites in Hudur districts. Due to insufficient security conditions, 3 of the suggested 40 sites of Phase II couldn't be cleared.

*Table 1: The proposed Phase II school construction locations*

| **Galmudug** | |
|---|---|
| **Dhusamareb District** | **Hobyo District** |
| 1. Xundhurre<br>2. Ina Mad<br>3. Mareergur<br>4. Gadoon<br>5. Laasa-xaadoow | 1. Xin-barwaaqo<br>2. Garawale<br>3. Quracle<br>4. Cadale<br>5. Ceelducaale |
| **Hirshabelle** | |
| **Buloburde** | **Adale** |
| 1. Libilow | 1. Laba Garas |
| 2. Galmadoobe | 2. Garasweyne |
| 3. Sagaal Geed | 3. Ceel Xarar |
| 4. Aboorey | 4. Burdhere |
| 5. Jameeco Shiin | |
| **Jubbaland** | |
| **Afmadow District** | **Bardhere District** |
| 1. Afmadow_Danwadaag | 1 Bardhere town (Imamu Shafici) |
| 2 Afmadow_ Waamo | 2. Bardhere town (Fathurahman) |
| 3 Afmadow _Wabari | |
| 4 Qoqani Town | |
| 5 Taabta | |
| 6 Wadajir village | |
| | |
| **Southwest** | |
| **Hudur District** | **Wanlawayn District** |
| 1. Hudur_Sakhawadin | 1. Aw Cusman village |
| 2. Hudur _Horsed | 2. Balow village |
| 3. Hudur - Gaabaney | 3. Dudumay village |
| 4. Hudur _ Sheikh Away | 4. Malable |
| 5. Hudur _ Al Amin | |
| **BRA** | |
| Yaqshid District | Hiliwaa District |
| Abdulaziz District | Garasbaley District |
| Daynile District | Shinghani District |

***The overall budget set for E&S Management***

*Table 2: Estimated overall budget for the ESMP implementation, Phases I & II*

| # | **Required Resources** | **Costs in USD** |
|---|---|---|
| **PMU – Monitoring of ESMP** | | |
| 1. | Human Resources: 1 Environmental, 1 Social, and | PMU staff costs |

| # | **Required Resources** | **Costs in USD** |
|---|---|---|
| | 1 GBV/SEAH Specialist. | |
| 2. | Logistics / Travel | PMU travel budget |
| **Grievance Redress Mechanism hotline** | | |
| 3. | Hotline and other mechanisms | PMU GRM budget |
| 4. | GBV/SEAH reporting mechanisms | PMU staff costs |
| **Implementation of Risk Mitigation Measures included in Construction Contracts** | | |
| 5. | Cost of Personal Protective Equipment (PPE) | 9,000 X 5 states |
| 6. | Cost of OHS and other training | 10,000 X 5 states |
| 7. | Construction waste disposal | 30,000 X 5 states |
| 8. | Safety signages | 6,000 X 5 states |
| 9. | Community engagement | Included in staff costs |
| 10. | Labor worksite incl. latrines | 20,000 X 5 states |
| 11. | Security costs | 13,000 X 5 states |
| | **TOTAL** | **440,000 (for all participating States and BRA)** |

# 1. Introduction

## 1.1. Project Background

15. Public expenditure on education is executed by the Federal Ministry of Education, Culture and Higher Education (MoECHE), state Ministries of Education in the four beneficiary Federal Member States (FMSs) and Banadir Regional Administration (BRA).

16. Public expenditure on education remains low, reflective of the size of public education and the difficult past the Government has been working to shed off. The 2020 budget utilization report shows that the spending by the entire Federal Government of Somalia (FGS) was about US$338 million, compared to US$ 248.3 million in 2016, which represents a 36 percent increase in spending over the five-year period. In education, the FGS spent US$17.4 million in 2020, accounting for only 5 percent of the total Government spending.

17. According to the Somali Poverty and Vulnerability Assessment (SPVA), nearly 90 percent of Somali households are deprived of at least one fundamental dimension: access to income; electricity; education; or water and sanitation.[3] The Somali civil war and the associated violence and collapse of state institutions have resulted in two generations of Somali children largely missing school. In general, according to the World Bank, just 55 percent of Somalis can read and write, while only 16 percent of Somalis have completed primary school (compared to 34 percent in low-income Sub-Saharan African countries). Only 7 percent have finished secondary school (compared to 19 percent in Somalia's regional peers).[4]

18. More than three million children, aged between 6 and 13 years, are reportedly out of school in Somalia.[5] Due to the absence of an enabling environment (including schooling infrastructure), only few children have the opportunity to attend school in Somalia, with a 30 percent average primary school enrolment rate that dips to 18 percent in hard-to-reach, less secure southern regions.[6] Somalia has the sixth highest poverty rate in sub-Saharan Africa[7] mainly due to this dire economic situation, high levels of civil unrest, especially in the south, and the prevailing pastoralist and nomadic culture, which makes sending children to formal schools impractical and impossible for many families.

19. **The Somalia Education for Human Capital Development Project:** SEHCDP, funded by the World Bank, was approved in June, 2021, started implementation in January, 2022, and will close in June, 2026. It focuses on increasing access to basic education, with an emphasis on girls, and improving teacher quality. The proposed interventions aim to create schooling opportunities in Somalia at the lower primary education level. The project will support activities that promote literacy and numeracy in the country with the aim of ensuring that schooling leads to learning and that girls participate equally in schooling.

20. The Project is in line with the FGS's Education Sector Strategic Plan (ESSP). The project will specifically support in directly meeting four of the country's priorities under ESSP[8]:

- Strengthen management capacities and systems at federal and state levels, including improving fiduciary mechanisms and increasing budget allocations to the education sector;

[3] See http://documents.worldbank.org/curated/en/464241565765065128/Findings-from-Wave-2-of-the-Somali-High-Frequency-Survey
[4] World Bank, 2020. Project Concept Note – Somalia Education for Human Capital Development Project.
[5] See https://www.unicef.org/somalia/education.
[6] See https://borgenproject.org/facts-about-education-in-somalia/
[7] World Bank, 2019. Somalia Poverty and Vulnerability Assessment: Findings from Wave 2 of the Somali High Frequency Survey. Accessed on March 15, 2020, at https://openknowledge.worldbank.org/handle/10986/32323
[8] Further details of the ESSP can be obtained at: https://www.globalpartnership.org/sites/default/files/federal_government_of_somalia_essp.pdf

- Support learners and strengthen societal resilience among communities affected by natural disasters and conflict;
- Continue expanding access to education for children, adolescents and youth, especially those from disadvantaged groups such as minority groups, nomadic pastoralists, Internally Displaced Persons (IDPs), orphans, children from single headed households and people with disabilities; and
- Improve the quality of learning outcomes, especially at early grade levels, and to ensure the market relevance of learning opportunities.

21. In Somalia, the Female Genital Mutilation/Cutting (FGM/C) prevalence is close to 100%; 99.2% in all locations, and marginally higher (99.7%) among nomadic populations. Most girls are cut between the ages of 10 and 14, while most women have undergone Type III FGM/C (infibulation/'sewn closed'). The practice is done predominantly by traditional practitioners, but medicalised FGM/C is on the rise. As part of Community GBV outreach programs, the SEHCDP will diligently aim at increasing awareness of eradicating harmful FGM/C practices among impacted communities, in line with the Somalia National Gender Policy (2016). Other measures will also include orientation sessions by female teachers who will then educate young girls at schools.

22. In the long-term, the overall Project (incl. these subprojects) will also help in the achievement of peace and stability, as the interventions will help develop cohorts of school children whose education can contribute to "peace building and state building processes".

23. The FGS aspires for all Somali citizens to have equal education, health, water, and economic growth opportunities. The Project will prioritize girls' access, learning conditions, completion rates, and outcomes and will use specific indicators and targets to track and report on these factors. The Project will target the fourteen districts that have the lowest enrolment rates and that experience other challenges. To help drive enrolment in these districts, a package of schooling services will be delivered to benefit disadvantaged, out-of-school children: new schools will be built; teachers will be hired and trained. The SEHCDP consists of the following four key components (Table 3), along with potential E&S risks and impacts:

*Table 3: Key components of the SEHCDP and potential E&S risks and impacts*

| Component | Sub-component | Associated E&S risks and impacts |
|---|---|---|
| 1. **System building:** The focus will be on establishing and strengthening systems at the FGS and the FMS level to successfully implement the government's ESSP and enhance sustainability of investments in the sector | 1.1: Strengthening government's stewardship role and policy formulation | GBV/SEAH |
| | 1.2: Implementation of national sample-based student learning assessment systems | |
| | 1.3: Strengthening monitoring and evaluation | |
| 2**. Expansion of access to quality schooling for the disadvantaged**: The focus will be to provide out-of-school children from disadvantaged backgrounds with access to good quality schools | 2.1: Constructing and furnishing new schools | Occupational health and safety of workers and generation of solid and liquid waste both during the construction and operational phases, and increased level of dust, noise and vibration from moving of construction vehicles and machinery, community health and safety risk, risks associated with labor rights and management, e.g., child labor, labor influx and associated risks such as GBV/SEAH, as well as possible minor loss of vegetation, trees, and biodiversity during the construction phase, among others. |
| | 2.2 Recruiting and paying the salaries of teachers | |
| | 2.3 School grants to the newly established schools to meet recurrent expenditures | |

| Component | Sub-component | Associated E&S risks and impacts |
|---|---|---|
| | | |
| 3. Enhanced instruction quality: This component will leverage the high levels of connectivity in Somalia to enhance the quality of education services | Development of a 2-year Teachers Professional Development Program (TPDP) - blended teacher training | Risks associated with labor rights and management of labor, e.g., child labor, labor influx and associated risks such as GBV/SEAH, and others. |
| 4. Project Management | The project will build capacity at all levels of implementation FGS, States and community levels | GBV /SEAH, and others. |

## 1.2. Purpose of the Environmental and Social Management Plan (ESMP)

24. ESMP is an instrument that details the (a) measures to be taken during subproject implementation and operation to eliminate or offset adverse environmental and social impacts, or to reduce them to acceptable levels; and (b) actions needed to implement these measures. It consists of a set of mitigation and monitoring measures to be taken during implementation and operation, as well as key institutional and project management arrangements to be put in place for successful implementation of the ESMP.

25. According to the requirements of the World Bank's ESF, the Project is required to prepare an Environmental and Social Management Plan (ESMP) for the construction of the school packages, which is based on the overall Project's Environmental and Social Management Framework (ESMF)[9]. The ESMP is required to be prepared prior to the initiation of the bidding processes to procure the construction contract and should incorporate specific environmental and social measures where applicable to address any site-specific problems and outline measures to mitigate the potential negative environmental and social impacts relating to the intended rehabilitation and construction of the school packages. The ESMP covers the key ESMP elements capturing the typical Environmental and Social (E&S)[10] risks and impacts and associated mitigation measures that need to be considered at minimum in the context of school rehabilitation and construction activities in BRA and other 4 FMSs of Southwest, Galmudug, Jubbaland, and Hirshabelle. The measures focus on environmental aspects such as air emissions, noise release, environmental contamination, and social aspects such as efficient communication with local stakeholders and safety of workers and communities, etc.

26. The objective of this ESMP is therefore to provide management actions to mitigate negative risks and impacts in consistence with national framework (and/or regional references) and relevant World Bank's (WB's) ESSs & World Bank Group (WBG) General EHSGs. As noted above, the requirements of the ESF will prevail, and will be applied for this Project, as being the most stringent.

27. Additionally, the selected contractor will be required to prepare and implement a Contractor Environmental and Social Management Plan (C-ESMP). The C-ESMP will have to identify measures to be implemented by the Contractor to mitigate potential environmental and social impacts during construction.

## 1.3. Methodology

28. The methodology adopted consisted of desk review of project ESF documents, physical assessment and consultation with local communities, local authorities, and interviewing key individuals, in BRA and the other 4 participating states.

29. A combination of techniques and participatory approaches was adopted by the ESF team to enable them to achieve the objectives of this E&S assessment, which has resulted in screening the selected 20

[9] SEHCD, Environmental and Social Management Framework, disclosed 25th February 2021. Accessible through: https://moe.gov.so/en/reports/

[10] For the sake of simplicity, the acronym E&S is used throughout this document, but this acronym should be interpreted as including environment, social, occupational health and safety, human rights and labor aspects.

subprojects under Phase I, and 40 subproject under Phase II against key E&S aspects, as guided in the screening form of the Project's Environmental and Social Management Framework (ESMF). During the fieldwork process, continuous discussions were held, and feedback from the local communities were collected. Special emphasis was given to the recipient views as well as those of their representatives. In most cases views were freely expressed on the project interventions and on the future direction for implementation and construction of schools. Specific events undertaken in each stage of the assessment included: Discussions with key individuals, Focus Group Discussion (FGD) to create a deep understanding of their perceptions on some key issues linked to this assessment. While discussions were allowed to flow naturally, issues were analysed and guided by the agenda set in advance. In particular, the ESMP has been prepared through the following key stages:

- Reviewing preliminary designs for the proposed subprojects to screen environmental and social issues in the subprojects' vicinities, using the screening form provided in the ESMF;
- Coordinating the implementation schedule of the E&S measures to be undertaken for the subprojects within the engineering and procurement processes;
- Ensuring adequate functionality and effectiveness of the Grievance Redress Mechanism (GRM) in districts where subprojects will take place;
- Visiting the subprojects' sites, and consulting with relevant key stakeholders, including the local communities, local leaders and vulnerable groups;
- Carrying out an assessment ensuring that all key E&S concerns and views of all parties/persons likely to be affected by the subproject are taken into consideration; and
- Developing E&S mitigation measures along with mechanisms needed for monitoring and evaluating the compliance and environmental and social performance.

30. Although there will be multiple subproject sites across Somalia during the entire period of implementation, a sample of subproject sites were used to prepare this ESMP due to similarities in almost all of the proposed subproject areas.

# 2. Policy, Institutional and Legal Framework

## 2.1. National Regulatory and Policy Framework[11]

31. Somali policy and legislation with respect to the environment is nascent or outdated. A number of international agreements exist, and although binding on Somalia, there has been little progress in the implementation. These international environmental agreements include topics such as biodiversity, desertification, endangered species, and ozone layer protection.

32. In recent years the Federal Republic of Somalia and its Federal Member States (FMS) have effected constitutional changes that define natural resources, common environmental goods and ecosystem services as protectable public assets and ascertain the right to a clean and healthy environment. However, there are no specific environmental regulations in place. Protection and use of Somali water resources is the responsibility of the Ministry of Water Resources that has a policy, an act of parliament and regulation in place. The Ministry of Energy and Water Resources (MEWR) shall establish the Regional Watch Councils (REWC). The MEWR, in consultation with the Local Government Councils/ District Governor, local Civil Society Organizations Civil Society Organizations (CSOs)/ Community Based Organizations (CBOs) and the community shall establish the District Environment Watch Councils (DEWC).

33. As a stop gap measure, in the absence of a national regulatory framework for sustainable environment, Somalia has a Provisional Constitution (2012) that contains a number of parameters relevant for various operational activities for the planned subprojects of the SEHCDP: Article 12 addresses public assets and natural resources; Art. 11 provides that all citizens have equal rights regardless of sex, and that the State must not discriminate against any person on the basis of gender; Article 14 stipulates that a person may not be subjected to slavery, servitude, trafficking, or forced labor for any purpose; Art 24. Prohibits sexual abuse in the workplace; Article 24.5 stipulated that all workers, particularly women, have a special right to protection from sexual abuse, segregation and discrimination in the workplace. Every labor law and practice shall comply with gender equality in the workplace; Article 25 states that every Somali has the right to an environment that is not harmful to them, and to be protected from pollution and harmful materials. Every Somali has a right to have a share of the natural resources of the country, whilst being protected from excessive and damaging exploitation of natural resources.

34. Article 45 states that the Government shall give priority to the protection, conservation, and preservation of the environment against anything that may cause harm to natural biodiversity and the ecosystem. Furthermore, all people have a duty to safeguard and enhance the environment and participate in the development, execution, management, conservation and protection of the natural resources and the environment. The FGS and the governments of the FMS affected by environmental damage shall take urgent measures to clean up hazardous waste dumped on the land or in the waters of the FGS; take necessary measures to reverse desertification, deforestation and environmental degradation, and to conserve the environment and prevent activities that damage the natural resources and the environment of the nation, among other measures.

35. The Labour Code[12] of 1972 stipulates that all contracts of employment must include a) the nature and duration of the contract; b) the hours and place of work; c) the remuneration payable to the worker; and d) the procedure for suspension or termination of contract. Furthermore, all contracts must be submitted to the competent labor inspector for pre-approval.

36. Regarding Occupational Health and Safety (OHS) standards, the employer is obligated to provide adequate measures for health & safety protecting staff against related risks, including the provisions of a safe and clean work environment and of well-equipped, constructed and managed workplaces that provide enough

[11] The full scope of the policy, legal and institutional framework under which this project is governed is enumerated in the project's overarching Environmental and Social Management Framework (ESMF). The ESMF is available for downloading at this URL: https://moe.gov.so/wp-content/uploads/2022/10/ESMF-Somalia-Ed-Project-P1722434-8th-March-2021.pdf

[12] The Code has recently been revised, but the revisions have not yet been passed and signed into law

and separate sanitary facilities, water and other basic tools and appliances ensuring workers' health and safety.

37. The Labour Code further stipulates that workers have the right to submit complaints and the employer must give the complaints due consideration. Remuneration must be adequate in view of the quality and quantity of the work delivered, and must be non-discriminatory in regard to age, gender and other aspects. Maximum numbers of working hours per week are 8 hours per day and 6 days per week.

38. Some work is considered dangerous and unhealthy and forbidden for women and children (defined as 15-18 years of age). This includes the carrying of heavy weight or work at night. The Labor Code further forbids work for children below the age of 12 but allows employment of children between the ages of 12-15, yet employment has to be compatible with proper protection, health and the morals of children. The Code also recognizes freedom of association. Employers are prohibited from engaging in any kind of discrimination or restriction of the right of freedom of association. Workers are allowed to join trade unions.

39. The Labor Code stipulates the right to equal pay for the same work as men, paid maternity leave. Women are entitled to 14 weeks of maternity leave at half pay.

40. The Somali Penal Code of 1962 criminalizes rape and other forms of sexual violence as well as forced prostitution. Articles 398-9 provide that 'carnal intercourse' and 'acts of lust omitted with violence' are punishable with 5-15 years and 1-5 years of imprisonment. Abduction for the purpose of lust or marriage is prohibited under Art 401.

41. Somalia National Gender Policy (2016) includes strategies to eradicate harmful traditional practices such as FGM/C and child marriage and to improve services for the management of GBV cases. In Somalia, FGM/C prevalence is close to 100%; 99.2% in all locations, and marginally higher (99.7%) among nomadic populations. Most girls are cut between the ages of 10 and 14, while most women have undergone Type III FGM/C (infibulation/'sewn closed'). The practice is done predominantly by traditional practitioners, but medicalized FGM/C is on the rise. This issue is believed to impact girls' wellbeing, and their rights for schooling and further empowerment. Yet challenging, the SEHCDP will provide appropriate channels to contribute to fight against FMG/C. Addressing these issues would be covered as part of the SEHCDP's GBV awareness program through local women/religious leaders creating awareness on the manifold harm caused by FGM/C, as well as through the GBV service provider partners, all in direct contact with responsible officers (TBD) at the Ministry of Women and Human Rights Development.

42. The National Environmental Policy (2015) promotes the use of appropriate environmental assessment instruments. In regard to the institutional capacity for environmental management, a Directorate of Environment is integrated in the Office of the Prime Minister. It is mandated to draft relevant policies and legislation, including establishing of the Environmental Quality Standards, and Sectoral Environmental Assessments, Environmental Impact Assessments (EIA); Laws on environmental governance in BRA, and states of Southwest, Galmudug, Jubbaland, and Hirshabelle, are at infancy stages and environmental impact assessment capacity is nascent. Environmental decision-making arrangements include the FGS signing international conventions, and parliament approving Environmental Acts and Laws. However, necessary laws have not been formulated yet.

43. For the project implementation, this Project, and associated subprojects, will rely on World Banks ESSs, where measures are deemed more stringent.

## 2.2. International Conventions Signed and Ratified by Somalia

44. The 1992 United Nations Framework Convention on Climate Change (1992): The primary purpose of the Convention is to establish methods to minimize global warming and in particular the emission of greenhouse gases. The Convention was adopted in 1992 and came into force in 1994. Somalia acceded to the Convention in 2009. Somalia ratified the Kyoto agreement in 2010 and the Paris agreement in 2016.

45. United Nations Convention on Biological Diversity (1992): The Convention has three main goals including, the conservation of biological diversity (or biodiversity); the sustainable use of its components; and the fair and equitable sharing of benefits arising from genetic resources. Somalia acceded to the Convention in September 2009.

46. Vienna Convention on the Protection of the Ozone Layer: The Vienna Convention was an intergovernmental negotiation for an international agreement to phase out ozone depleting substance in March 1985. It ended in the adoption of the Vienna Convention for the Protection of the Ozone Layer. The Convention encourages intergovernmental cooperation on research, systematic observation of the ozone layer, monitoring of Chlorofluorocarbon (CFC) production, and the exchange of information. Somalia ratified the Convention in 2001, and its current status is that of accession.

47. UN Convention to Combat Desertification (2002) The Convention combats desertification in those countries that experience serious droughts and/or desertification. Somalia ratified the Convention in 2002, and its current status is that of accession.

48. UN Convention on the Rights of the Child: The Convention on the Rights of the Child from 1989 is the most comprehensive compilation of international legal standards for the protection of the human rights of children. It acknowledges children as individuals with rights and responsibilities according to their age and development, as well as members of a family or community. This includes non-discrimination, the best interest of the child, the right to life, survival and development and the right to participation. Somalia ratified the Convention in 2015.

49. International Labor Organization (ILO) Convention 182 on Worst Forms of Child Labor Ratification of this Convention makes a country commit itself to taking immediate action to prohibit and eliminate the worst forms of child labor. Some predefined worst forms of child labor include sale of a child, trafficking of children, forced or compulsory labor, commercial exploitation of children, prostitution or the production of pornography, and work by its nature that is likely to harm the health, safety and morals of children. The Convention was ratified by Somalia in 2014.

50. Forced Labour Convention (1930/no. 29). The key objective of the Convention is to suppress the use of forced labor in all its forms. It defines forced labor as 'all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily'. The Convention has been in force in Somalia since 1960.

51. Rotterdam Convention: This is a multilateral treaty that came into effectiveness in 2004. The purpose is to promote shared responsibilities in relation to importation of hazardous chemicals. The convention promotes open exchange of information and calls on exporters of hazardous chemicals to use proper labeling, include directions on safe handling, and inform purchasers of any known restrictions or bans. Signatory nations can decide whether to allow or ban the importation of chemicals listed in the treaty, and exporting countries are obliged to make sure that producers within their jurisdiction comply. Some types of asbestos are listed as banned under this treaty, but Chrysotile asbestos is not yet banned though there is a global discussion to include it on the listed chemicals. Somalia acceded to the Convention in 2010.

52. Convention on the Elimination of All forms of Discrimination against Women (CEDAW 1981): The CEDAW affirms that gender equality is a precursor for development and peace. It establishes legal standards for the attainment of gender equality through the elimination of discrimination against women in all aspects of political, social, economic and cultural life. It highlights the importance of equality and equal opportunity in political and public life as well as education, health and employment. Ratifying Governments are required to set in place measures to enable and expedite gender equality in law and fact as well as confronting the underlying social political inequalities that perpetrate asymmetrical power relations based on gender. Although FGS is yet to ratify CEDAW, the Cabinet has approved it subject to ratification by parliament.

53. Protocol to the African Charter on Human and People´s Rights on the Rights of women in Africa (Maputo Protocol): Somalia has signed but not ratified the Protocol.

## 2.3. World Bank Environmental and Social Standards (ESS)

54. The Environmental and Social Framework (ESF) sets out the World Bank's commitment to sustainable development, through a Bank Policy and a set of Environmental and Social Standards. Below is a list of the relevant Environmental and Social Standards (ESSs)[13] for the subprojects. See Annex 1 for a summary description per each.

- ESS 1: Assessment and Management of Environmental and Social Risks and Impacts.
- ESS 2: Labor and Working Conditions.
- ESS 3: Resource Efficiency and Pollution Prevention and Management.
- ESS 4: Community Health and Safety.
- ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement;
- ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources.
- ESS 8: Cultural Heritage.
- ESS 10: Stakeholder Engagement and Information Disclosure.

## 2.4. Gap Analysis

55. The activities in the SEHCDP in general need to comply with both existing Somali laws and regulations and World Bank ESSs, however, gaps do exist, thus the implementation of subprojects will follow the more stringent guidelines, owing in principle to those of the World Bank. For this package of subprojects, the legal and regulatory gap analyses done in the parent Project's ESMF still apply. The following table 4 provides a summary breakdown of gaps against requirements of relevant ESSs, along with suggested filling measures[14].

*Table 4: Summary gap analysis and key remedies*

| Scope | Gaps | Measures |
|---|---|---|
| *ESS1 Assessment and Management of Environmental and Social Risks and Impacts* | | |
| - EIA instruments<br>- Environmental impact screening<br>- Social impact screening<br>- Public consultations<br>- Monitoring of environmental and social data<br>- Institutional arrangements | - EIAs not incorporated into Federal laws, and are weakly captured at State level (i.e., Puntland).<br>- E&S screening procedures are absent in all the FMS.<br>- Procedures for public consultations not explicitly stated.<br>- There are no procedures provided in regulations in the country as a whole, on the conduct of monitoring activities in the collection of E&S data.<br>- MoECHE has capacity for technical implementation of project interventions but will require Safeguards support.<br>- Directorate of the Environment in the Office of the Prime Minister may be responsible for coordinating institutional responses under this ESMF/ESMP, but the institutional information is not available, and its remit is unknown, as is the technical capacities. | - ESMF/ESMP and Stakeholder Engagement Plan (SEP) will guide the implementation.<br>- Respective PMUs/PIUs will work with the respective ministries and agencies responsible for management of E&S as focal points for administration. |
| *ESS2 Labour and Working Conditions* | | |

[13] ESSs 7&9 do not apply to this project. There are no population groups that are included in the relevant criteria of ESS7, and there are no financial intermediaries included.

[14] More details on the legal Gap Analysis and how they apply to the SEHCDP are enumerated in ESMF page # 21, Table 3 which summarizes a comparison focusing on the World Bank policies relevant to the project and gaps identified in existing Somali laws and regulations. ANNEX 1: WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS Page 69.https://moe.gov.so/wp-content/uploads/2022/10/ESMF-Somalia-Ed-Project-P1722434-8th-March-2021.pdf

| Scope | Gaps | Measures |
|---|---|---|
| - Management of different types of project workers.<br>- Labour standards. | - The Labour Code is broadly consistent with the ESS2, while there is a significant gap in the enforcement aspect of the legislation. More details are presented in the Labor Management Procedures (LMP).<br>- The new labour code, amending the code from 1972, has not been passed yet.<br>- The implementation of the existing articles in practice may not be very strong. | - ESMF/ESMP and the LMP will guide the implementation.<br>- The Project will not allow any forced and child labour. It will hold all contractors liable to the implementation of the LMP in close coordination with other responsible authorities, such as Labor Inspectorates.<br>- The PIU will have overall responsibility to monitor the implementation of the LMP. |
| *ESS3 Resource Efficiency and Pollution Prevention and Management* | | |
| - Pollution prevention and management.<br>- Management of hazardous wastes. | - There are no supporting legislative frameworks for pollution prevention and management.<br>- There are no approved hazardous waste disposal sites in Somalia. | - ESMF/ESMP will guide on implementation of management measures concerning pollution prevention, hazardous and non-hazardous wastes. |
| *ESS4 Community Health and Safety* | | |
| - Health of community members.<br>- Security personnel. | - The Somali Penal Code of 1962 fails to protect survivors and prosecute perpetrators for GBV/SEAH/SEA crimes.<br>- The crimes under Articles 398-9 are too narrowly defined to satisfy international law standards of protection from sexual crimes and GBV/SEAH.<br>- Furthermore, in practice however it has been documented that women complaining about a rape may find themselves trapped by the Article 426 prohibition against adultery that makes no exception for the case of rape.<br>- In practice provisions under Art 39(i) offer little more than theoretical protection.<br>- While the security protocols guiding the deployment and use of force are broadly unknown, the project will coordinate with the law enforcement authorities in each municipality to manage associated risks. | - The LMP, SEP and the GBV Action Plan developed for the SEHCDP (and applies to these subprojects) will guide the reduction of harm to communities affected by the subprojects.<br>- The subprojects will be guided by the ESMF/ESMP and relevant provisions of ESS4 on the deployment of security personnel to construction sites in schools where security risks are deemed 'high', including preparation of security management plans. |
| *ESS5 Land Acquisition, Restrictions on land use and involuntary Resettlement.* | | |
| - Physical and economic displacement. | - There is a lack of detailed legislation governing land use and ownership. Evictions are reported to be commonplace in Somalia.<br>- There are no functional national or state policies guiding involuntary resettlement of persons that may be affected by the Project. The Resettlement Policy Framework (RPF) has included more details. | - RPF will guide the implementation, where needed[15]. |
| *ESS6 Biodiversity Conservation and Sustainable management of Living Natural Resources* | | |

[15] Accessible through: https://moe.gov.so/en/reports/

| Scope | Gaps | Measures |
|---|---|---|
| - Biodiversity restoration. | - Somalia has developed National Biodiversity Strategy and Action Plan (NBSAP), which calls for action to be taken to manage the 40+ identified biodiversity hotspots. However, no draft management plan is provided in Somalia's NBSAP. | - The subprojects will be guided by the ESMF/ESMP and relevant provisions of ESS6 on biodiversity restoration where the subprojects interface with biodiversity and other environmentally sensitive areas. |
| *ESS8 Cultural Heritage* | | |
| - Management of risks on tangible and intangible cultural heritage, including legal protection to cultural heritage sites. | - There are no explicit laws or regulations known to be delineating sites as places of cultural importance. | - ESMF/ESMP will guide the implementation, especially related to chance finds |
| *ESS10 Stakeholders Engagement and Information Disclosure* | | |
| - Meaningful engagement of stakeholders in the project activities from planning to implementation levels. | - Provisional Constitution of the Federal Republic of Somalia: Article 32 stipulated that every person has the right of access to information held by the State. However, the law on the right of access to information currently only exists as a draft. | - Stakeholder consultations will be implemented throughout the lifetime of the subprojects, as per the Project's SEP.<br>- The PMU/PIUs will ensure that a GRM for the project is in place, in accordance with ESS10 as early as possible in project development to address concerns from project affected persons. |

# 3. Project Description

56. The SEHCDP will finance the establishment of a total of 20 new schools under Phase I and 40 new schools[16] under Phase II (incl. expansion), which are distributed across BRA and other 4 FMSs of Galmudug, Hirshabelle, Jubbaland, and Southwest. The school constructions will include basic packages to ensure quality provision of education in areas which are currently un-served. These packages will include learning-conducive facilities, training of teachers, and school grants to meet recurrent expenditure and support for strengthening school level management through Community Education Committees (CECs). According to the site selection criteria, "the served community should have school feeding or other nutrition/cash transfer programme." At this stage, the SEHCDP will not provide school feeding programs. Therefore, the Project will collaborate with district authority and local community to ensure that new school construction beneficiaries can access cash transfer programmes operating in the area. The SEHCDP will provide out-of-school children from disadvantaged backgrounds with access to good quality schooling opportunities at no cost to their families.

## 3.1. Proposed Project Locations

57. The proposed 5 school packages (subprojects) are located in the BRA of Mogadishu, and Federal Member States (FMSs) of Southwest, Galmudug, Jubbaland, and Hirshabelle. All school locations, either new constructions, or upgrading of existing schools were screened, discussed with, and endorsed by the beneficiary communities during Project consultations. The specific final locations are described in the subsequent sections, and Annex 2 provides a first set of final 60 school locations, composed of 20 locations within Phase I packages and 40 locations within Phase II packages, including aerial photos where available.

**In the BRA of Mogadishu:**

58. Under Phase I, the proposed 2 subproject schools are located in Mogadishu City of Banadir region of Somalia in the two districts of Shanghani and Abdi Aziz. These include Bartamaha School and Abdi-Aziz School in Shanghani and Abdi Aziz, respectively.

59. Under Phase II, the proposed 4 subproject are located in districts of Yaqshid, Garasbaley, Daynile, and Hiliwaa. One school per each district.

60. Banadir includes 17 administrative districts comprising the capital of Mogadishu. In addition to being the seat of the Federal Government of Somalia (FGS), Mogadishu is the country's primary economic centre, with a large private sector and vibrant business activities around its seaport. Mogadishu is nominally controlled by the FGS security institutions and hosts the African Union Transition Mission in Somalia (ATMIS) force headquarters, and the situation in Banadir/Mogadishu should be seen in light of the situation in the neighbouring regions of Lower Shabelle and Middle Shabelle.

61. The Abdi Aziz School sites are located in the Abdi Aziz district, in the southeastern part of Banadir region of Somalia. Additionally, the Bartamaha School sites are located in Shangani, which is located in the southeastern Banadir region of Somalia. Both Shangani and Hamar Weyne are ones of the oldest districts in Mogadishu. See Figure 1 below.

[16] 3 sites were excluded due to insufficient security requirements, as detailed in state specific Security Risk Assessment Reports

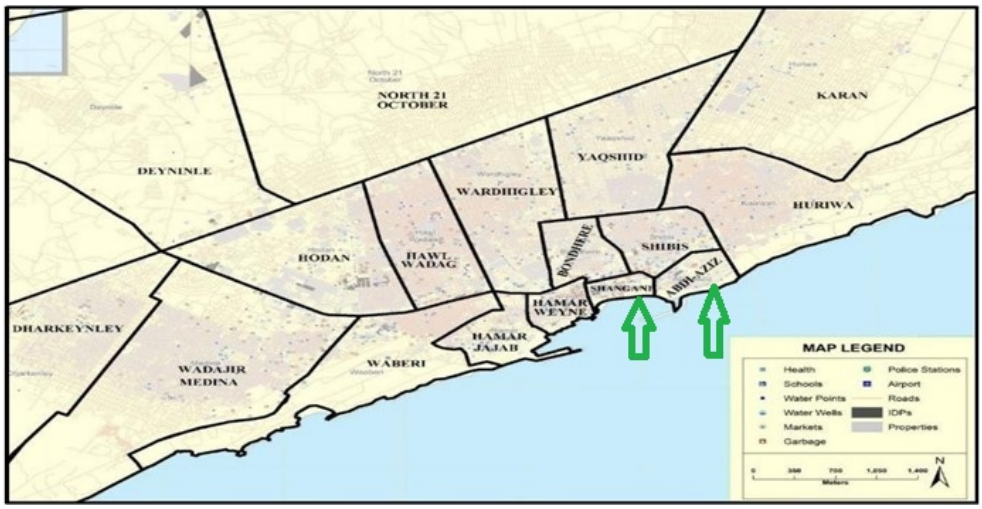


*Figure 1: Mogadishu Map showing districts of Shangani and Abdi Aziz*

**In the Galmudug State:**

62. Under Phase I, the schools' subprojects of Galmudug State are composed of 2 school locations in Dhusamareb district and 3 school locations in Hobyo district. (see Figure 2 below). These are, Dayah and Wabari schools in Dhusamareb, as well as Budbud, Hero Dahab/Dhagah schools, and Wisil former public school, in Hobyo.

63. Under Phase II, the schools' subprojects of Galmudug State are comprised of 5 school locations in Dhusamareb district and another 5 school locations in Hobyo district. These are, Xundhurre, Ina Mad, Mareergur, Gadoon, and Laasa-xaadoow in Dhusamareb, as well as Xin-barwaaqo, Garawale, Quracle, Cadale, and Ceelducaale, in Hobyo.

64. The two districts of Dhusamareb and Hobyo are located in the regions of Galguduud and Mudug, respectively. Dusomareb is considered as the administrative capital of the Galguduud region, and the Galmudug state as a whole. Galgaduud region consists of five districts. It is 511 km far from Mogadishu and hosting the highway that connects the northern and the southern parts of the country.

65. Hobyo District on the other hand, is located in north-central Mudug region. Hobyo is considered a coastal and ancient port city of Somalia and is located in a very strategic place owing to its closeness to the Bab-el-Mandeb Strait, which largely facilitates access to international stocks. Hobyo is the largest district in Mudug region and is approx. 510 km far from Mogadishu, and approx. 350 km far from Dhusomoreeb. Socioeconomically, the people of Hobyo are originally nomadic and have been mostly dependent on rural pastoralism till today. The City of Hobyo supports fishing and livestock raising industries as two major sources for livelihood. Additionally, it provides a grassland area where pastoralists use for their camels, sheep, and goats during rainy seasons. See figure 2 below.


*Figure 2: Map of Somalia showing targeted Districts in States of Galmudug, Jubbaland, Hirshabelle and South-West*

**In the Jubbaland State:**

66. Under Phase I, the proposed 4 schools' subprojects in Jubbaland State have been decided in the districts of Afmadow and Bardhere. These are, Diif School and Tulo Barwaqo School in Afmadow, as well as Horseed School and Najah School in Bardhere.

67. Under Phase II, the proposed 8 schools' subprojects were also decided in the two districts of Afmadow and Bardhere. These include, Afmadow_Danwadaag, Afmadow_ Waamo, Afmadow _Wabari, Qoqani Town, Taabta, and Wadajir village in Afmadow, as well as Bardhere town (Imamu Shafici) and Bardhere town (Fathurahman) in Bardhere.

68. The State of Jubbaland consists of the Gedo, Lower Juba and Middle Juba provinces/regions. The largest city is Kismayo, which is situated on the coast near the mouth of the Jubba River. In addition to Bardhere and Afmadow, the Bu'aale, Luuq, Garbahareey and Beled Haawo are also ones of the State's principal cities.

69. Afmadow is located northwest of Kismayo in Middle Jubba region, and bordered by Kenya, Badhadhe, Kismayo, Jamame, Jilib, Hagar, Bardhere and Elwaq. On another hand, Bardere is a city in Gedo region, and it is the second largest and most populous city in Jubbaland with Kismayo being the largest and most densely populated city in the state. See Figure 2 above.

**In the Hirshabelle State:**

70. Under Phase I, the proposed 4 schools' subprojects of Hirshabelle State will include the construction of new schools in the districts of Adale and Bulobarde (see Figure 2 above). The construction package includes 2 new schools in Wargadhi and Ali Gadud within Adale district, as well as 2 other new schools in Hagar and Halgan within the Bulobarde district.

71. Under Phase II, the proposed 9 schools packages were also decided in the 2 districts of Adale and Bulobarde. These include, Laba Garas, Garasweyne, Ceel Xarar, and Burdhere in Adale, as well as Libilow, Galmadoobe, Sagaal Geed, Aboorey, and Jameeco Shiin in Bulobarde.

72. Bulobarde is located in the region of Hiiraan. It is approx. 106 km far from Hiiraan's capital Beledweyne, and is approx. 203 km far from Mogadishu, while Adale District is located in Middle Shabelle and borders Jowhar District to the east, Balcad to the northeast, Jalalaqsi and Adan Yabal to the southeast.

**In the Southwest**

73. Under Phase I, the proposed 5 schools' subprojects of Southwest will include the construction of new schools in the two districts of Hudur and Wanlaweyn (see Figure 2 above). These include, Midnimo Primary School, Mafaaz Primary School, and Hudur Primary School within Hudur District, as well as Shiekh Mukhtar Primary School and Balidogle Primary School within Wanlawayn.

74. Under Phase II, the proposed 9 schools subprojects were also decided in the two districts of Hudur and Wanlawayn. These include, Hudur_Sakhawadin, Hudur _Horsed, Hudur – Gaabaney, Hudur _ Sheikh Away, and Hudur _ Al Amin in Hudur, as well as Aw Cusman village, Balow village, Dudumay village, and Malable in Wanlawayn.

75. Hudur is located in the region of Bakool and it is the capital of the Bakool region, the region is located in the south-west of Somalia, bordering Ethiopia and consists of five districts (Hudur, Wajid, Tayeglow, Elbarde & Rabdhure districts), while Wanlaweyn District is located in Lower shabelle region. It is approx. 90 km southwest of the capital Mogadishu and bordered Afgoye district one of the most high-value district and the country's most productive irrigated agricultural zone.

## 3.2. Project Selection

76. Beneficiary communities in BRA and other participating states of Galmudug, Jubbaland, Hirshabelle, and Southwest have been selected based on the findings of a Needs Assessment and Mapping Report prepared in September 2023. Communities that have large numbers of primary-aged girls and boys that do not have a school (public or non-state) within a 30-minute walk will be prioritized. The survey has assessed land tenure, environmental and security factors and community support for schools and has determined the size of the school to be built (number of classrooms). Safe school sites within communities have been identified through participatory risk assessments, which included community-based organizations and locational analysis based on hazard risk mapping. See Annex 2 for the final selection of 60 school sites (Phases I & II), including the broader selection aspects, as adopted in the Needs Assessment and Mapping Report.

77. During the needs assessment exercise, the Project has also considered the needs of vulnerable and disadvantaged groups at the targeted geographical areas for ensuring adequate access to educational services offered by the SEHCDP, thus increasing enrolment rates of school-aged children. By definition of the World Bank's ESF, Disadvantaged or Vulnerable groups included those who may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project's benefits. Such an individual/group is also more likely to be excluded from/unable to participate fully in the mainstream consultation process and as such may require specific measures and/or assistance to do so. This

will take into account considerations relating to age, including the elderly and minors, and including in circumstances where they may be separated from their family, the community or other individuals upon whom they depend. In this context the Project has reached out to target districts to ensure the inclusion of vulnerable and marginalized communities, including communities that possess the characteristics of Sub-Saharan African Historically Underserved Traditional Local Communities (SSAHUTLCs)/Indigenous Peoples (IPs), other ethnic minorities, the extremely poor, girls and, gender minorities, Persons with Disabilities (PWDs), IDPs, etc.

78. Efforts have been started already to mobilize Communities and support them to play a role in the placement, construction and management of the schools. The following criteria have been applied for selection of new school sites:

- Site selection is based on needs.
- Site selection considers areas with the highest population of primary aged children. Within these areas, those with the largest number of out of school children are prioritized.
- District authorities must predefine location of the school.
- The served community should have a school feeding or other nutrition/cash transfer program.
- The site location must be public property, with no encumbrances.
- Climate zones of the school site must be defined.
- Key environmental and social factors of the school site need to be considered.
- School sites should be located in secure and accessible areas.

79. The initial packages for new schools' construction in all 4 participating States and BRA were based on the above-mentioned criteria, see Annex 2 for list of the selected sites along with their aerial photos.

80. **In Hirshabelle:** Based on the findings of the Needs Assessment and Mapping Report, it was revealed that the districts with the highest number of open-air classrooms were Buloburde (77) and Adale (62). The overall Pupil Classroom Ratio for permanent classrooms was rounded to 43:1 and 39:1 for public and private schools, respectively. In terms of toilet facilities, the Toilet Pupil Ratio for public and private schools was also rounded to 92:1 and 108:1, respectively. Adale district had the highest Toilet Pupil Ratio abounded to 141:1, followed by Bulobarde 136:1. Moreover, based on the project design, both Bulobarde and Adale districts exhibited some of the lowest Gross Enrolment Ratios (GER). As a result, these two districts were selected to ensure that learners have access to primary education, thus securing a promising future, as education is a fundamental right of every child.

81. **In Jubbaland:** The rationale behind the selection of the targeted districts was that the GER of these districts is much lower than other districts in the country. In order to maximize the enrolment of out-of-school-children (OOSC), the Needs Assessment and Mapping Report was commissioned to identify the areas with the highest population of out-of-school primary aged children. The Needs Assessment report indicates that there are 12,802 and 39,590 OOSC in Afmadow and Bardhere districts, respectively.

82. **In Southwest:** There are 23 schools in both targeted districts of which more than half (17) are private schools, which is beyond the affordance of the marginalised children. Although Southwest proposed Hudur and Barawe districts during project initiation, during project implementation, it has become clear that lots of schools were constructed during project initiation and implementation phases. As a result, Southwest State has substituted Barawe to Wanlaway of which, according to the needs assessment report, 89.9% of school aged children are out-of-school.

## 3.3. Project Design, Interventions and Activities

83. The FGS did not have a nationally standardized design for school construction, at the time of design phase. However, there were Development Partners (DPs) and programmes, such as United Nations International Children's Emergency Fund (UNICEF) and Global Partnership for Education (GPE), who built schools conforming to international standards on school construction spatial planning. The SEHCDP's architect, therefore, has referenced/benchmarked the existing safe school designs both regionally and nationally, and ultimately generated a Somali-owned primary school design that will be adapted throughout the country. This new design will further be incorporated into the school construction policy and strategy that the government is currently developing. The policy aims at providing access to public buildings by people with disabilities (PWDs) through "universal design," which ensures usability by all people, to the greatest extent possible, without the need for adaptation or specialized designs. This Somali-owned design was approved by the Bank's engineer and will be a nationally standardized design artefact. The design will reflect international standards and fits for both present requirement and future adaptations. It is envisaged that individual subprojects would take up to 6 months. See Annex 2 for the design layouts.

84. **In BRA:** New schools and Expansion of existing schools with a proportional allocation of gender-separated washrooms and water delivery points for each school will be constructed. Small villages and rural areas get water from wells distributed by water trucks to schools and communities, while the urban schools get normal tap water. Therefore, water recycling and harvesting will be used to the extent possible to meet school water needs. Water quality is monitored according to WHO standards, but also to the more stringent Somali Water Standards for parameters where thresholds are more stringent. These Somali standards are regulated by the Somali Water Development Agency (WDA)[17]. Construction specifications for the classrooms and schools will conform to the government's school prototypes, align with agreed standards (safe, inclusive, resilient, and climate-smart), and incorporate a modular approach as appropriate to suit local needs so as to ensure optimal coverage and minimal distances for children to travel. It is envisaged that each subproject would take around 6 months.

85. The Bill of Quantities has been prepared by the Project's Civil Engineer and will ensure the approval of appropriate construction materials. These materials encompass building sand, stone aggregates, cement, concrete blocks, and plumbing accessories. The contractor must responsibly obtain sand from a site (borrow pits/quarries) that is approved by the engineer, in consultation with the local authority and relevant government bodies, as well as apply good management practices at each site. The remaining construction materials can be readily obtained from block making sites. Plumbing materials will be obtained locally unless this presents a difficulty, in which case they can be sourced from other towns.

86. The MoECHE, with the support of its construction supervision contractor, will establish guidelines for phasing in the construction. These guidelines aim to ensure that schools meet minimum requirements for health and safety of users, including workers on site and the public at large who might be exposed to these structures. Guidelines will also ensure that schools are built in a way that protects the relevant E&S aspects. In the Design Phase the following activities will take place:

- School condition assessment - A team comprising PMU-ESF team, PIUs and engineers conduct an assessment mission on identified schools' status in Abdiaziz and Bartamaha. The team has already visited Abdiaziz and Bartamaha in March 2024 and assessed schools and surrounding areas. This was a follow-up assessment after the initial reconnaissance assessment made by the security risk assessment company team in early March 2024.
- Consultation - The stakeholder consultation involving both the State and local authorities and the local communities were conducted, by PMU-ESF staff. The first consultation on Phase I schools was conducted in the period 20 – 23/01/2024, while the second consultation on Phase II schools was conducted during sites visits in March 2024. See Ch 10 for consultation details.
- Surveying - collection of topographic data and developing a digital terrain model for design.

[17] https://documents1.worldbank.org/curated/en/099430212022126696/pdf/P1749940f797210840b3e90b40b1359a655.pdf

- Geotechnical Investigations - identification of material sites, carrying out in situ material tests as well as collection of soil and construction materials samples for laboratory testing.
- School Design - In complying with the design standards, the geometric design has been carried out to improve the existing horizontal and vertical geometry.

87. **In Galmudug:** New schools with a proportional allocation of gender-separated washrooms and water delivery points for each school will be constructed. The same provisions for quantity and quality of water provisions will be adopted, as described under BRA school packages. Construction specifications for the new classrooms and schools will conform to the government's school prototypes, align with agreed standards (safe, inclusive, resilient, and climate-smart), and incorporate a modular approach as appropriate to suit local needs so as to ensure optimal coverage and minimal distances for children to travel. It is envisaged that individual subprojects would take up to 6 months. The MoECHE, with the support of its construction supervision contractor, will establish guidelines for phasing in the construction.

88. Design Phase: The design phase included the following activities:

- School condition assessment - A team comprising PMU-ESF team, PIUs and engineers conducted an assessment mission on identified schools' status in Dhusomareb and Hobyo under Phase I school packages. The team visited Dhusomareb and Hobyo in the period 20 – 23/01/2024 and assessed schools and surrounding areas. This was a follow-up assessment after the initial reconnaissance assessment made by the security risk assessment company team in December 2023. Under Phase II school packages, the team visited the new sites in Dhusomareb and Hobyo on 14-6/12/2024 and 17-20/12/2024, respectively. The visits aimed at screening the sites against E&S risks.
- Consultation - The stakeholder consultation involving both the State and local authorities and the local communities were conducted, by PMU-ESF staff and PIUs. See Ch 10 for consultations details.
- Surveying - collection of topographic data and developing a digital terrain model for design.
- Geotechnical Investigations - identification of material sites, carrying out in situ material tests as well as collection of soil and construction materials samples for laboratory testing.
- School Design - In complying with the design standards, the geometric design has been carried out to improve the existing horizontal and vertical geometry.

89. The project's civil engineer has identified the necessary Bill of Quantities to ensure the approval of appropriate construction materials. These materials encompass building sand, stone aggregates, cement, concrete blocks, and plumbing accessories. The contractor must responsibly obtain sand from a site that is approved by the engineer, in consultation with the local authority and relevant government bodies. The remaining construction materials can be readily obtained from block making sites.

90. Plumbing materials will be obtained locally unless this presents a difficulty, in which case they can be sourced from other towns, given respective good practices are emphasized in each stage/for each alternative. In addition to the proposed designs, the management plan encompasses considerations for environmental, social, health, and safety aspects, all of which are highlighted. Furthermore, the management plan has gone a step further to identify potential impacts that may arise during the operational phase of the schools.

91. **In Jubbaland:** Design of schools has followed safety standards. As stated above in sec 3.3, the SEHCDP's architect has adopted the referenced/benchmarked Somali-owned primary school designs for school packages in Jubbaland, as well. The designs in the various areas were adapted to local conditions (climate, topography, security, land availability etc). However, designs have also ensured usability by all people, as a "universal design" requires. The supporting infrastructure for water supply, power supply, wastewater disposal and storm water drainage will also be done to the same international design standards. The designed schools were aimed to be safe and also flood resilient, especially Bardhere district areas, which are susceptible to flash flooding.

92. Since more than 64% and 89% of primary aged children are out-of-school in Afmadow and Bardhere districts, respectively, the SEHCDP is targeting the construction of 14 new schools in total, consisting of 4-8 classrooms, based on the needs of the area, and aiming at improving enrolment rates. In the phase I of school construction, two schools will be built in each district to learn from the challenges encountered and then rolling out the rest (6 in Afmadow, and 2 in Bardhere) in Phase II, giving priority to the areas most in need. For example, the majority of the Afmadow district schools will be constructed in the rural areas, whereas most of Bardhere's schools will be built in and around Bardhere town, where OOSC is the largest. The size of the land allocated for new school construction can reach up to 10,000 $m^2$, using additional areas for future expansion, when needed. The selected sites for Phase I were visited during the period 22 – 24/02/2024, while the selected sites of Phase II were visited during the periods 20 – 25/11/2024, and 16-20/12/2024, for consultation. See Ch 10 for consultations details. The main school building will have the following components:

- Eight (8) classrooms;
- Two (2) offices for the principal and vice principal;
- One (1) staffroom;
- Storage room;
- Two staff lavatories (male and female);
- Six (6) female students lavatories;
- Six (6) male students lavatories
- Car park for five (5) cars;
- Multipurpose sport area;
- Water storage tank
- Gardening area.
- Boundary wall

93. The SEHCDP's architect has designed suitable schools that are structurally and environmentally safe and sustainable. The project's civil engineer has also identified the BoQs to approve suitable materials used in the school construction.

94. The basic materials required to undertake construction of the schools are building sand, stone aggregates, cement, concrete blocks, plumbing accessories, etc. As regards the source of building sand, the contractor shall have the responsibility to source from a legal site where sand can be extracted from, and this shall be approved by the engineer prior to engagement, in consultation with the local authority and any other relevant government institutions. The technical team has confirmed that the rest of the construction materials can easily be sourced from block making sites. Plumbing materials shall be procured locally unless this proves a challenge, then the particular materials can be outsourced from other towns, given respective good practices are emphasized in each stage/for each alternative.

95. Alongside the proposed designs are the environmental, social, health and safety aspects considered which have been highlighted in this management plan. The management plan has moved further to identify possible impacts that may arise when the schools are in operation. The design phase included the following activities:

- Surveying - Geotechnical Investigations;
- Design of a layout plan - Detailed Design (Architectural, Structural, Mechanical & Electrical) of the school building and other building facilities;
- Design of drainage around the site for future flood prevention;
- Determination of waste management arrangements (construction waste and operational phase waste).

<u>The construction phase will mainly include the following activities:</u>

- Removal of existing structure and clearing;
- Where feasible, preserve standing trees at the construction site;
- Construction of foundation activities;
- Actual construction of the school as per the approved design;
- Construction of outdoor facilities (a water tank, washrooms/latrines, car park, boundary wall).

The operational phase activities will include:

- Training of the Community Education Committees (CECs) who will oversee school funding, teacher recruitment and overall school improvement;
- Ensuring adherence to the project objective of 50% of girls' enrolment in the new schools;
- Ensuring that OOSC can easily access new school to improve school enrolment rate;
- Social Accountability Committee (SAC) should ensure the children from deprived households are prioritized in school enrolment programme;
- School management and CECs should cooperate to ensure environmental, social, occupational, health and safety issues are safeguarded.
- School management, CECs and parents will be guided and supported to promote awareness raising activities regarding the safety of female teachers and girls to ensure that the school ethos promotes girls-friendly environment that facilitates the retention of female teachers and flourishing of girls' education. This includes raising awareness on FGM/C and possible eradicating mechanisms. In close collaboration with local actors and the embedded awareness programs, the Project will aim to reach out to parents through their pupils, as well as to conduct larger meetings for the school communities, among other mechanisms.
- Pros of this awareness program would include, among others, the opportunity to inform communities about risks, consequences and illegality of FGM/C, and empower individuals to have decisions over FGM/C and prevent future cases; the program would also be designed to respect cultural norms and advocate against FGM/C through community leaders, religious figures, and influencers; and through this Program there would also be the opportunity to provide training on physical and psychological treatments; as well as promoting legal frameworks that criminalize FGM/C.
- However, Cons may include, among others, backlashes and resistance of interventions, viewing them as cultural imperialism; inadvertently stigmatizing FGM/C survivors or their families, leading to isolation; limited resources may hinder program effectiveness; and cultural complexity leading to risk of alienating communities as these practices are deeply rooted in cultural practices; as well as challenges for gathering accurate data on FGM/C prevalence, due to underreporting and cultural secrecy.

96. **In Hirshabelle:** In adherence to safety standards, the design of schools will be meticulously tailored to local conditions, encompassing factors such as climate, topography, security, and land availability. This will be undertaken by a skilled design and Project's architect who has already adopt the Somali-owned primary school design for the specific areas of construction, which has been referenced/benchmarked to the existing safe school designs, as described above in sec. 3.3. The supporting infrastructure, including water supply, power supply, wastewater disposal, and storm water drainage, will be developed with the same high-quality international design standards. This comprehensive approach will result in schools that are not only secure but also resilient to flooding, particularly in the vulnerable Bulobarde district areas.

97. New schools will be built with gender-separated washrooms and water delivery points, following government school prototypes and adhering to safety, inclusivity, resilience, and climate-smart standards. The same provisions for quantity and quality of water provisions will be adopted, as described under BRA school packages. The construction of the classrooms and schools will be modular to accommodate local needs, ensuring optimal coverage and minimal travel distances for children. Each subproject is anticipated to take 3

to 4 months, and guidelines for construction phasing will be established by the MoECHE with the support of its construction supervision contractor.

98. Given that more than 51.5% and 85.7% of primary-aged children are out-of-school in Adale and Bulobarde districts respectively, the SEHCDP will construct 14 new schools in each district to boost school enrolment rates. Under Phase I, 2 schools in each district of Adale and Bulobarde will be constructed, while in Phase II, 4 and 5 schools will be constructed in Adale and Bulobarde, respectively. schools will be constructed on 10,000 square feet (Phase I), with provisions for further expansion if the need arises in the future. The selected sites for Phase I were visited during the period 29/01 – 11/02/2024, while the selected sites of Phase II were visited during the periods 02 – 05/01/2025, for consultation. See Ch 10 for consultations details.

School Building Features:

- 8 classrooms
- 2 offices for the principal and vice principal
- 1 staffroom
- Storage room
- 2 staff lavatories (male and female)
- 6 female students' lavatories
- 6 male students' lavatories
- Car park for 5 cars
- Multipurpose sports area
- Water storage tank
- Gardening area
- Boundary wall

99. The SEHCDP's architect has envisioned structurally sound and environmentally sustainable schools. Equally, the project's civil engineer has identified the necessary Bill of Quantities to ensure the approval of appropriate construction materials. These materials encompass building sand, stone aggregates, cement, concrete blocks, and plumbing accessories. Concerning building sand, the contractor must responsibly obtain it from extraction sites, subject to approval by the engineer, in consultation with the local authority and relevant government bodies.

100. The technical team has affirmed that the remaining construction materials can be readily obtained from block making sites. Plumbing materials will be obtained locally unless this presents a difficulty, in which case they can be sourced from other towns, given respective good practices are emphasized in each stage/for each alternative. In addition to the proposed designs, the management plan encompasses considerations for environmental, social, health, and safety aspects, all of which are highlighted. Furthermore, the management plan has gone a step further to identify potential impacts that may arise during the operational phase of the schools.

Activities in the design phase will include the following:

- Conducting surveys and geotechnical investigations
- Creating a detailed layout plan and carrying out architectural, structural, mechanical, and electrical design for the school building and other facilities
- Planning the drainage system around the site to prevent future flooding
- Establishing waste management arrangements for both construction and operational phase waste

The construction phase will primarily involve the following activities:

- Demolition of existing structures and site clearance
- Preservation of trees on the construction site wherever possible

- Execution of foundation works
- Construction of the school according to the approved design
- Building outdoor facilities such as water tanks, washrooms/latrines, car park, and boundary wall.

The operational phase will involve the following activities:

- Providing training for the Community Education Committees (CECs) responsible for overseeing school funding, teacher recruitment, and overall school advancement.
- Ensuring that the project objectives of achieving 50% female enrolment in the new schools are met.
- Facilitating easy access for out-of-school children (OOSC) to the new schools in order to improve school enrolment rates.
- The Social Accountability Committee (SAC) should prioritize children from deprived households in the school enrolment program.
- Collaboration between school management and CECs to ensure that environmental, social, occupational, health, and safety issues are protected.
- Promoting awareness activities among school management, CECs, and parents to ensure a safe and supportive environment for female teachers and girls, thereby fostering the retention of female teachers and the flourishing of girls' education.

101. **In Southwest:** Design of schools has followed safety standards. As stated above in sec 3.3, the SEHCDP's architect has adopted the referenced/benchmarked Somali-owned primary school designs for school packages in Southwest, as well. The designs in the various areas were adapted to local conditions (climate, topography, security, land availability etc). However, designs have also ensured usability by all people, as a "universal design" requires. The supporting infrastructure for water supply, power supply, wastewater disposal and storm water drainage will also be done to the same international design standards.

102. Since more than 89%and 87% of primary aged children are out-of-school in Wanlawayn and Hudur districts, respectively, the SEHCDP is targeting the construction of 14 new schools in total, consisting of 4-8 classrooms, based on the needs of the area, and aiming at improving enrolment rates. In the initial Phase I of school construction, 3 schools will be built in Hudur District and 2 schools in Wanlaways District, while in Phase II, 5 and 4 schools will be built in same district of Hudur and Wanlaways, respectively. The construction is planned in phases to learn from the challenges encountered and then rolling out the rest of the locations, giving priority to the areas most in need. For example, the majority of the Wanlawayn district schools will be constructed in the rural areas, whereas most of Hudur's schools will be built in and around the Hudurtown, where OOSC is the largest. The size of the land allocated for new school construction can reach up to 10,000 $m^2$, using additional areas for future expansion, when needed. The selected sites for Phase I were visited during the period 21 – 24/07/2024, while the selected sites of Phase II were visited on 05/10/2024, for consultation. See Ch 10 for consultations details. The main school building will have the following components:

- Eight (8) classrooms;
- Two (2) offices for the principal and vice principal;
- One (1) staffroom;
- Storage room;
- Two staff lavatories (male and female);
- Six (6) female students lavatories;
- Six (6) male students lavatories
- Car park for five (5) cars;
- Multipurpose sport area;
- Water storage tank

- Gardening area.
- Boundary wall

103. The SEHCDP's architect has envisioned structurally sound and environmentally sustainable schools. Equally, the project's civil engineer has identified the necessary Bill of Quantities to ensure the approval of appropriate construction materials. These materials encompass building sand, stone aggregates, cement, concrete blocks, and plumbing accessories. Concerning building sand, the contractor must responsibly obtain it from extraction sites, subject to approval by the engineer, in consultation with the local authority and relevant government bodies.

104. The technical team has affirmed that the remaining construction materials can be readily obtained from block making sites. Plumbing materials will be obtained locally unless this presents a difficulty, in which case they can be sourced from other towns, given respective good practices are emphasized in each stage/for each alternative. In addition to the proposed designs, the management plan encompasses considerations for environmental, social, health, and safety aspects, all of which are highlighted. Furthermore, the management plan has gone a step further to identify potential impacts that may arise during the operational phase of the schools.

Activities in the design phase will include the following:

- Conducting surveys and geotechnical investigations
- Creating a detailed layout plan and carrying out architectural, structural, mechanical, and electrical design for the school building and other facilities
- Planning the drainage system around the site to prevent future flooding
- Establishing waste management arrangements for both construction and operational phase waste

The construction phase will primarily involve the following activities:

- Demolition of existing structures and site clearance
- Preservation of trees on the construction site wherever possible
- Execution of foundation works
- Construction of the school according to the approved design
- Building outdoor facilities such as water tanks, washrooms/latrines, car park, and boundary wall.

The operational phase will involve the following activities:

- Providing training for the Community Education Committees (CECs) responsible for overseeing school funding, teacher recruitment, and overall school advancement.
- Ensuring that the project objectives of achieving 50% female enrolment in the new schools are met.
- Facilitating easy access for out-of-school children (OOSC) to the new schools in order to improve school enrolment rates.
- The Social Accountability Committee (SAC) should prioritize children from deprived households in the school enrolment program.
- Collaboration between school management and CECs to ensure that environmental, social, occupational, health, and safety issues are protected.
- Promoting awareness activities among school management, CECs, and parents to ensure a safe and supportive environment for female teachers and girls, thereby fostering the retention of female teachers and the flourishing of girls' Demolition of existing structures and site clearance.

## 3.4. Demolition of Existing Structures and Site Clearance

105. Four (4) schools out of eighteen (18) schools under phase I construction at all selected sites are set to be demolished and rebuilt according to planning documents. The decision of demolition has been taken in light of availability of classroom to accommodate the increasing numbers of students, and limited space of existing classrooms, as well as having little or no space for playgrounds, in addition to the need for securing physical protection measures (such as durable/efficient windows) against poor weather conditions. Schools to be demolished are located in States of Galmudug, and Jubbaland. Specifically, these are Waber and Wisil in Galmudug and, Horsed and Diif in Jubbaland. See more site plans in Annex 2, IV.

106. In Phase II, another batch of old schools were decided for demolition. As per the E&S screening report prepared in March 2025[18] for phase II subproject, this will include 4 locations in Dhusamareb and Hobyo districts of the Galmudug State, 3 locations in Wanlawayn and Hudur districts of Southwest State, and one location in Adale district of Hirshabelle. See Annex 2, V.

107. Temporary fencing will be installed at all existing sites to separate ongoing learning activities from new construction activities. Demolition of existing structures will only occur after the new construction is finished, except at the Wisil site, where outdated structures will be demolished during the construction process, as the site is currently non-operational. It is expected that functional schools will continue to operate during the construction period.

108. The demolition of the existing structure to pave way for the re-construction of new schools will generate rubbles which will have to be disposed at an appropriate and legally approved site by the relevant technical team. The relevant authorities such as FMSs' MoE Civil Engineers, District Authority, Contractors, and the PIU team will be expected to discuss these activities among themselves prior to demolition to safeguard local community safety. Further, the Contractor demolishing the existing structure is expected to use a licensed transporter for this purpose since there is a possibility that these rubbles might contain asbestos containing materials, which require prior outline regarding handling of demolition waste both on site and in transit for disposal.

109. The PIU Social Safeguards Officer will regularly visit demolition affected locations and inform and remind local communities especially community leaders and town authority, the E&S risks transpiring from the demolition activities. The community leaders and district authorities have been mobilized to inform not only the benefits that the school construction is brining but the awareness raising necessary to inform the whole residence about the noise and air pollution that demolition might generate. The community leaders are not only committed to facilitate safe demolition of the existing structures but will undertake awareness raising among town inhabitants to ensure that the whole residence is aware of and stays away from the demolition site during demolition.

110. The preparation of appropriate demolition and design documents (such as technical drawings, specifications, BoQs, and construction program) have been prepared and approved by the project engineers. (Demolition designs included in Annex 2).

[18] Phase II School Construction Environmental and Social Screening in Four Member States and BRA -March 2025

# 4. Biophysical and Socio-Economic Environments

111. This section describes the overall baseline condition of BRA and participating FMSs in the SEHCDP, in terms of physical and biological environments, as well as the socio-economic background. Understanding physical, biological, and socio-economic characteristics of areas where subprojects are taking place is crucial for analysing different E&S risks and impacts of the project as they tend to deviate from the depicted baselines, and how management measures are planned to alleviate risks and impacts and help restore to the original status. To fulfil requirements of a comprehensive type of ESMP, the information provided in this section is broken down at the provincial level, as schools' locations are broadly distributed across the country. However, per each subproject, being carried out in specific districts, more concentrated site-specific baseline information will be provided in the C-ESMP before contractors commence their construction.

## 4.1. Physical Environment Characteristics

**In BRA:**

112. Mogadishu is located in a semi-arid to arid climate with extremely low, variable and often unreliable rainfall patterns. Mogadishu has a dry climate, classified as hot and semi-arid (Köppen climate classification (BSh-Mid-latitude steppe and desert climate)), as with much of southeastern Somalia, and is located near the tropical thorn woodland biome of the Holdridge global bioclimatic scheme. The mean average annual rainfall within the Mogadishu is 358mm. There are two rainy seasons, the main one occurring between April and June, known as "*Gu*", making up an average of 52% of the total annual rainfall, and the second between October and December, known as "Deyr", with approximately 28% of the total annual rainfall. The annual potential evapotranspiration in Mogadishu is approximately 1,631 mm. The first dry season, known as "*Xagaa*", normally lasts from July to September with limited showers along the coastline, but is in general dry and relatively cool. The second dry season, known as "*Jilaal*", lasting from January to March, is dry and hot with very limited rain. In Mogadishu, the average wind speed is relatively low varying from 3 m/s to 5 m/s over the year. On average the lowest values of wind speed occur during the months of April and November, coinciding with the peaks.

113. Mogadishu is located in the coastal lowland, with average elevation of only 9m asl and extensive flat areas rising gently from the sea level and inland. Mogadishu is also part of the "central coastal basin" which is mainly recharged through direct rainfall. The coastal belt where Mogadishu is located comprises a variety of rocks including limestone, sandstone, marls and clay, sand, coral limestone, and sandstones, as well as a wide system of coastal sand dunes with the soil closest to the shore being pure loose marine sand[19]. Permeability of the soils is generally high. These would also describe geological characteristics of the subprojects' areas. However, the contractor will be required to provide updated testing, where civil works will take place.

114. Water supply systems in south and central Somalia were extensively damaged and vandalized in the years that followed the collapse of Somalia government in 1991. In the long absence of a central authority, Mogadishu's residents have devised their own informal water distribution systems, using well water, but there are many shortcomings. Nonetheless, the private water suppliers developed ways to provide piped water to households. The current situation is one of an un-centralized network of wells, small scale reticulated distribution systems and vendors, with limited water treatment options and affordability for 'safe' water for most. As there is no 'formal' regulation of the water market in the city at this point in time, it is effectively a city of informal/'private sector' water suppliers and vendors[20].

[19] https://www.researchgate.net/figure/General-geological-map-of-South-Central-Somali-and-Groundwater-samples-locations-after_fig2_313860927

[20] https://wedc-knowledge.lboro.ac.uk/resources/conference/36/Print-1738.pdf

**In Galmudug:**

115. Galmudug State is described as an Arid and Semi-arid Land. The climate in Dusamareb and Hobyo districts is generally hot and dry, with temperatures often reaching over 30°C (86°F) during the summer (Hagaa) months. As in the rest of the country, there are four main seasons in the year; two rainy seasons and two dry seasons. Heavy rainfall in the country (including in Galmudug State) can lead to various hazards, including; flooding, disturbance to construction activities, disruption of transport and communications, and various damages to infrastructure. However, the contractor is expected to control the climate issues in the subproject areas by the support of project specialists.

116. The Mudug Formation in which the middle part of the Dhusamareb-Galkaiyo Passageway is found comprises of marly and biogenic limestone, calcarenites and sandstones. On the Western side of this passageway is the Dhusamareb formations consisting of gypsum, marls and dolomites. The remainder corridor is made up of Gypsisols. From Dhusamareb to Galkacyo the soil types are mixed consisting of Leptosols, Calsisols, and Gypsisols. The Galkaiyo to Hobyo Corridor lies on top of Gypsisols, Solonchaks and Regosols. Soil in general, is a fragile and non-renewable resource; it is easily degraded and difficult, slow, and expensive to regenerate. During construction, the surficial layer of the soil anticipated that the very top layer will be excavated at the commencement of works as part of the site preparation. This dig up material can be stockpiled and reprocessed to cover soil filled areas.

117. Access to clean and reliable water remains a significant challenge in many parts of Somalia, including Dusamareb and Hobyo districts. Dhusamareb and Hobyo rely on wells, which are used through the region. The ground water serves as a crucial water source for agricultural activities and provides water for domestic use. However, Dhusamareb and Hobyo districts like many other cities in Somalia, rely on other sources for water, including seasonal rainfall, and rainwater harvesting, which is an important practice to capture and store water for use during dry periods. In some areas where water access is limited, water tankers are used to transport and distribute water to communities.

**in Jubbaland:**

118. The State of Jubbaland has a hot tropical climate, with little seasonal variation and daily temperatures ranging from 30°C to 40°C. The hottest month of the year in the regions of Jubbaland is March, with an average high of 38°C. There are seasonal patterns of rainfall which results in two dry seasons and two wet seasons each year. The Jilaal, from January to March, is the harvest dry season and results from dry north-easterly winds sweeping down from the Arabian Peninsula. This is followed by the Gu rainy season from April to June, then the Hagaa dry season from July to September, during which sea breezes from the Indian Ocean help cool at least the southern parts of the country. The cycle is completed by the Deyr, a short and unreliable wet season in October - December. Occasional heavy rains in the Ethiopian highlands cause floods, riverbank breakages, and loss of wealth and lives in the region. The coastal region in the south around Mogadishu and Kismayo has an additional rainy season, the Xagaaye, in July and August, during which there may be isolated showers. Livestock husbandry and farming are adapted to this climatic regime, with herds being concentrated around water sources in the Jilaal but driven to pastures deep in the interior during the Gu, when rain fed agriculture also becomes briefly possible.

119. As for topography, Bardhere town, in which most schools are located, is located on the flood plain of the Jubba River, in the south of Somalia. The topography within 3km of Bardhere contains only modest variations in elevation, with a maximum elevation change of 34m feet and an average elevation above sea level of 98m. The regional geology of Afmadow of the Jubbaland area comprises the sedimentary basin, and the soils of the area overlying the rocks are mainly gravel, silty sands, silty clays and pure clay. The rocks are limestone of calcareo-psephitic and calcareo-pelitic, with Oolithic beds and some pisolithic and coquina beds. The depositional environment varies from mesoneritic to littoral.

120. Soils vary in a sequence related to geological formations. Bardhere, soils are often rocky or stony. Finer deposits are sometimes associated with togga (seasonal streams) and depressions containing gypseous soils. In flatter, southern sections of the limestone hills and plateaus, vertisols are the predominant soil type as they

are in the marine plain. The intermediate zone of basement gneiss and schist has patches of lighter soils than other non-riverine areas and the surface consists of sand-loams to sand-clays.

121. The scarcity of water is one of the most pressing problems across the country. Over the last two decades, continued droughts in Somalia and this state in specific have devastated the water sector. As demand for water is growing, water resources remain scarce and vulnerable to climatic deterioration and various types of pollution. key water resources in the area include the Juba River; the shallow water table through temporarily hand-dug wells or more permanent boreholes; the swamps in the flood plains of internal drainage areas; and rainwater which is also collected through run-off catchments in isolated sites in grazing areas.

122. The rivers Jubba and Shebelle are the primary sources of surface water in Somalia. These two perennial rivers originate from the Ethiopian highlands in the north and flow southwards towards the Indian Ocean. Juba River is the main sources of surface water in Jubbaland (Afmadow and Bardhere). The annual flow variation of the river could be as much as two and half times the long-term mean annual flow. In the lower sections, the Jubba River has a propensity to flood every five years. Flooding takes place more often in the Deyr season than in the Gu season. The Jubba River is estimated to reach or surpass the bank-full stage only about 30 days every five years. Heavy rains in 2023 caused flash floods that devastated the town of Bardhere. The Jubba River flooded several neighbourhoods of the town and forced people to flee their homes. In recent years, the Juba River, has nearly dried up due to lack of sufficient rainfall in the origin. This has resulted in higher water prices in suburban and urban areas and loss of crops and pasture.

123. Ground water is of significant importance in Somalia. Apart from the areas along the Jubba and Shabelle Rivers, all regions depend on groundwater for domestic water supply, livestock and small-scale irrigation. The dug wells present some problems of efficiency as well as maintenance, given their state of continued collapse. Suitable structures and reliance on local energy sources (animal, wind, solar) could help relieve these problems. Salinity complicates the use of well water.

**In Hirshabelle:**

124. Hirshabelle State has a poor Deyr and an abnormally hot Jilaal seasons, and rain usually comes late. On average, the highest temperatures are recorded in March and September of around 35oC, and the lowest temperatures are recorded during the months of December and January, of around 22oC. Located at an elevation of 184m above sea level, Hirshabelle has a Subtropical steppe climate. The districts yearly temperature is 30.41ºC and it is 2.5% higher than Somalia's averages. In Hirshabelle districts, severe flooding and frequent droughts undermine both food and livelihood security and affect the overall living conditions of the local community. For the people of state experiencing such conditions, leaving these factors unaddressed may result in challenging economic and social conditions.

125. Rainfall totals during the first half of the April to June Gu season are some of the highest on the 1981-2017 record, equivalent to between 130 and over 200 percent of average. The heavy rainfall marks the end of prolonged drought across much of the country and is supporting crop development and the regeneration of pasture and water resources. However, the heavy rainfall and subsequent flooding has also led to fatalities, massive displacement, and damage to infrastructure and cropland. Needs are expected to increase in displacement sites and riverine areas in the near term.

126. Hirshabelle sits on the flood plains of Shebelle River at an altitude ranging from 180m asl to 200m asl. The area is generally flat and sits within the riverine area of Shebelle River. Most of the towns are on the flood plain and is flat. The regional geology of the Hirshabelle area comprises limestone with silty clays or red hard to stiff clays overlying the rocks. In some parts of the country are fine sands forming dunes and red soils and calcarenite. Quaternary unconsolidated sediments are mostly found in the southern coast which includes Adale city and the riverine areas of Southern Somalia. The soils in the area are Fluviol around the riverine area of Hirshabelle state and then briefly change into Arenosols.

127. Apart from the areas along the Shabelle Rivers, all regions depend on groundwater for domestic water supply, livestock, and small-scale irrigation. River Shebelle is the primary sources of surface water in Hirshabelle districts. It is a perennial river that originates from the Ethiopian highlands in the north and flows

southwards towards the Indian Ocean. Adale district use water wells and boreholes. Groundwater quality is a major issue. Most groundwater sources have high salinity levels. Many shallow wells are also unprotected and vulnerable to microbiological and other contamination (FAO/ 2012).

**In Southwest**

128. The South West State of Somalia is located in the southwestern part of Somalia. It is bordered by Ethiopia to the north, Jubaland to the west, and Hirshabelle and Benadir region to the east. The South West has a hot tropical climate with minimum seasonal variations. The climate in Hudur and Wanlaweyn districts is generally hot and dry, with temperatures often reaching over 30°C during the summer (Hagaa) months.

129. The State has four seasons. Gu' and Deyr, which are the rainy seasons, while Haga and Jilal are the dry seasons. Most parts of the State experience low annual rainfall. However, due to the global climate change, these seasonal climate patterns have become unpredictable. Hudur lies 500 meters above sea level, and its climate is mostly hot and dry during the year, with erratic and unreliable rains – a bi-modal climate pattern that is typical in semi-arid areas. The annual amount of rainfall in Bakool region ranges between 300-350 mm, 2/3 of which usually precipitates during the primary rainy season of Gu (April-June). The rest of the rainfall occurs during the season of Deyr (October to December). In recent years, a notable change has taken place and the region has received more rainfall during the Deyr than it has during Gu. Heavy rainfall in the country (including in all South west State) can lead to various hazards, including; flooding, disturbance to construction activities, disruption of transport and communications, and various damages to infrastructure. Ideally, the primary Gu season should be avoided for construction works, however, given the duration of sub-project preparation it is difficult to set a specific date for the works. The Contractor is also expected to control the climate issues in the subproject areas of South west by the support of project specialists.

130. The topography of the region is set up in a way that it collects waters within two main watersheds that form a narrow strip of greener land between Hudur and Tayeeglow districts of Bakol region. Hudur District, in which the most schools are located is situated is in the Bakool region. It is generally flat, with the southeast of the district moderately sloping towards the north and northwest.

131. The soil at the planned subproject sites in Hudur town consists of sandy soil and town lies in the Uegit formation, sandwiched between the Ambar sandstone formation to the west and the Baidoa formation to the east. The rocks are limestones of calcareo-psephitic and calcareo-pelitic, with Oolithic beds and some pisolithic and coquina beds. The depositional environment varies from mesoneritic to littoral. The quality of the soil is an essential and determinant component of Somalia's agricultural productivity and natural ecosystems. However, soil is a fragile and non-renewable resource; it is easily degraded and difficult, slow, and expensive to regenerate. Soil degradation is directly related to Somalia's hunger crisis. Construction of the school should not change the topography of the project area, nor will it result in significant disturbance to soil. The surficial layer of the soil anticipated that the top layer would be excavated at the commencement of works as part of the site preparation. This dig up material can be stockpiled and reprocessed to cover soil-filled areas.

132. It is important to note that access to clean and reliable water remains a significant challenge in many parts of Somalia, including Hudur and Wanlaweyn districts. Efforts to improve water infrastructure and access to safe drinking water are ongoing in the region. In terms of water resources, Hudur and Wanlaweyn rely on wells, which are used through the region. The ground water serves as a crucial water source for agricultural activities and provides water for domestic use. Hudur and Wanlaweyn districts like many other cities in Somalia, relies on various sources for water. They experience seasonal rainfall, and rainwater harvesting is an important practice to capture and store water for use during dry periods. In some areas where water access is limited, water tankers and donkey carts are used to transport and distribute water to communities.

## 4.2. Biological Environment Characteristics

**In BRA:**

133. The vegetation in Mogadishu varies based on the local climate and land use. Vegetation cover includes the following key elements:

- Dune Grassland: Along the coastal belt of the Indian Ocean, there are extensive dune grasslands. These grasslands are characterized by various grass species and low shrubs.
- Succulent Plants and Cushion Plants: The dunes also support succulent plants and cushion plants, which have adapted to the arid conditions.
- Frankincense and Myrrh Trees: In the moist zones of the northern coastal mountains, you can find the frankincense tree (Boswellia) and the myrrh tree (Commiphora).

134. Despite challenges such as habitat degradation, Somalia still hosts a diverse array of wildlife:

- Wild Animals: In the southern part of the country (including Mogadishu), you'll encounter hyenas, foxes, leopards, lions, warthogs, ostriches, and various bird species.
- Endangered Species: Unfortunately, some iconic animals have suffered due to factors like ivory poaching. These include giraffes, zebras, oryx, hippopotamuses, rhinoceroses, and elephants.
- Conservation Efforts: Measures to protect endangered species were initiated through nature reserves and national parks, although these areas have faced neglect since the collapse of the central government in 1991.

**In Galmudug:**

135. Somalis are mostly pastoralists, and the country is home to several livestock species including the Somali goat, Sheep, Cattle and dromedary camels. Commonly found along the school areas are goats, sheep, and camels. The goats and camels are reared mainly in the central and South of the country. The country has lost many of its wild mammals such as elephants due to poaching. The main wild mammals found in Somalia include giraffe, zebra, and hyena. Natural vegetation along the project site is almost uniform and it is mainly Acacia Commiphora deciduous bushland. It is being characterized by a grouping of small trees and bushes growing on rocky soil with scattered emergent trees of Adansonia digitata. Common trees found in this vegetation includes; Commiphora spp, Acacia senegalensis, Euphorbia tirucalli,E. candelabrum, Delonix elata and succulents species of Opuntia vulgaris, Cissus quadrangularis, Adenia volkensii as well as Adenium obesum. Hobyo Grassland and Shrubland ecoregion consists of white and orange sand dunes dominated by perennial dune grasslands and sedges. This region also supports six endemic species of birds, mammals and reptiles.

136. Hobyo is lying within the ecoregion Hobyo grasslands and shrublands, however, none of it is located in protected areas. It is a belt of coastal dunes, 10 – 15 km wide extending from north of Hobyo until south of Mogadishu. The dunes support distinctive grassland and scrubland plant communities, which include succulent plants, cushion plants, and low shrubs. Typical shrubs are Aerva javanica, Indigofera sparteola, Jatropha pelargoniifolia, and Farsetia longisiliqua. Fauna include silver dik-dik and Somali golden mole endemic to the ecoregion, and some endemic reptiles (Haackgreerius miopus, Latasia cherchii), as well as home to several species of antelope (dibatag, Soemmerring's gazelle, Salt's dik-dik and Speke's gazelle). Two bird species are endemic to the region as well (Ash's lark and Obbia lark)[21].

137. The biological environment in the subprojects' areas generally includes various species of animal and plant life, and their habitats. Unfortunately, however, loss of flora and fauna is likely in any development. Planning is essential to ensure minimal losses during the implementation stages and steps must also be taken later to ensure that the losses are replaced. This is crucial especially when development is in the vicinity of a protected or animal preserve, a forested area, or a catchment area. Ecological losses should be minimized, and suitable protection put in place for the conservation of flora and fauna.

**In Jubbaland:**

[21] List of protected areas of Somalia - Wikipedia

138. Bardhere and Afmadow biodiversity has been badly damaged over the last few decades, due to the influx of people and a sudden increase in livestock, which added great pressure on the naturally rich but fragile ecosystems. Additionally, the ecology of most of the region is structurally fragile, due to the inherent nature of the soil and rainfall patterns.

139. The major conservation opportunities in these areas are concerned with river-related ecosystems, such as the Jubba forests. The vegetation type in some very limited parts of the Jubba plains consists of woody plants, mainly shrubs with less than 6m height with trees grown sporadically here and there. The canopy cover ranges from dense to fairly open in most areas. Plant species including Acacia tortilis and annual grasses, such as Chloris and Dactyloctenium are common in this area. Apart from bush land, woodland is found in Gedo region, standing to about 18m high with either open or continuous canopy, but not interlaced. However, as indicated earlier, most of these vegetation types have been turned into secondary bush through shifting cultivation. The riparian forest along the banks of Jubba River has been growing along the banks and in the beds of the streams with Diospyros, Garcinia and Ficus species of trees. The vegetation around permanent watering places had been altered by cattle grazing and human activities.

140. In Somalia, significant economic returns from biological conservation cannot be expected in the foreseeable future. Compounded by this, towns such as Bardhere and Afmadow have significant influx of people and often sudden increases in livestock. As a result, the few habitats that remained to host bush animals have been destroyed.

**In Hirshabelle:**

141. As in other areas of Somalia, Hirshabelle State vegetation is predominantly deciduous bushland and thicket dominated by species of Acacia and Commiphora. Forest growth is limited due to poor soils and low rainfall. The fauna is dominated by several livestock species, including the Somali goat, Somali sheep, cows and dromedary camels. This is due to the largely pastoralist nature of Somali livelihoods. Endemic fauna, such as wild mammals, has largely been diminished through poaching. Giraffes, zebras, and hyenas can still be found. Other endemic mammals include the long naked garanuug (*Litocranius walleri*) (IUCN status: Near Threatened) and the silver dik-dik (*Madoqua piacentini*) (IUCN status: unknown) and the golden mole (*Calcochloris tytonis*) (some species with IUCN status: Threatened). Reptile species found in Somalia include puff adder snakes (*Bitis arietans Somalica*) (IUCN status: least concern). Bird species include the ostrich and doves. There are no biodiversity or protected areas in the project area, in Buloburte and Adale towns or in Hirshabelle State.

### In Southwest

142. Southwest state people are mostly pure pastoralists, agro-pastoralists and remaining are riverine, the state is home to several livestock species including the Somali goat, Sheep, Cattle, donkeys and camels. Commonly found along the school areas are goats, sheep, cattle and donkeys. As the whole country, the Southwest has lost many of its wild mammals such as elephants due to poaching. The main wild mammals found in this state include giraffe, zebra, and hyena.

143. Natural vegetation along the project sites in Southwest is almost uniform and it is mainly *Acacia Commiphora* deciduous bushland. It is being characterized by a grouping of small trees and bushes growing on rocky soil with scattered emergent trees of *Adansonia digitata*. Common trees found in this vegetation includes; *Commiphora spp, Acacia senegalensis, Euphorbia tirucalli,E. candelabrum, Delonix elata* and succulents species of *Opuntia vulgaris, Cissus quadrangularis, Adenia volkensii* as well as *Adenium obesum*.

144. The biological environment in the subprojects' areas generally includes various species of animal and plant life, and their habitats. Unfortunately, however, loss of flora and fauna is likely in any development. Planning is essential to ensure minimal losses during the implementation stages and steps must be taken later to ensure that the losses are replaced. This is crucial especially when development is in the vicinity of a protected or animal preserve, a forested area, or a catchment area. Ecological losses should be minimized, and suitable protection put in place for the conservation of flora and fauna.

## 4.3. Socio Economic Condition

**In BRA:**

145. Administration and governance: The two districts of Shangani and Abdalaziz are led by mayors, who were appointed by the Banadir regional governor. Central government advises how political nominations are managed to ensure local political representation as well as the balance of political stakeholders. Unlike other Member States, the districts that are part of BRA administration are connected economically, politically and security-wise since they form one city, Mogadishu. There are no specific political or security realities in these two districts but share everything with the other 30 districts that form BRA.

146. Population profile: Although the United Nations Fund for Population Activities (UNFPA) estimated Banadir population in 2014, as just over one million, but the current estimation is much higher than the estimated figure. Other important factor is also that population is estimated as regional number rather than districts and that makes it difficult to identify the population size of these districts. Nevertheless, there are nearly half million people as Internally Displaced People (IDPs) within the capital city of Mogadishu, who fled conflicts occurring in the neighboring areas or because of the recurrent draughts that destroyed livelihoods of so many people. This indicates that 29% of Mogadishu population are IDPs, more details in Table 5 below.

*Table 5: Population profile of Banadir Region*

| Region | Urban | Rural | Nomads | IDPs | Total |
|---|---|---|---|---|---|
| Banadir | 1,280,939 | | | 369,288 | 1,650,227 |

*Source: UNFPA 2014 (p. 31)*

147. Land use: The two participating districts of Shangani and Abdalaziz are situated in the urban city of Mogadishu, and the residents use land for living, trading and transportation. These districts also have national functions since they are the hub of numerous governmental institutions, residents of numerous sections of the Mogadishu populace, and well-known supermarkets for shopping. Since these districts are situated in the capital city, they are part of the overall functions that any capital city proffers, including big business centres, hotels, huge open markets, government institutions, etc.

148. Regarding the school construction sites, there is no empty land to construct new schools, therefore, old schools are either demolished or expanded to maximise school enrolment in these districts. As a result, the project is not expecting any land conflict and involuntary displacement of resettlements, since the land is owned by the government. Having said that, as part of the SEHCDP's requirements, districts' authorities will be responsible for the determination and legalization of land acquisition, to comply with the land acquisition policies, procedures and plans, that are defined in the SEHCDP's Resettlement Policy Framework (RPF) document, which will guide the project on this matter.

149. Socioeconomic characteristics: Although there are noticeable strides taken by the successive Somali government for many years, Somalia's human development indicators remain extremely low and continue to persist as long as the humanitarian crises dominate. Coverage and quality of basic social services in the country is low, mainly due to economic inefficiency, lack of infrastructure and the absence of strong social services sector.

150. The Needs Assessment and Mapping Report commissioned by the SEHCDP found that although both districts have numerous primary schools, there are extreme needs for expansion of education provisions, whether it is expansion of existing schools, construction of new schools, or expansion of new schools in the future. These two districts suffer the absence of schools, and the old ones are almost derelict. For example, Abdiaziz has two public schools and one private school, and Shangani has only two public schools. Over 10,000 school aged children in Abdiaziz and over 13,000 in Shangani are OOSC. Unlike other districts located in rural area where the distance is an issue, inadequate access to schools is attributed to the weak school enrolment capacity. The Mapping Report concludes that inadequate accessibility of OOSC to private schools can hamper their chances to enrol in these schools, especially in these two districts.

151. In terms of health provisions in both districts, the inadequate health infrastructure comes as one result of the countrywide weak health system, in general. According to WHO, health indicators in Somalia are one of the lowest in the world. This is due to the lack of adequate resources, poor coverage distribution, and absence of government-led health policy. These challenges caused the death of 1 out of 9 Somali children before their first birthday, and a maternal mortality ratio of 850 per 100,000 live births. Despite these challenges, these districts are situated in the capital city, Mogadishu, which has the best health provisions in the country. The residents of these districts can access main hospitals and clinics for treatment despite the growing health costs that people of Mogadishu face.

152. In Somalia, FGM/C prevalence is close to 100%; 99.2% in all locations, and 99.7% among nomadic populations. Most girls are cut between the ages of 10 and 14, and most women have undergone Type III FGM/C (infibulation/'sewn closed'). The practice is done predominantly by traditional practitioners, but medicalised FGM/C is on the rise. Girls' education is intrinsically connected with the prevalence of FGM/C. Not only are women with higher levels of education less likely to believe that FGM/C should continue and that it is a requirement of their religion, but also, in most countries where FGM/C is commonly practised, girls who remain in education for longer are less likely to be cut. Frequently, girls are removed from schools to undergo FGM/C and never return because they are then considered to be of marriageable age[22].

153. Given deep social and cultural roots, FGM/C is resistant to change. Yet, evidence is growing on the power of education in shifting attitudes about FGM/C and ultimately changing behaviour. Opposition to FGM/C is highest among educated girls and women, in both practicing and non-practicing countries, and the opposition increases as education levels rise. Girls whose mothers have a primary education are 40% less likely to be cut than those whose mothers have no education. In many countries, women with a secondary education are even less likely to continue the practice into the next generation. Still, even educated women have daughters who undergo FGM/C, especially in countries where the practice is universal and societal pressure is strong. Thus, efforts to end the practice need to go beyond a shift in individual attitudes and address entire communities in ways that can decrease social expectations to perform FGM. A collective approach may generate the shift in social norms to help bring down prevalence levels more rapidly[23].

154. The two districts exhibit historical characteristics. Residents are predominantly merchants, who sell and buy different goods that the market needs. Livelihoods normally rely on small businesses that produce and sell handicrafts and items that present the culture and history of the two districts. Additionally, craftsmen produce stylishly tailored cloths, cordwainers and make shoes and bags out of leather and other materials. The residents also sell foods like Halwa, Barawa Breads, however they have shifted to other types of trades across the broader city of Mogadishu. Conflicts erupted in early 90s have impacted the unique economic, cultural, ethnic and historical features of these districts. The residents of these districts used to have stronger economic, cultural and historical ties with the wider East African coastal communities, which contributed much to the economic vibrancy of the old Mogadishu. Additionally, the existence of historical mosques and madrasas (religious schools) had generated renowned religious scholars who contributed much to cultural life of these districts.

155. In Mogadishu, waste management services are provided by both the public and private sectors[24]. The local government collects, transports, and disposes waste from the city. The private operators in Mogadishu provide waste collection and transportation services from households, businesses, and some industries to the disposal site. Informal sector workers are engaged in both collection service and waste separation. There is no specialized facility in Mogadishu for receiving and treating hazardous waste.

**In Galmudug:**

[22] Source: March 2021 Update of Country Profile: FGM in Somalia and Somaliland published by 28 Too Many in 2019, available at: https://www.fgmcri.org/media/uploads/Country%20Research%20and%20Resources/SomaliaSomaliland/somalia_and_somaliland_country_profile_update_v2_(march_2021).pdf

[23] Source: United Nations Children's Fund, The Power of Education to End Female Genital Mutilation, UNICEF, New York, 2022.

[24] https://bra.gov.so/departments/environment-waste-management/

156. Administration and Governance: Galmudug State is one of the oldest member states in Somalia. The two districts of Dhusamareeb and Hobyo are led by mayors, who are appointed by the State. Although the State appoints the two mayors, it consults with the local community to ensure that the local government political representation is balanced and inclusive. Additionally, there are district local councils which include representatives of local sub-clans, so that political consensus is reached, and local revenues are generated with ease. Local revenue is generated through taxes and registration fees for businesses and Non-Governmental Organizations (NGOs). A Council of Elders exists in both Dhusamareb and Hobyo districts and are relatively influential, particularly on matters concerning clan conflicts and resource disputes. The council reportedly works with the local government to help with local stability and peace reinstatement. These local traditional elders do not have legal entity or prescribed authority, nevertheless, they have the support of their communities. As a result, both districts use combination of both local council representatives and traditional representatives to resolve potential conflicts over land and resettlement issues. Despite this localized governance and administration of the two districts, the State is responsible for the overall institutional, economic and democratic advancement and functionality of the local districts. Further, the State in collaboration with the FGS takes the responsibility of security, economic development, taxation, and infrastructure matters. The structure of the local governance and administration is salient for the implementation of school construction subproject activity since local elders and District Commissioner will be responsible for the determination and legalization of land acquisition.

157. Population Profile: Since the establishment of the State, Dhusamareb has become the capital city of Galmudug, which has largely increased the population of this district. Unfortunately, there is no updated census of the population of Dhusamareb. However, according to the official census, supported by UNFPA in 2014, the Galguduud region, of which Dhusamareb is part, had an estimated population of 569,434 persons[25]. See Table 6 below.

*Table 6: Population profile of Galguduud Region*

| Region | Urban | Rural | Nomads | IDPs | Total |
|---|---|---|---|---|---|
| Galgaduud | 183,553 | 52,089 | 214,024 | 119,768 | 569,434 |

*Source: UNFPA 2014 (p. 31)*

158. From these estimates, it is not surprising that more than one third of the population is nomads, whereas almost one third of the population lives in urban areas. Noteworthy, is that 21% of the population is IDPs. This large number of IDPs might have appeared due to the repetitive conflicts that occurred in the South-Central Somalia since the collapse of central government in 1991. The IDPs have also emerged as a result of the repetitive and prolonged draughts that affected this area disproportionately, where the herds were either eradicated or significantly declined.

159. Hobyo is another major district, which is part of Mudug region but administered by the State. In this study, Hobyo district was counted as part of Mudug region, and it is therefore difficult to separately ascertain the population profile of the Hobyo district.

160. Land Use: The settlement patterns across the country are uniform comprising large towns. Scattered villages and small towns that serve as trade centres for the pastoralist communities, can be found in the middle of these towns. Dhusamareb and Hobyo have rangeland use, as communities in both districts are predominately pastoralists and use land for livestock grazing and transportation. There are no historical agricultural communities in Dhusamareeb district, although Hobyo combines pastoralist communities, cowpea farmers and coastal communities that rely on a mixed economy as their source of income.

161. Socioeconomic characteristics: The socio-economic environment of both Dhusamareeb and Hobyo districts is similar as they both rely on the strategic position of the main infrastructure of the country, Mogadishu – Bossaso corridor. Since Galmudug State of Somalia also borders Ethiopia, the population of these two districts also benefit from the huge neighbouring Somalia-Ethiopian people that facilitate the exchange

[25] Source: UNFPA 2014 (p. 31)

of goods and livestock. These two districts occupy huge land where most of the people rely on livestock while communities in Hobyo in specific are also dependent on fishing. Communities of both districts can still export their livestock to buy cereals, sugar, rice vegetable oil, pharmaceutical products, clothing, soap, etc.

162. People's livelihoods depend on natural resources, including clean water and use of natural assets for medication, house building, and as fuel. Somali people depend on livestock and farming or a combination of both and have a very limited access to socio-economic services including health and education. Sound environmental and natural resource management is fundamental to livelihoods improvement, security and economic growth.

163. The socio-economic hardships in these two districts are similar to the rest of Somali pastoral communities. They suffer the dramatic changes effecting Somalis, which are impacting the way they settle, work and live. For example, pastoralist households whose herds declined significantly due to repeated droughts and other problems have become IDPs, which put extreme pressure on the public services of the districts in which they have settled. However, there is a growing phenomenon developed by wealthier pastoralists where they create provisional settlement. They created fixed houses, where they may own one or several water holding ponds and possibly a teashop or small goods store, and from where they send out their animals with family members or herders contracted from less wealthy households, since livestock are still their main wealth. Most of these new settlements fall into the "rural" group, who whilst minimising the impacts of ecological and climatic challenges, they maintain their traditional nomadic morphology.

164. Dhusamareb district has 43 primary schools consisting of 31 public schools and 12 private schools. Nevertheless, these schools are situated in or around the Dhusamareb city, and therefore the accessibility in terms of capacity and distance, is a challenge. Secondly, Dhusamareb's population is growing constantly, and the current primary education provisions cannot even cater for the school-age population living in the city. Thirdly, affordability of these existing public and private schools are beyond the financial capacity of those children who are coming from marginalised and poor households.

165. On the other hand, Hobyo has 28 schools where 27 are public schools and one is private. Accessibility of education in terms of capacity and distance as well as affordability can hamper school enrolment of OOSC, especially in rural areas. As per the Needs Assessment and Mapping Report, the majority of students walk more than 2 km to reach their schools, which is a significant challenge to education accessibility and a key contributor to the very low enrolment, high drop-out rate, and the high numbers of out-of-school children.[26]

**In Jubbaland:**

166. Administration and governance: The Jubbaland State is one of the oldest member states in Somalia. The two districts of Afmadow and Bardhere are led by mayors, who are appointed by the State. See full description under Administration and Governance in Galmudug (Sec. 4.3).

167. Population Profile: Jubbaland State has a number of regions (Lower Juba, Middle Jubba and Gedo), and each region has districts that come under the jurisdiction of Jubbaland State. According to the UNFPA data collected in 2014 (Table 7) indicate that the Lower Juba region has the population of 489,307, and Afmadow district has the 2019 projected population of 231,01727. Noteworthy is that less than 60% of Lower Juba population is either nomadic or inhabiting in the rural areas. In other words, almost half of the population is either living in urban areas or are internally displaced. This region's IDPs datum indicating 6% is also conservative considering the prolonged draughts and conflicts that plagued the Lower Juba region.

168. Bardhere district is situated in the Gedo region and the region's population is about 508,405, where the 2019 projected Bardhere district population is 58,22928. Once again, it is worth noting that only 63% of the Gedo region's population are nomadic or inhabits rural areas. However, what is expected is that more than 15% of the population is internally displaced. This large number of IDPs reflects the continuous conflicts,

[26] Needs Assessment and Mapping of Schools in Selected Districts in Somalia, MoECHE, 2023, p.13
[27] Source: UNFPA 2014 (p. 31)
[28] https://www.citypopulation.de/en/somalia/admin/

draughts and repetitive flash flooding that the population of Gedo region in general and Bardhere district in particular have suffered. These multiple adverse impacts affected different livelihoods of Bardhere people since draughts and rainy seasons both impact the way people live, work, and settle. The susceptibility of Bardhere district to flash flooding is due to its location alongside the Juba River. See Table 8 below.

*Table 7: Population profile of Lower and Gedo Regions*

| Regions | Urban | Rural | Nomads | IDPs | Total |
|---|---|---|---|---|---|
| Lower Juba | 172,861 | 161,512 | 124,334 | 30,600 | 489,307 |
| Gedo | 109,142 | 177,742 | 144,793 | 76,728 | 508,405 |

*Source: UNFPA2014 (p. 31)*

*Table 8: Population profile of Afmadow and Bardhere Districts*

| Districts | Population Estimate, 2014 | Population Projected Estimate, 2019 |
|---|---|---|
| Afmadow | 172,485 | 231,017 |
| Bardhere | 56,178 | 58,229 |

Source: https://www.citypopulation.de/en/somalia/admin/

169. Land use: Afmadow is the main town of Afmadow district located in the middle of the Lower Juba region. The main use of the land is for transportation since this area connects the trade between Somali-Kenyan living around the border, Kismayo city, and the population of Jubbaland State in general. In other words, Afmadow town is used as an intermediary market to collect quality cattle and goats from wider Lower Juba region to transport to Garissa (Kenya). This key route that connects these trade centers creates vital source of income for Afmadow district population. The land of Afmadow district also consists of rich grassland that is used for grazing since the majority of the Afmadow population is livestock herders.

170. Bardhere's land use is multifaceted, where population use their land for farming, livestock grazing and transportation to connect to both Gedo region of which Bardhere district is part, and the Somali capital city, Mogadishu to sell their fruits and vegetables. Depending on the season, Bardhere's population grow fruits including vegetables, tomatoes, watermelon, onions, and pumpkins. They also produce cereals, such as maize, sorghum, beans and sesame. There are also large communities inhabiting Juba valley who are agropastoral since this land is suitable for both livestock grazing and agricultural production.

171. Socioeconomic characteristics: The state of Jubbaland is agriculturally one of the richest and most fertile in the Somali peninsula, and Jubbaland's main economic activities include animal production, agriculture and fishing. However, the agricultural sector has suffered from the civil war and recurring droughts in the recent years. The pastoral based livestock subsector secures direct job opportunities for over 55% of the total labor force. Jubbaland state will return to being one of the main food producing areas for all other Federal Member States. Environmental pressures, especially droughts and other climate-change induced challenges such as scarcity of pastures and water, also act as drivers of population movements, often leading to escalating land and natural resources-based conflicts.

172. Coverage and quality of basic social services in the State are low, in general, mainly due to economic inefficiency, lack of infrastructure, and the absence of a strong social services sector.

173. With respect to education, Afmadow has 17 primary schools consisting of 8 public and 9 private schools. However, people cannot afford private schools and chose to attend public schools, which mostly are situated in and around Afmadow. Consequently, the people inhabiting rural areas cannot access basic education since the distance of schools can be the biggest challenge. Even those who live in and around Afmadow town, children of marginalized and poor households cannot afford accessing the existing public and private schools. On the other hand, Bardhere district has 14 schools, consisting of 4 public and 10 private schools. Similar to Afmado, people cannot afford private schools and chose to attend public schools.

Accessibility of education in terms of capacity and distance as well as affordability of mainly private schools can still hamper enrolment of OOSC, especially in rural areas. The long distances to schools are likely to contribute significantly to the very low enrolment, high drop-out rate, and the high numbers of out-of-school children.[29]

174. Similar to Mogadishu, the inadequate health infrastructure in Jubbaland comes as one result of the countrywide weak health system, in general. Challenges of the health sector have caused the death of 1 out of 9 Somali children before their first birthday, and a maternal mortality ratio of 850 per 100,000 live births. Nevertheless, basic health facilities do exist in Bardhere town. Those include for instance, the main district general hospital that serves as a referral facility in the area; the Horset health facility which contributed significantly to the health sector; the Bardhere maternal and child health facility; and the functioning health facilities run by the Somali Red Cross. Afmadow on the other hand, has many health facilities, such as the main district general hospital, which was recently modernized by the local community and Diaspora with an extension operation theatre; and the Afrec maternal and child health centre; as well as several health facilities in Dhobley town located near Kenyan border.

**In Hirshabelle:**

175. Administration and Governance: Hirshabelle State is one of the youngest Member States in the country, and its governance structure resembles also other Member States, see description under "Administration and Governance in Galmudug (Sec. 4.3)".

176. Population Profile: According to the UNFPA, the census conducted in 2014, indicated that the Hiran region, where Bulobarde district is located, has the population of 520,685, while Bulobarde's population was projected in 2019 as 138,209[30]. It is expected that more than 74% of the population in Hiran region are either nomadic or inhabiting in the rural areas. Worth noting is that almost 10% of the Hiran region population are IDPs, which can be attributed to a combination of the prolonged security instability in the region, reoccurring draughts that destroyed livelihoods, and the unexpected flash flooding caused by the Shabelle River. The Lower Shabelle region's population, where Adale is located, is estimated at 516,036. However, the 2019 projection indicated that Adale district has 100,871[31] people. Once again, it is expected that more than 67% of the Region's population are nomadic or inhabitants of the rural areas. It is also expected that more than 10% of the population is IDPs. Dependance on one income source and lack of diversified livelihoods could have increased IDP's numbers. Although these regions receive above average rainfall rates compared to other semi-desert regions in Somalia, the expected seasonal rainfalls cause flash floods which affects both livestock and cultivated vegetations.

*Table 9: Population profile of Hiran and Lower Shabelle Regions*

| Regions | Urban | Rural | Nomads | IDPs | Total |
|---|---|---|---|---|---|
| Hiran | 81, 379 | 135, 537 | 252, 609 | 51, 160 | 520, 685 |
| Lower Shabelle | 114, 348 | 249, 326 | 100, 402 | 51, 960 | 516, 036 |

*Source: UNFPA 2014 (p. 31)*

*Table 10: Population profile of Buloburde and Adale Districts*

| Districts | Population Estimate, 2014 | Population Projected Estimate, 2019 |
|---|---|---|
| Bulobarde | 138, 283 | 138, 209 |
| Adale | 86, 896 | 100, 871 |

[29] Needs Assessment and Mapping of Schools in Selected Districts in Somalia, MoECHE, 2023, p.13.
[30] Source: UNFPA 2014 (p. 31)
[31] https://www.citypopulation.de/en/somalia/admin/

*Source: https://www.citypopulation.de/en/somalia/admin/*

177. Land Use: The Hiran Region, including Bulobarde, benefits from Shabelle's river for farming and raising livestock. Availability of water, pastures and fertile soil, makes Bulobarde's population agro-pastoralists, where they use their land for grazing, herding and cultivating almost any type of vegetation at seasonal intervals. However, the unpredictable climatic patterns have much disrupted the Bulobarde's land. Since Bulobarde is situated in flash prone areas, it has recently witnessed flash flooding that destroyed cash crops and other important infrastructure.

178. Adale district on the other hand, has similar land use. Population comprises fishery, pastoral and agro-pastoral communities. Pastoral communities normally inhabit semi-arid inlands, to rear their livestock. They rely on exchanging livestock's milk, meat and butter for food and water. They also use land as water catchment areas, a practice that would reduce water scarcity. Catchment holes are either privately-owned or naturally-existent that could be used by both animals and humans. Agropastoral communities use land for a combination of livestock herding and development of "small-scale farming that grow beans, ground nuts, millet and watermelon to survive". Agro-pastoralists normally herd cattle, goats and sheep, since these animals don't need to travel long distances for grazing. The fishery community has received a longstanding governmental support, since 1970s. The military government has resettled communities in Adale and trained and equipped them to be integrated into the existing communities, as well as to resolve technical and logistical issues encountered with offshore fishing and transport.

179. Socioeconomic characteristics: The Needs Assessment and Mapping Report has found that although both districts have numerous primary schools, there are extreme needs for expansion of education provisions, whether it is expansion of existing schools, construction of new schools, or expansion of new schools in the future. Bulobarde district has 17 primary schools consisting of 12 public schools and 5 private schools. Nevertheless, these schools are situated in or around the Bulobarde town, and therefore the accessibility in terms of capacity and distance, is a challenge. Secondly, Bulobarde's population is growing constantly, and the current primary education provisions cannot even cater for the school-age population living in the district. Thirdly, affordability of these existing public and private schools are beyond the financial capacity of those children who are coming from marginalized and poor households.

180. Adale district equally needs more provisions for expanding primary education. Currently, there are 18 public primary schools in the district. Accessibility of education in terms of capacity and distance as well as affordability of mainly private schools can still hamper enrolment of OOSC, especially in rural areas. The long distances to schools are likely to contribute significantly to the very low enrolment, high drop-out rate and the high numbers of out-of-school children.

181. As for health services, Bulobarde district has one main hospital that the local community constructed in collaboration with the district authority and diaspora from district. Currently, this hospital includes general physicians, basic health facilities, and outpatient department. There are also functional Maternal Child Health Clinics, which are managed by local NGOs with the support of Hirshabelle Ministry of Health. However, these health provisions are not beyond Bulobarde town, and the surrounding villages cannot access functional health units. Regarding Adale district health previsions, there is one general hospital and Maternal Health Clinic, but like Bulobarde town, Health provisions do not go beyond Adale town and the surrounding villages lack the basic health facilities.

### In Southwest

182. *Administration and Governance:* Southwest State is the one of the oldest member States in Somalia. The two districts that the SEHCDP is focusing on are led by mayors, but different approaches were used for their appointments. According to the UNHabitat report, "Hudur: Urban Profile" states that Hudur town

consists of 5 urban villages led by "village leaders and committee members in specific structures and roles"32. This structure became successful as it facilitated the election of 27 local councilors for the local district council. Otherwise, this Member Sate resembles the governance structures of Member States described under Administration and Governance in Galmudug (Sec. 4.3).

183. *Population Profile:* Southwest State has a number of regions and each region has districts that come under the jurisdiction Southwest State. According to the UNFPA data collected in 2014, indicate that the Bakol region has the population of 367,226, and Hudur district has the 2019 projected population of 123,44233. It is expected that more than 77% of the population in Bakol region are either nomadic or inhabiting the rural areas. However, what is surprising is that despite the prolonged security instability in the region, only about 4% of the population is internally displaced. Wanlawayn district is situated in the Lower Shabelle region and the region's population is about 1, 202, 219, where the projected Wanlawayn district population is 107,24934. Once again, it is expected that more than 73% of the Lower Shabelle region's population are nomadic or inhabits the rural areas. It is also expected that more than 8% of the population is internally displaced. This data indicates that the IDP communities, in each region, are fewer than 10% of overall regional populations. This might be due to that these populations were not solely dependent on one source of income since they are predominantly agropastoralist who were semi-settled communities. The rainy seasons were also more predictable in these regions and the availability of water was less scarce than some other regions in Somalia.

*Table 11: Population profile of Bakol and Lower Shabelle Regions*

| Regions | Urban | Rural | Nomads | IDPs | Total |
|---|---|---|---|---|---|
| Bakol | 61,928 | 134,050 | 147,248 | 24,000 | 367,226 |
| Lower Shabelle | 215,752 | 723,682 | 159,815 | 102,970 | 1,202,219 |

*Source: UNFPA 2014 (p. 31)*

*Table 12: Population profile of Hudur and Wanlawayn Districts*

| Districts | Population Estimate, 2014 | Population Projected Estimate, 2019 |
|---|---|---|
| Hudur | 108,902 | 123,442 |
| Wanlawayn | 74,072 | 107,249 |

*Source: https://www.citypopulation.de/en/somalia/admin/*

184. *Land Use:* Although Bakol region is not located around two Somali major rivers, Jubba and Shabelle, Hudur district agriculturally benefits from the green land between Hudur and Tayeeglow districts. This makes Hudur population an agropastoralist, where they use their land as a grazing land for their livestock as well as farming. Hudur communities farm seasonally, "depending on the weather conditions. The main crops produced include cereals (maize and sorghum), beans, simsim and fruits and vegetables (pawpaw, tomatoes, watermelon, onions, and pumpkins)" 35. The southern part of the district is where agropastoralist communities inhabit, whereas northern part of the district is mainly arid land and good for livestock grazing. In terms of population settlement, the area between Hudur and Tayeeglow is heavily populated since this area in mainly cultivated land despite the poor soil fertility and low retention of moisture, which causes loss of vegetation36. Although Hudur district enjoys the availability of water, there is high risk of flood flashes that makes different villages isolated from the services they rely on from the bigger towns.

185. Wanlawayn is the main town of Wanlawayn district located in the middle of the Lower Shabelle region. The main use of the land is for transportation since this area connects the trade between Mogadishu – Baidoa.

[32] UNHabitat (2018) "*Hudur: Urban Profile*, p. 6.
[33] Source: UNFPA 2014 (p. 31)
[34] https://www.citypopulation.de/en/somalia/admin/
[35] UNHabitat (2018) "*Hudur: Urban Profile*, p. 11.
[36] Ibid, p. 6

In other words, Wanlawayn town is used as an intermediary market to collect quality cattle, goats and agricultural produce from wider Lower Shabelle region. This key route that connects these trade centres creates vital source of income for Wanlawayn district population. The land of Wanlawayn district also consists of rich grassland that is used for grazing since the majority of the Wanlawayn population is agropastoralist.

186. *Socio-economic Characteristics:* South West state economic is based on the environment, in terms of the livestock sector, use of natural products and agriculture. People's livelihoods depend on these assets, together with clean water, use of natural medicinal and other natural resources in the home (building, covering, fuel). Agriculture and livestock have been the backbone of the economy; The Lower Shabelle region in the South West is one of the most productive regions in Somalia, with integrated economic resources and food supplies to significant cities, including Mogadishu. The Shabelle river passes in the region, making farming the primary source of livelihood for the inhabitants. Bakool and Bay regions are agro-pastoral depending on rainfall. The farmers grow different crops and keep livestock for their livelihood. The State also has an extensive coastline along the Indian Ocean to the east. The sea has abundant fish and other natural marine resources.

187. As in the rest of the country. In the arid- and semi-arid conditions of Somalia crop cultivation will always be of limited potential due to aridity and water access. Yet development support tends to focus on cultivation-based agriculture, and has resulted in large areas of riverine forest being cleared for irrigation, and cultivation being pushed into drier lands without a due understanding of the risks imposed, which could be seriously worsened by climate change. Somali people depend on livestock and farming or a combination of both and have very limited accesses to social services including health and education. Sound environmental and natural resource management is at the fundamental of livelihood improvement, security and economic growth.

188. Needs Assessment and Mapping Report commissioned by the SEHCDP revealed that although both districts have numerous primary schools, there are extreme needs in both districts for expansion of education provisions, whether it is expansion of existing schools or construction of new schools, especially in rural areas. Hudur district has 13 primary schools consisting of 12 public schools and 1 private school. Nevertheless, these schools are situated in or around the Hudur town, and therefore the accessibility in terms of capacity and distance, is a challenge. Secondly, Hudur's population is growing constantly and the current primary education provisions cannot even cater for the increase of school-age population living in the town. Thirdly, affordability of these existing public and private schools are beyond the financial capacity of those children who are coming from marginalised and poor households.

189. Wanlawayn district equally needs the expansion of primary education provisions. Wanlawayn has 19 schools where only 3 are public schools and 16 are private schools. Accessibility of education in terms of capacity and distance as well as affordability of mainly private schools can inhibit OOSC from enrolling into education, especially in rural areas. The Needs Assessment and Mapping Report underscored the challenge confronted by the existing enrolled children, and argued "[…] with majority of these students walking above 2 km is significant and indicates clear challenges to education accessibility. The long distances to schools are likely to contribute significantly to the high low enrolment, high drop-out rate and the high numbers of out-of-school children."[37]

190. One of the SEHCD project's main mission is to alleviate accessibility and affordability of primary education provisions in the targeted districts by providing capitation grant to the existing schools to enroll more OOSC without cost as well as building new schools in the areas where the existing schools cannot cater for new children. New school construction programme also aims to build new schools where there are no schools at all.

191. In terms health provisions, Hudur district has one main hospital that the local community constructed in collaboration with INGO such as DRC. This hospital has number resources including general physicians, lab, operation theatre, and outpatient department. There are also three functional Maternal Child Health Clinics,

[37] Needs Assessment and Mapping of Schools in Selected Districts in Somalia, MoECHE, 2023, p.13.

which are managed by local NGOs with the support of UNICEF agency.[38] However, these health provisions are not beyond Hudur town, and the surrounding villages cannot access functional health units. Regarding Wanlawayn district health previsions, there is a general hospital and Maternal Health Clinic, but like Hudur town, Health provisions do not go beyond Wanlawayn town, and the surrounding villages lack the basic health provision.

[38] UNHabitat (2018) "*Hudur: Urban Profile*, p. 13.

# 5. Environmental and Social Risks and Impacts

192. The construction of the schools will be done in a manner that will ensure impacts to the environmental and social characteristics of the subprojects' sites are prevented or minimized, and the health and safety of workers and surrounding land users will be taken good care of. As such, in implementing the project, several measures will be implemented.

193. The Contractor will be required to comply with all national regulatory requirements and good practices, and ensure activities are in compliance with the ESSs of the World Bank. The Contractor is required to implement the mitigation measures outlined by the project's ESF team. To ensure the above, several management and mitigation measures are to be implemented, as is outlined in the World Bank-SEHCDP ESF documents. This section lists the anticipated E&S positive and adverse (E&S) impacts and risks associated with the construction of school subprojects in BRA and participating States.

## 5.1. Positive Social Impacts

- Provide out-of-school children from disadvantaged backgrounds with access to good quality schooling opportunities at no cost to their families.
- Additional children will be enrolled in primary school in the targeted districts, at least 50 percent girls.
- Reducing distance to schools for girls by enabling them to enrol in the school closest to them.
- Ensuring provision of adequate WASH facilities and safe learning environments.
- Awareness raising for communities will be undertaken to encourage more girls to enrol in schools and complete schooling.

## 5.2. Environmental and Social Risks and Potential Negative Impacts

194. The activities associated with the construction of schools will likely generate environmental and social site-specific risks and adverse impacts during construction and renovation phase, including site preparation, as well as during operation phase. the following subsequent paragraphs summarize E&S risks and impacts in both phases.

195. During Construction Phase, a wide array of risks and adverse E&S impacts on key receptors, i.e., project workers, surrounding communities, and the biological and physical environment is expected. These are anticipated as follows:

196. ESS1 – Assessment and Management of Environmental and Social Risks and Impacts: Laws and regulations at the regional level are still nascent in assessing and managing adverse E&S risks and impacts. This is coupled by the weak institutional and monitoring capabilities, implementation and monitoring which could pose a challenge at the short and medium term, specifically during contractors' mobilization and responding to the requirements of the WB's ESF and dealing with stakeholders' and community's needs. Because of the nature and relatively moderate scale of the planned works, the environmental impacts will be minor, temporary, and confined to the area immediately surrounding the construction. The project will also adhere to the recently published national construction standards by the Ministry of Public Works and Reconstruction, which establishes standards for construction or renovation projects funded by, or on behalf of, the government of Somalia. The policy aims at providing access to public buildings by people with disabilities (PWDs) through "universal design," which ensures usability by all people, to the greatest extent possible, without the need for adaptation or specialized designs. In addition, the project has adopted the Somali-owned primary school designs for the school packages in all sites, which was benchmarked/referenced to the UNICEF-supported Safe Schools standards, which are used as guidelines for construction of schools in conflict-prone areas, and which will serve to reduce adverse impacts of school construction and operation on the environment. The project will also explore the use of safety audits for the education sector, to ensure

project activities take into consideration key safety considerations in design and implementation. Furthermore, cumulative effects of the project are likely to be insignificant. Anticipated environmental risks and impacts include (i) solid waste generation and disposal issues, (ii) noise and air pollution during construction work for new schools, (iii) fire hazards, (iv) spread of communicable diseases among children due to poor sanitation and crowded classrooms, (v) outbreak of pests and vermin, and (vi) community and worker's health and safety risks associated with school infrastructure construction. These short-term impacts can be prevented or mitigated with standard operating procedures and good construction management practices, providing a clean and safe environment, which is critical for achieving the project outcomes.

197. Although there are recurring land conflicts in Somalia, as the site selection criteria illustrate, new schools will be built on public land to avoid project impediments as well as displacements that can lead to physical and economic disruptions of local people. Regarding voluntary land donation, a registered notary documentation system was utilized to ensure that the land ownership is transferred to the government. The SEHCDP's workers have confirmed that the land was indeed donated voluntarily without pressure or intimidation, and the local community was in agreement on school construction land. There is also the risk of discrimination/elite capture and clannism in the awarding of contracts and employment of personnel. GBV/SEAH may occur in the recruitment or retention of skilled or unskilled female workers as well as the interaction of students and teachers with construction workers and the community. As such, the GBV-related risks are assessed to be Substantial. These measures include establishment of clear recruitment and retention policies that both emphasize equity and increase the register of female staff supported by the project and are meant to outline clear standards and policies to minimize potential for SEAH and other forms of GBV. Risks of exclusion will be further addressed through awareness raising on the inclusion of all children in education without discrimination including children living with disabilities, and those from minority groups as well as nomadic pastoralist communities. New schools will not be built in localities where school places are already available, including as provided by public or nonstate schools. Other risks include security risks: stakeholders may be targeted by terrorist groups including project workers, teachers, students, and schools. The district selection criteria include security, at least to ensure accessibility and monitoring.

198. ESS2 – Labor and Working Conditions: This includes issues related to working terms and conditions, job description, wages and salary payments, rest, leave allocation, and termination. Other anticipated adverse risks and impacts are related to risks of child/forced labor in the subprojects, risk of insecurity on project workers, risk of discrimination and exclusion of disadvantaged/vulnerable groups from subprojects' benefits. Of special concern is also occupational health and safety risks and impacts that are related to workplace safety, and that are typical to general civil works, including, but not limited to working in heights, slipping, tripping and falls, moving objects, getting stuck in confined places, electrical shocks, welding burns, cuts and injuries, ergonomic related injuries due to rotating or heavy weight handling, heat and sun strikes, exposure to hazardous substances (paints, solvents, asbestos, if any) while demolishing old structures, and more, during the construction phase. However, in the operation phase, most labor issues could be related to working terms and conditions, non-discrimination and equal opportunities, safety of workplace, exposure to communicable and non-communicable diseases, and traffic accidents, among others.

199. ESS3 – Resources Efficiency and Pollution Prevention and Management: The construction works will consume fossil fuels (mainly diesel) to run transport vehicles and construction machinery. There will also be increased demand for water by the construction workers and the construction works. Water will be mostly used in construction works and for wetting surfaces. It will also be used by construction workers for domestic use and consumption. Soil erosion-associated with vegetation clearance and groundbreaking, which will result in increased surface runoff or blowing away of topsoil by wind causing air pollution to the surrounding environment, as well as the formation of sand dunes in the school areas. The sourcing of construction materials through nearby quarries may degrade the surrounding environment, increase level of air pollution, and further erode soil top by heavy machinery. Generation and disposal of hazardous and non-hazardous material generated from construction activities during the construction phase, including used oils, empty paint cans, metals, debris, aggregates and building materials, asbestos (if any), and packaging materials, as well as

liquid effluents through mismanaged latrines and water sanitation facilities that will contaminate land and pollute water resources, etc.

200. ESS4 – Community Health and Safety Risk: This includes safety of structures to workers and nearby communities including risk of open pits and unauthorized access to worksites, risk and impacts of traffic safety, as construction projects often involve increased vehicular traffic, which can pose risks such as accidents, congestion, and noise pollution. Risk of increased GBV/SEAH cases and risks of sexual exploitation and abuse or sexual harassment, such as requests for sexual favors as a result of labor influx or condition to employment/project. Risks of spread of HIV/AIDS and other Sexually Transmitted Infections (ISTs), such as Chlamydia, Gonorrhea, Syphilis, and Trichomoniasis are also related to labor influx and possible contact with the surrounding communities is expected. Risk of spread of communicable diseases, such as COVID-19, water-borne, and respiratory diseases is also foreseen between workers and the community due to labor influx to the worksite.. Disturbance by elevated levels of noise, dust, and air pollution. Risk of misconduct by security personnel who might be deployed for guarding the subproject activities and sites. Life threatening events and fire safety. Besides fire, there may be other potential hazards, including structural, electrical, sanitation and hygiene, natural, chemical, security and/or psychological hazards. The Project will focus on local hires for skilled and non-skilled labor demands, however, and as a result of expected labor influxes, there will be an increase in the population of the project area due to a large number of people looking for employment opportunities, thus social setup of the project area may be affected resulting in different negative social impacts such as competition for resources, crime and GBV (SEAH amongst project workers), such as requests for sexual favours by project workers, as mentioned above.

201. ESS5 – Land Acquisition, Restrictions on Land Use and Involuntary Resettlement: This could include conflicts on land for schools' construction, restriction on land use that could result in physical and/or economic displacement. Involuntary resettlement if ever occurs would result in direct economic and social impacts on affected persons and communities. The Project has prepared a Resettlement Policy Framework (RPF) that will guide the preparation of Resettlement Action Plans (RAPs) if necessary, according to the ESS5 provisions. As described above (under ESS1), in addition to public land, the SEHCDP have also considered voluntarily donated lands, where public land is not available (see Annex 7). Field workers have confirmed that the land was donated voluntarily without pressure or intimidation, and the local community was in agreement on school construction land.

202. ESS6 – Biodiversity Conservation and Sustainable Management of Natural Resources: This includes but is not limited to possible minor loss of trees and other vegetation and thus biodiversity during land clearing for construction or rehabilitation. Other possible risks include destruction of wildlife and plant species while preparing the site for construction and/or transporting construction materials, as well as irresponsible act by site workers by practicing illegal hunting or cutting trees.

203. ESS8 – Cultural Heritage: There is the potential for chance finds of cultural or archaeological significance during construction or rehabilitation of schools and associated infrastructure, and the existence of some historic buildings in the school neighbourhood that could potentially be impacted from the construction. If not properly managed, this risk could lead to theft or damage to unearthed archaeological finds of cultural and historical importance, which would also result in some undesirable delays in implementation, as works need to be halted proportionate to the incident scale.

204. ESS10 – Stakeholder Engagement and Information Disclosure: This includes but is not limited to challenges in accessing beneficiaries for meaningful stakeholder and community engagements as well as grievance redress and monitoring, specifically for disadvantaged and vulnerable groups, such as women, minority clan members, IDPs, PWDs, or Sub-Saharan African Historically Underserved Traditional Local Communities (SSAHUTLCs)/Indigenous Peoples (IPs), etc. Risk of lack of information on the subprojects' objectives, scope, and components, and risk of discrimination/unequal opportunities in employment, as well as lack of information on access to GRM leading to accountability and transparency issues at the public level, thus being suspicious of capacity to handle different E&S aspects of the subprojects.

205. During Operational Phase, the recruited administration and teaching staff, as well as other supportive staff, will be exposed to fewer adverse working risks and impacts than during construction. Typically, this includes issues with working agreements, including wages, delayed payments, insufficient rest, annual or maternity leaves, termination conditions, and rights to engage in professional unions. Workplace will continue to pose some safety issues on staff including long fatigue, slipping, tripping, and falling, electrical shocks, heat and sun strikes, exposure to communicable and non-communicable diseases, traffic accidents, GBV/SEAH, and security incidents. Janitors, drivers, and maintenance staff on the other hand can also be exposed to a variety of injuries, slipping, tripping, and falling from heights, exposure to hazards, exposure to hazardous and non-hazardous materials and wastes, as well as to social and security conflicts.

206. The beneficiary community including students in particular, will also continue to be exposed to E&S risks and impacts. That includes but is not limited to, exposure to communicable and non-communicable diseases, hazards onsite (i.e., fire, electricity shocks, waste), heat, floods and drought, outbreak of pests and vermin, traffic accidents, and security incidents.

207. On the environmental side, the operation of the schools could encounter weak management of solid waste and wastewater generated on daily basis, thus contaminating land and causing pollution to natural resources, such as air, surface and ground water, as well as damaging habitats that could exist in proximity. The Project will ensure the contractor has put in place plans and mechanisms for the conservation and efficient use of water and energy throughout operational periods. Including, but not limited to, the use of solar power.

## 6. Environmental and Social Mitigation Measures and Monitoring Plan

208. The Table 13 below is applicable to school construction packages of Phases I&II as well as to demolition works. It lays out the specific E&S risks and adverse impacts anticipated for the proposed subprojects during both construction and operation phases for new school sites, and during demolition works for old sites, lays out the respective mitigation measures required to reduce or eliminate the projected project risks and impacts. Additionally, it highlights responsibilities for management and monitoring throughout the lifecycle of the subprojects under study. Additionally, Table 14 provides a register to the monitoring measures and their relevance to the requirements of the applicable ESSs, including Key Performance Indicators (KPIs) that would guide through quarterly progress reporting. This matrix (Tables 13 and 14) forms the core of the ESMP, since it shows exactly what must be done and by whom. However, the contractor shall embark on customizing this ESMP into a site-specific C-ESMP prior to commencing work.

*Table 13: Environmental & Social Management and Monitoring Plan*

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| **ESS1: Assessment and Management of Environmental and Social Risks and Impacts** | | | | | |
| **All Phases** | | | | | |
| Risk of poor implementation of the respective mitigation and monitoring measures against the negative impacts identified in this ESMP | • Provide capacity building opportunities to the E&S teams working on the subprojects on understanding and implementing assessment and management requirements of the WB's ESF and WBG's EHSGs.<br>• Provide Health & Safety (H&S) Training to the construction workforce (including sub-contractors, temporary workers, and drivers).<br>• Raise awareness to the workforce regarding the implementation of the ESMP tailored to the subproject scope, through toolbox talks and other platforms. | PMU/PIU, and Contractor | 1,500 USD for logistics Capacity building cost is included in the training program | • ESF training records<br>• H&S training sessions<br>• Record of awareness raising sessions | • At the beginning of construction activity, and monthly<br>• During operation of the subprojects (monthly) |
| **ESS2: Labor and Working Conditions** | | | | | |
| **Construction Phase** | | | | | |
| Risk of labor and working conditions of all the workers don't | • Implement and monitor the SEHCDP LMP[39]<br>• Listing of all staff and titles, new hires, and departure | • Implementation by Contractors | • Implementation included in | • Review regular and incident reporting, as required by the ESCP[40] | Monthly |

[39] Accessed through: https://moe.gov.so/en/reports/

[40] Accessed through: https://moe.gov.so/en/reports/

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| comply with WB and Somali legislation – including OHS risks | • Site visited and records reviewed, major findings, and actions taken by contractor, engineer, or others, including authorities—to include date, inspector, or auditor name | • Monitoring by PMU/PIU civil engineer | contractor staff costs.<br>• Cost of monitoring is included in the project/ operational cost. | • Logbook showing sites visited and actions taken | |
| Labor disputes over terms and conditions of employment, including delayed/insufficient payments | • Implement the SEHCDP LMP.<br>• Ensure contracts have provisions to comply with the national labor laws requirements including penalties for non-compliance.<br>• Ensure fair terms and employment conditions consistent with national Labor Code in contracts, including for contract duration, wages, rests, leaves, insurances, and termination.<br>• Develop and operationalize grievance redress mechanisms (GRMs) for project workers (direct workers and contracted workers) to promptly address their workplace grievance including against delayed/insufficient payments.<br>• Relevant trainings provided to workers, such as induction and daily toolbox talks outlining expected conduct and local community values, customs, and traditions. | • Implementation by Contractors<br>• Monitoring by PMU/PIU civil engineer<br>• Monitoring by relevant labor inspectorates | • Cost of OHS measures included in the contract price.<br>• Cost of monitoring is included in the project/operational cost (incl. labor inspection) | • Workers' incident cases reported onsite<br>• All workers having working agreements/ employment contracts in place, which are meeting requirements of the labor act, including for contract duration, wages, rests, leaves, insurances, and termination<br>• # of GRM trainings conducted | Before commencement of contract and throughout implementation |
| OHS related risks and impacts (such as working in heights, slipping, tripping and falls, moving objects, getting stuck in confined places, electrical shocks, welding burns, cuts and injuries, ergonomic related injuries due to | • Select legitimate and reliable contractors through screening OHS records.<br>• Address OHS risks with non-compliance remedies in procurement documents.<br>• Proper and effective Contractor OHS Plan to be in place that meets applicable Somalia requirements and World Bank ESS2 and World Bank Environmental and Health and Safety General Guideline requirements.<br>• The contractor shall always provide the workers with the required personal protective equipment (PPE) and enforce their use while at the work sites. | • Implementation by Contractors<br>• Monitoring by PMU/PIU site engineer<br>• Monitoring by relevant labor | • Cost of OHS measures included in the contract price.<br>• Cost of monitoring is included in the project/operational (incl. labor inspection) | • # of incident and accident cases reported onsite per severity level<br>• Availability of incident/accident logs<br>• # of first Aid Kits onsite<br>• # of fire extinguishers onsite<br>• Availability of insurance policy | • Prior to activity commencement<br>• Throughout construction |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| rotating or heavy weight handling, heat and sun strikes, exposure to diseases and exposure to lead-containing paints, solvents, asbestos, if any) | • Provide regular fire drills.<br>• Provide drinking water and designate suitable and safe resting areas.<br>• The equipment used in the works should be routinely serviced to ensure proper and safe equipment functionality.<br>• Use of clear safety signage “MEN/WOMEN AT WORK” to warn contractor workers and visitors to worksites.<br>• Provision of adequate signage and communication of risk to workers and communities.<br>• Training and use of temporary fall prevention devices, such as rails, full body harnesses and energy absorbing lanyards, where pertinent.<br>• Electrical works shall be performed by trained and qualified experts.<br>• Ensure that electrical equipment is properly connected before switching on sockets.<br>• In case of any spillage at working areas, it shall be cleaned off immediately, and use of anti-slip hazard warning when mopping floors shall be provided to reduce on chances on slip and falls.<br>• Insurance coverage for all project workers.<br>• Site construction layout and planning to help minimize potential OHS risks.<br>• Safety induction for workers during induction process<br>• Ongoing OHS training for workers and specialized OHS training for workers with specific risks (e.g., heavy equipment operators, welding, hazardous materials, etc.).<br>• Using PPE, such as dust mask, where dust levels are excessive, as well as waste-specific PPE following an appropriate assessment.<br>• Using specially trained personnel to remove wastes from tanks or contaminated lands prior to excavation, | inspectorates | | • % of workers using PPE including masks and sanitizers<br>• # of OHS trainings conducted | |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | including removing asbestos, insulation elements, paints, and electrical components.<br>• Ensure workers have access to face masks and sanitizers in case of presence of any viral threat identified.<br>• Provision of appropriate sanitary facilities for workers: separate toilets and change rooms for male and female employees.<br>• Workers' health screening before commencement of each contract, and later health monitoring, as need surfaces during the contract period.<br>• Maintain onsite appropriate first aid and other equipment associated with the level of workers' OHS risk and establish procedure to transport of injured workers to nearby hospital.<br>• Proper investigation of all worker accidents or project-related health issues, including documentation of investigation results and as needed implementation of corrective measures.<br>• Establish emergency plan/procedure in case of emergencies such as chemical spills, fires, explosions, flooding.<br>• Regular sensitization on workers' health to ensure workers observe the social distancing and use mask especially when in the community and public places.<br>• Ongoing monitoring and monthly Contractor reporting of OHS performance, as per the ESCP. | | | | |
| Risk of discrimination and exclusion of disadvantaged/ vulnerable groups including women in employment | • Comply with National Labor Code and the SEHCDP LMP.<br>• The employment of project workers will be based on the principle of equal opportunity and fair treatment, and there will be no discrimination with respect to any aspects of the employment relationship. | • Implementation by Contractors<br>• Monitoring by PMU/PIU | • Included in contractor staff costs<br>• Cost of monitoring is included in the project/operational | • # of workers' incident and accidents cases reported onsite per severity level.<br>• Working agreements/ employment contracts | • Before commencement of contract<br>• Monthly by PIUs and quarterly by |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Contractually require the contractor to preferentially recruit unskilled labor from the local communities and nearby areas with priority given to hiring of qualified members of project affected households, female community members, local residents, and IDPs.<br>• Contractor to develop recruitment and retention policies that enable fair working conditions.<br>• Relevant trainings provided to workers, such as induction and daily toolbox talks outlining expected conduct and local community values, customs, and traditions, as well as sanctioned for violations based on the signed Code of Conduct (CoC)[41].<br>• Ensure Grievance Redress Committee (GRC) members involved in recruitment are fully aware of equitable recruitment and retention policies in place to ensure participation of women and other disadvantaged groups.<br>• Develop and operationalize GRMs for project workers (direct workers and contracted workers) to promptly address their workplace grievance. | civil engineer<br>• Monitoring by relevant labor inspectorates<br>• Monitoring by District local authority | (incl. labor inspection) | meeting requirements of the labor act<br>• # of GRM trainings conducted<br>• Attrition report and exit interview.<br>• % of workers who have signed the CoC<br>• # of activities under GBV action plan implemented<br>• # of capacity building or orientation sessions to GRC, CEC, teachers and contractors conducted<br>• # of GBV awareness event conducted with community members, including separate acknowledgement when covering FGM/C<br>• % women participated in labor, according to recruitment policies per skill level.<br>• # of GBV service providers contracted and operating sufficiently close to project sites.<br>• # of GBV cases referred. | PMU GBV specialist |

[41] For detail, see Annex 7 of ESMF: GENDER MAINSTREAMING AND GBV/SEAH ACTION PLAN

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | | | | • # of GBV survivors received services.<br>• # of GBV specialist engagement with each subproject.<br>• # of GBV reports cases. | |
| Risks of child and/or forced labor resulting in employing of underage children and/or victims of human trafficking. | • Contractor to (i) ensure compliance with the contractual requirements of LMP, including minimum age requirements (18 is set for the SEHCDP, 15-18 is allowed with close monitoring of engagement in hazardous work), and (ii) maintain staff records of all people working on the site, including ID copies, (iii) perform spot checks against child and forced labor and prepare check reports, (iv) perform routine checks against child and forced labor and prepare visit reports, and (v) raise community awareness.<br>• Set-up of a workers' GRM to ensure their voices / complaints are heard.<br>• Relevant trainings provided to workers, such as induction and daily toolbox talks outlining expected conduct and local community values, customs, and traditions.<br>• Develop remedial procedures to deal with child labor incidents as detailed in the LMP (Where a young-looking person's age cannot be confirmed, use the GRC members from the area for age verification; assigning non-hazardous work for the child; employing adult family member; continue to pay the wage without work.).<br>• | • Implementation by Contractors<br>• Monitoring by PMU/ PIU and District local authority | Included in contractor staff costs | • % of subprojects where a detailed staff registry is available when visiting the site<br>• # of child labor cases registered in relation to the SEHCDP works and percentage remediated.<br>• # of forced labor cases registered in relation to the SEHCDP works and percentage remediated<br>• Existence and evidence of functioning of workers' GRM at each construction site throughout the construction period with monthly check up by the PIU social specialist. | Before commencement of contract and throughout implementation |
| Risk of labor influx leads to increase of GBV/SEAH cases. | • Ensure adoption and access to the SEHCDP's GBV Action Plan (prepared as part of the ESMF) by | • Implementation by Contractor | • Reflected in 2024 budget | • # of GBV/SEAH related incidents reported | • Before commencement of contract and |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | contractors to be updated and integrated into their C-ESMP before they commence work.<br>• Ensure updated Contractors' GBV Action Plans outline: key SEA/H risks and mitigation measures; training and communications requirements for project workers and for community members; and implementation monitoring plan, into their C-ESMPs.<br>• Provide Contractors with training on preparation and implementation of GBV APs, where needed.<br>• GBV action plan should include accountability and response framework; reporting and response measures; training and sensitization requirements for project workers and staff, including associated costing, and identification of GBV services providers.<br>• Ensure all worker's sign Code of Conduct (CoC) integrated with provisions related to sexual harassment, and SEA/GBV/SEAH-related protections, and contractor to sensitize the workers on code of conduct. See Annex 3 for a sample CoC.<br>• Promote nonviolent and GBV-free work environment.<br>• GRM systems to include identification of measures and special channel/procedures to enable safe, confidential reporting of allegations and clear information sharing and response protocol to guide response to cases as they arise. Ensure GRC member GBV focal point is appointed and trained.<br>• Map, identify, contract, and collaborate with a GBV services provider(s) to provide survivors with care if allegations arise.<br>• Outlining protocol and requirements for managing allegations and survivor-tailored care.<br>• Reporting and Response Framework that outlines key requirements for reporting cases, if they arise, | • Implementation of training by Project's GBV specialists<br>• Monitoring by PMU – GBV Specialist / PIU | • Cost of monitoring is included in the project/ operational budget | • # of related CoC requirements breached per work site and accumulatively<br>• .<br>• Remedial actions taken<br>• % community awareness level increased | throughout implementation<br>• Monthly by PIUs' and quarterly by PMU GBV Specialist |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | including measures to enable safe, ethical, and survivor-centered response.<br>• Accountability and Response Framework to outline procedures (for PMU/PIU/Contractors/Primary suppliers) for handling allegations and GBV related incidents, Including sanction measures for potential perpetrators, all in alignment with national processes.<br>• GBV/SEAH requirements to be clarified in bidding documents (including requirements for CoCs, training of workers, and how GBV/SEAH related costs will be covered in the contract); bid evaluation to include consideration for GBV/SEAH response proposal.<br>• Ensure additional funds are available to implement measures to address GBV/SEAH and SEA risks and impacts that may arise during project implementation. | | | | |
| **Operation Phase** | | | | | |
| OHS and GBV/SEAH related risks and impacts on teachers, administration staff, and other support/maintenance workers | • For E&S risks and impacts on teachers and administrative staff, the possible mitigation measures include those related to work agreements, workplace hazards, and GBV/SEAH, however, will basically be aligned to requirements and measures set out in the Project's LMP. The mitigation measures presented above for the construction phase shall also be followed.<br>• For E&S risks and impacts on maintenance workers, the LMP will continue to be applied, yet with more detailed measures, as set out in WBG EHSGs for general works. The mitigation measures presented above for the construction phase shall also be followed. | • Implementation by project owner<br>• Monitored by PMU/PIU and other possible third parties until SEHCDP closure | • Cost of schools' operation is included within the operational budget of the Ministry<br>• Cost of monitoring is included in the operational budget of the PMU/PIUs | • # of workers' incidents/accidents/complaints cases reported per severity level<br>• Logs and records of the GRM per school<br>• # of OHS training and educational programs implemented, and feedback collected<br>• # of site visits and relevant reporting conducted | • Monthly throughout the Project's lifecycle |
| **ESS3: Resource Efficiency and Pollution Prevention and Management** | | | | | |
| **Construction Phase** | | | | | |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| Risk and potential negative impacts of generation of solid and liquid waste, including hazardous waste, PV and solar power related wastes | • Optimize waste management in terms of minimizing generation and maximizing reuse and recycling of materials. Ensure proper management and final disposal of the generated solid waste at designated and authorized disposal sites consistent with the local and international requirements (see WBG General EHS Guidelines), with special focus on hazardous waste, including PV, solar power related wastes, debris, paints, and asbestos containing surfaces. A waste management plan will need to be included in each C-ESMP for each waste stream, and implementation of the waste hierarchy, as pertinent to Somali regulations.<br>• Carry out disposal of solid waste in a manner that does not negatively affect the drinking water sources, cultivation fields, irrigation channels, natural drainage paths, any valuable habitat nearby, the existing waste management system in the area, local routes, and general aesthetic value of the area.<br>• Educate workers about proper hazardous and non-hazardous waste collection, storage, and disposal.<br>• Prohibit burning of solid waste or accumulating it next to residential areas, social gathering places, and open fields that may exist close to construction sites.<br>• Provide waste bins and procedure for collection, temporary storage and disposal of chemicals and hazardous wastes including waste oils and petroleum products, paints, asbestos, contaminated soil, empty chemical, or hazardous material containers, PV and solar related waste, etc.<br>• Disposal of project-generated hazardous wastes at Municipality-approved sites only.<br>• Ensure proper clean-up and closure upon completion of work. | • Implementation by Contractors<br>• Monitoring by PMU/PIU civil engineer | • Waste management costs by the Contractor, 10,000 USD lump sum per site (contract price)<br>• Cost of monitoring is included in the project/operational budget. | • Records of amount of solid waste disposed, where and when<br>• Records of waste-related Project grievances received and addressed | Weekly throughout the construction implementation |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Ensure mechanisms exist for community to bring forth any complaints/feedback concerning the waste disposal by the contractor – Project GRM. | | | | |
| Risk of poor sanitation facilities and sanitation conditions at work site, causing pollution to land and water resources. | • Provide proper water closet toilet facilities at all long-term work sites.<br>• Do not allow water to run out at toilets.<br>• Maintain all toilets in clean and sanitary condition.<br>• Provide proper earth pit latrines at all work sites where work will be undertaken for periods of up to one month.<br>• Fill the latrines in once they become full and when site work is complete.<br>• Do not allow site workers to defecate in the open anywhere on the site or in its vicinity.<br>• Add the use of sanitation arrangements in toolbox talks. | • Implementation by Contractors<br>• Monitoring by PMU/PIU civil engineer | • Cost of site management is included in the contract price, 5,000 USD<br>• Cost of waste management offsite is part of the municipalities' operational cost.<br>• Cost of monitoring is included in the project/operational budget. | • # of latrines provided per work site<br>• Related complaints from the community received and addressed through the GRM<br>• # of water closet toilet facilities available<br>• % of toilets leaking<br>• Toilets are well maintained<br>• % of latrines filled<br>• Sanitary arrangements part of toolbox talk | Weekly throughout implementation |
| Use of water, energy, and construction materials | • Through accurate estimation of the sizes and quantities of materials required, order materials in the sizes and quantities they will be needed, rather than cutting them to size, or having large quantities of residual materials.<br>• Ensure that construction materials left over at the end of construction will be used in other projects rather than being disposed of.<br>• Ensure that damaged or wasted construction materials will be recovered for furbishing and use in other projects.<br>• Donate recyclable/reusable or residual nonhazardous materials to local community groups, institutions and individual locals, or homeowners.<br>• Provide proper storage area for temporary storage of chemicals and hazardous materials. | • Implementation by Contractors<br>• Monitoring by PMU/PIU civil engineer | • Cost of site management is included in the contract price.<br>• Cost of monitoring is included in the project/operational budget. | • Water and waste cost reporting and bills<br>• Records of quantities<br>• # of related complaints from the community received and addressed<br>• Records of recycling/ reuse<br>• Site surveillance, including on management of hazardous and nonhazardous construction materials in situ | Bi-weekly throughout the construction period |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Avoid excessive use of electricity, turn off when not in use.<br>• Avoid excessive use of fossil fuels, and turn off vehicles and heavy machinery, when idle.<br>• Increase awareness on responsible use of the energy sources. | | | | |
| New material sites, quarries, and borrow pits | • Only operating licensed borrow pits and quarries will be selected.<br>• Once material sites, quarries and borrow pits are identified and selected, the process followed to activate them shall fulfill the applicable ESF requirements in terms of specific environmental assessment and get reflected in each C-ESMP.<br>• Upon works completion, rehabilitate borrow pits and quarries. | • Implementation by Contractors<br>• Monitoring by PMU/PIU civil engineer | • Cost of site management/ material transport/ borrow pits and quarries management is included in the contract price, 5,000 USD.<br>• Cost of monitoring is included in the project/operational budget. | • # of related complaints from the community received and addressed<br>• Records of quantities and site surveillance<br>• Adequate E&S plan that includes rehabilitation for management of new quarries and borrow pits in place and properly implemented | • Before activity commencement<br>• Monthly throughout the construction period |
| Soil erosion | • Mulching to stabilize exposed areas.<br>• Re-vegetation of soil areas. | • Implementation by Contractors<br>• Monitoring by PMU/PIU civil engineer | • Cost of site management is included in the contract price, 3,500 USD<br>• Cost of monitoring is included in the project/operational budget. | • Squared meters soil areas have been re-vegetated/sites rehabilitated<br>• # of related complaints from the community received and addressed | • Management after finalization of construction<br>• Monthly monitoring throughout the construction period |
| **Operation Phase** | | | | | |
| Excessive use of water and energy resources as well as mismanagement of waste generation and disposal | • Efficient and responsible use of energy and water by using alternative green power sources, such as PV and solar panels, as well as water saving devices.<br>• Ensure electric/electronic waste, such as PV and solar panels used for the Project are disposed/recycled | • Implementation by project owner, in collaboratio | • Cost of implementation is included within the operational budget of the Ministry and | • Related complaints received through the GRM | • Monthly throughout the Project's lifecycle |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | pertinent to available national standards, referenced to international standards.<br>• Measures during construction will still be applied throughout operation.<br>• Provision of recycling bins and promoting waste separation on each school site.<br>• Dedicated awareness programs for all staff and students, either theoretical or practical.<br>• The contractor will implement a waste disposal plan to ensure all streams of waste are disposed of in a manner consistent with the ESS requirements. | n with NGOs/ CBOs and other agencies<br>• Monitored by PMU/PIU and other possible third parties | other concerned agencies<br>• Cost of monitoring is included in the operational budget of the PMU/PIU | • # of energy and water saving equipment applied<br>• # of waste separation means, records of hazardous waste disposed<br>• # of educational programs implement, and feedback collected | |
| **ESS4: Community Health and Safety** | | | | | |
| | | **Construction Phase** | | | |
| Risk of increased GBV/SEAH cases and risks of sexual exploitation and abuse or sexual harassment, such as requests for sexual favors as a result of labor influx or condition to employment/project benefits | • Implementation and monitoring of GBV / SEAH Action Plan.<br>• Organization of GBV/SEAH awareness sessions for adjacent community.<br>• Organization of GBV/SEAH awareness sessions for workers. Engage a dedicated specialist to support oversight and management of these risks.<br>• Workers to sign the CoC and Contractors to enforce them efficiently.<br>• Mobilizing workforce from the local market to the extent possible, given that local workers don't need to be accommodated in workcamps.<br>• Ensure availability and ease of access to GRM, which is equipped with specials response and referral pathways for GBV/SEAH cases. | • Implementation by the Contractor<br>• Monitoring by PMU/PIU GBV specialist | • Cost of implementation is Included in Contractor budget (contract price)<br>• Cost of monitoring is included in the project/operational budgets. | • # of GBV/SEAH complaints from the community received and addressed<br>• Activities under GBV/SEAH Action Plan implemented<br>• # of GBV/SEAH awareness sessions to the community<br>• # of GBV/SEAH education/ awareness sessions to the project workers<br>• # of specialists engagement<br>• % of workers that have signed CoC | Monthly |
| Risk of spread of HIV/AIDS and other Sexually Transmitted | • Give priority for hiring project workers from the local markets. | • Implementation by the Contractor | • Cost of health screening and site management is | • # and type of disease cases registered among project workers | Monthly |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| Infections (STIs), such as Chlamydia, Gonorrhea, Syphilis, and Trichomoniasis | • Ensure availability of negative HIV/AIDS and STIs testing certificates before commencing work.<br>• Provide enough rest, hygiene, and snacks facilities on site to reduce the need to approach local establishments nearby.<br>• Minimize contact with surrounding communities, to the extent possible.<br>• Restrict access of community members to the working sites, unless authorized.<br>• Assign women workers well-defined and monitored daytime working hours, with separate facilities for resting, eating, childcare, and hygiene.<br>• Apply frequent STIs screening procedures on project workers.<br>• Ensure enough provisions of health care for project workers, including protection programs.<br>• Extend screening measures to communities in contact, if transmission suspected.<br>• Educate project workers about STIs, how they are transmitted, and risky sexual behaviors.<br>• Provide information on prevention methods, such as condom use and pre-exposure prophylaxis (PrEP) for those at risk of HIV.<br>• Ensure availability and ease of access to GRM, which is equipped with specials response and referral pathways for infection cases. | • Monitoring by PMU/PIU GBV specialist, in close consultation with local health authorities | included in the contract price.<br>• Cost of follow up and monitoring is included in PMU/PIUs staff and monitoring budgets | • # and type of disease cases registered among adjacent communities, claimed to relate with the project<br>• # of disease protection measures and programs applied in the project<br>• # of related training programs, including on use of protection means<br>• # of community sensitization sessions | |
| Risk of spread of communicable diseases between workers and the community, such as COVID-19, water-borne, and respiratory diseases. | • Community awareness sessions on communicable diseases<br>• Implement pests & diseases prevention measures<br>• Train all staff on the signs and symptoms of COVID-19, malaria, water-borne diseases, respiratory diseases, and other communicable diseases endemic in the area, how they can be infected, how to protect themselves, and the need to be tested if they have symptoms. | • Contractor<br>• PMU/PIU, and District local health authority | • Cost of site management is included in the contract price.<br>• Cost of follow up and monitoring is included in PIU staff and travel costs | • # and type of disease cases registered among project workers<br>• # and type of disease cases registered among adjacent communities, claimed to relate with the project | Monthly monitoring throughout implementation |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Use existing grievance procedures to encourage reporting of co-workers if they show outward symptoms, such as ongoing and severe coughing with fever, and do not voluntarily submit to testing.<br>• All workers and visitors accessing work sites every day or attending meetings shall be subjected to rapid Covid-19 screening which may include temperature check and/or other vital signs.<br>• Regular tests of other communicable diseases (such as malaria, water-borne and respiratory diseases) should also be arranged for workers and people in close proximity.<br>• Provide hand wash facilities, water and soap, alcohol-based hand sanitizer and mandate their use on entry and exit of the project site and during breaks.<br>• Restrict the number of people accessing the work areas.<br>• Fumigate offices and work areas.<br>• Train all workers in respiratory hygiene, cough etiquette and hand hygiene.<br>• Train cleaning staff in effective use of PPE, cleaning arrangement and procedures and disposal of waste generated from the work. | | | • # of disease protection measures and programs applied in the project<br>• # of related training programs, including on use of PPE<br>• # of community sensitization sessions | |
| Risk of exposure of community members to physical hazards on project sites (unauthorized access to the construction site and open pits) | • Undertake safety precautions to address safety hazards for the nearby community.<br>• Sensitize the local community on construction activities that imply risk to adjacent community and inform them about construction risks and the restricted access to the site.<br>• Restrict access to construction site through signage and fencing, provide site guarding. | • Implementation by the Contractor<br>• Monitoring by PMU/ PIU civil engineer | • Included in Contractor budget (contract price)<br>• Cost of monitoring is included in the project/operational budgets. | • # of sensitization measures for communities<br>• Signage and fencing available around construction site<br>• All small openings are covered<br>• Larger openings have an escape opening | • At commencement of activity<br>• Bi-weekly monitoring during implementation period |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Remove hazardous conditions on construction sites that cannot be controlled effectively with site access restrictions.<br>• Count with a locked storage for hazardous materials. | | | • Locked storage for hazardous materials is available | |
| Risk of traffic and road safety | • All vehicles coming to the construction site shall carry the recommended weight.<br>• All drivers coming to the site must observe traffic rules and exercise courtesy to other road users.<br>• Erection of safety/warning signage and safety barriers around each construction site as necessary.<br>• Include traffic road safety into the daily toolbox talks.<br>• Emphasize safety aspects among drivers.<br>• Require licensing of drivers.<br>• Adopt limits for trip durations and arrange driver rosters to avoid overtiredness.<br>• Avoid dangerous routes and times of day to reduce risk of accidents.<br>• Regular maintenance of vehicles to minimize potential for accidents. | • Implementation by Contractor<br>• Monitoring by PMU/PIU civil engineer, in coordination with the responsible traffic department | • Included in Contractor budget<br>• Cost of monitoring is included in the project/operational budgets. | • # of project-related traffic accidents reported<br>• Related complaints from communities received and addressed<br>• Traffic signage installed as necessary to each construction site<br>• Toolbox talks include road safety aspects<br>• % of drivers properly licensed<br>• Driver roster available<br>• Maintenance log for vehicles is available | Monthly throughout the construction period |
| Impacts of dust, air pollution and noise generation | • High level of maintenance of the vehicles to reduce the vibrations.<br>• Selecting equipment with lower sound power levels<br>• Installing suitable mufflers on engine exhausts and compressor components equipment casing.<br>• Planning activities in consultation with local communities so that activities with the greatest potential to generate noise are planned during periods of the day that will result in least disturbance.<br>• Suitable wet suppression techniques need to be utilized in all exposed areas.<br>• All unnecessary traffic must be strictly limited on site speed controls that are to be enforced. | • Implementation by the Contractor<br>• Monitoring by PMU/PIU civil engineer | • Cost of implementation is Included in Contractor budget (contract price)<br>• Cost of monitoring is included in the project/operational budgets. | • Related complaints from the community received and addressed<br>• % of vehicles well maintained<br>• % of engine exhausts with mufflers installed<br>• Frequency of water applied to minimize dust.<br>• Noise levels monitored and ensured within permissible limits, based on | • At commencement of activity<br>• Bi-weekly throughout the construction period |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Ensure that the site is located away from pollution sources. | | | national/international standards | |
| **Operation Phase** | | | | | |
| Exposure to communicable and non-communicable diseases, pest and vermin, traffic accidents, security conflicts, and malnutrition | • Same measures for community health and safety during construction will also apply, in addition to designing and implanting programs for vaccination, student nutrition, and educational programs at the community levels. | • Implementation by project owner, in collaboration with NGOs/ CBOs and other agencies<br>• Monitored by PMU/PIU and other possible third parties | • Cost of implementation is included within the operational budget of the Ministry and other concerned agencies<br>• Cost of monitoring is included in the operational budget of the PMU/PIU | • # of cases registered<br>• # of related GRM complaints received and addressed<br>• # of vaccination and nutritional programs implement, and feedback collected | Monthly throughout the Project's lifecycle |
| **ESS5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement** | | | | | |
| **Construction Phase** | | | | | |
| Conflict on the ownership of the land used for new school construction, consequently impacting school construction progress | • The Project's RPF is to be consulted and management measures are to be applied in each stage[42].<br>• Identifying public land: ensure that there is a legal document confirming that the land is a publicly owned land.<br>• In case of non-public land: ensure that the local government provides land acquisition legal documentation prior to the E&S screening exercise.<br>• Verifying the land ownership with the local community members during community consultation events and ensuring absence of encumbrances.<br>• Documenting ownership and any compensation arrangements, if needed. | PMU/PIUs E&S team | Cost of implementation and monitoring is included in the project/ operational budgets. | • # of related complaints from the community received and addressed<br>• Proof of land tenure documents per each school site, including government records of the allocated land if available<br>• Assurance from the local community about the ownership of the land | • Prior to E&S screening activity.<br>• Where needed RAPs prepared and implemented prior to commencement of works<br>• |

[42] RPF can be accessed through: https://moe.gov.so/en/reports/

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Continuous stakeholder and public engagement, ensuring acceptance of the construction activities, and promotion for overall project benefits.<br>• Ensuring availability, reachability and functionality of a suitable GRM arrangements. | | | • Full implementation of RPF and RAPs if required | |
| Risk of restrictions on land use, which may cause physical and economic displacement. | • Although there is no anticipated physical and economic displacement of the school construction phase, the project activities will avoid and minimize the loss of assets or access to assets or other means of livelihoods, by providing alternatives or compensating, as guided by the Project's RPF.<br>• Ensuring availability, reachability, and functionality of suitable GRM arrangements. | PMU/PIUs teams and local government | Cost of implementation and monitoring is included in the project/ operational budgets. | • Related complaints from the community received and addressed<br>• Feedback from community consultation events.<br>• Monitoring different GRM channels on displacement category | Beginning of the school construction phase and throughout the project lifecycle |
| Risk of involuntary resettlement affecting persons or communities with direct economic and social impacts. | • Ensuring that the new schools are constructed on a land that will not impact persons or communities physically, economically, or socially.<br>• School construction is not anticipated to cause any involuntary resettlement, but if it occurs, it shall be minimized and any lost livelihoods shall be compensated prior to the commencement of school construction.<br>• Ensuring availability, reachability, and functionality of suitable GRM arrangements. | Local government/ PMU/PIUs E&S team | Cost of implementation and monitoring is included in the project/ operational budgets. | • Related complaints from the community received and addressed<br>• Identification of persons or communities affected physically, economically, or socially by a subproject<br>• Monitoring different GRM channels on involuntary resettlement category | Throughout subproject planning and construction phases |
| **ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources:** | | | | | |
| **Construction Phase** | | | | | |
| Possible minor loss of trees and other vegetation and thus biodiversity | • Avoid environmentally sensitive areas when scouting for gravel extraction and backfill materials for school construction works.<br>• Contracts with contractors and suppliers will incorporate EHS requirements. | • Implementation by the Contractor<br>• Monitoring by PMU/PIUs | • Included in Contractor budget (contract price)<br>• Cost of implementation and monitoring is | • # of related complaints from the community received and addressed<br>• # of sensitization measures for | Monthly throughout the construction period |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Contractors and PMU/PIUs to seek advice and clearance from appropriate government agencies on the location of these sensitive environments.<br>• Minimize removal of existing vegetation within the project site, else restore/rehabilitate areas temporarily cleared of vegetation.<br>• Use of appropriate indigenous tree and other species for rehabilitating temporarily disturbed areas.<br>• Minimization of cleared area to only the land needed for the construction of the facilities.<br>• Careful site selection avoiding sensitive areas.<br>• Vegetative regeneration should be included as a condition in contracts for physical works.<br>• For large trees in the area of any subproject, the root system shall be protected to avoid any damage to the trees. | civil engineer | included in the project/operational budgets. | communities and project workers | |
| Risk of illegal hunting or cutting trees | • Minimize unnecessary vegetation clearance.<br>• Where vegetation/trees must be cut down, plant three trees by each cut tree.<br>• Sensitize workers about fauna conservation.<br>• Discourage fauna killings and set penalties for killing them.<br>• Promote protection of modified, natural, and critical habitats where found, and put penalties against violation. | • Implementation by the Contractor<br>• Monitoring by PMU/PIU civil engineer | • Included in Contractor budget (contract price)<br>• Cost of implementation and monitoring is included in the project/operational budgets. | • # of related complaints from the community received and addressed<br>• # of sensitization measures conducted | Monthly throughout the construction period |
| **ESS8: Cultural Heritage** | | | | | |
| **Construction Phase** | | | | | |
| Risk of damage to tangible and intangible cultural heritage. | • Protect tangible and intangible cultural heritage (e.g., protection of community graves or no-disruption to cultural/religious events, in line with provisions of ESS8). | • Implementation by the Contractor.<br>• Monitoring by the PMU/PIUs | • Included in Contractor budget (contract price)<br>• Cost of implementation and monitoring is | • # of related complaints from the community received and addressed<br>• # of related sensitization measures conducted | Monthly throughout the construction period |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | • Apply the Chance Find Procedures in case of accidental uncovering of artifacts of cultural value. See Annex 4 for more information.<br>• Liaise with project management and responsible authorities for quick action and retrieval of work, of the site after a chance find.<br>• Sensitize project workers on the importance of preserving cultural heritage. | civil engineer<br>• Monitoring by relevant archaeological departments. | included in the project/operational budgets. | | |
| **ESS10: Stakeholder Engagement and Information Disclosure** | | | | | |
| **All Phases** | | | | | |
| Risks of poor access to beneficiaries lead to less meaningful community engagements and difficulty in monitoring for social harm, due to limited infrastructure and locations that could be devastated by migration and drought. | • Implementation of the Stakeholder Engagement Plan (SEP) and creating awareness on the GRM availability.<br>• Implementation of the GRM.<br>• Monitoring of GRM solutions in a timely manner.<br>• Use site-specific incident logs.<br>• Differential consultations with vulnerable persons and women if necessary.<br>• Creating awareness through accessible and culturally acceptable means.<br>• GRM sensitization campaigns through multiple channels. | PMU/PIU<br>District local authority | Included in PMU/ PIU staff costs.<br><br>SEP implementation cost, PIU GRM costs | • Records of engagement for stakeholder engagement and awareness raising on subprojects and availability of the GRM<br>• % of related complaints filed have been addressed timely as established in the SEP<br>• Site-specific incident log available | Monthly, throughout all phases of the subprojects |
| Risk of discrimination against, and exclusion of disadvantaged and vulnerable groups in engagement programs | • Facilitate broad participation of disadvantaged and vulnerable individuals and groups with adequate gender and generational representation; community elders/leaders; and CBOs.<br>• Provide the disadvantaged and vulnerable individuals and groups with all relevant information about project activities including on potential adverse impacts.<br>• Organize and conduct the consultations in forms that ensure free expression of their views and preferences.<br>• Document details of all consultation meetings, with disadvantaged and vulnerable groups on their | PMU/PIU<br>District local authority and community leaders. | Included in PMU/ PIU staff costs.<br><br>SEP implementation/stakeholder engagement cost | • Records of engagement for disadvantaged and vulnerable groups and awareness raising on subprojects and availability of the GRM<br>• % of related complaints filed have been addressed timely as established in the SEP<br>• Site-specific incident log available | Monthly, throughout all phases of the subprojects |

| E&S Risks and Impacts | Mitigation Measures | Responsibility | Estimated Budget for Mitigation (USD) | Monitoring Indicators | Monitoring Frequency |
|---|---|---|---|---|---|
| | perceptions of project activities and the associated impacts, especially the adverse ones.<br>• Share any input/feedback offered by the target populations.<br>• Provide an account of the conditions agreed with the people consulted. | | | | |
| Risk of lack of information on access to GRM leads to lack of Accountability. | • Implementation of the SEP and creating awareness on the engagement program availability.<br>• Awareness raising on the GRM. | PMU/ PIU<br>District local authority | SEP implementation cost<br>PMU/PIU budget for GRM | • Records of engagement for stakeholder engagement and awareness raising on subprojects and availability of the GRM<br>• # of related complaints received and addressed<br>• # of awareness sessions of GRM conducted | Quarterly throughout all phases of the subprojects |
| Lack of information disclosure leads to lack of transparency and suspicions of mismanagement of the subproject. | • Conduct in-depth community engagement, providing information on the new school construction and development.<br>• Implement the SEP, including disclosure plans. | PMU/PIU<br>District local authority | PMU/PIU budget for stakeholder engagement | • Records of engagement for stakeholder engagement and awareness raising on subprojects and availability of the GRM<br>• # of related complaints received and addressed<br>• # of community engagement sessions held | Quarterly throughout all phases of the subprojects |

WBG EHS Guidelines, Waste Management, accessed at: https://www.ifc.org/en/insights-reports/2000/general-environmental-health-and-safety-guidelines

*Table 14: Register of Monitoring Measures*

| # | Monitoring indicators | Relevant ESSs | KPIs for quarterly reporting |
|---|---|---|---|
| **1** | Monitoring measures related to awareness raising and education, including topics on: SEHCDP, ESF/E&S capacity, GRM, OHS, GBV/SEAH, FGM/C, and others.<br>- Number of sessions conducted.<br>- Records of engagements of all participants.<br>- Records of engagement of disadvantaged and vulnerable participants.<br>- Records of engagement of stakeholders and community members. | ESS1, ESS2, ESS3, ESS4, ESS6, ESS8, ESS10 | Project-affected-persons (PAPs) are fully sensitized on SEHCDP's activities and intervention, and fully educated/capacitated on ESF/E&S, GRM, OHS, GBV/SEAH, FGM/C related issues. |
| **2** | Monitoring measures related to all incidents and accidents: OHS, workplace, site hazards, child/forced labor, disease infection, traffic, project related, and others.<br>- Types of incidents and accidents.<br>- Number of incident and accident cases.<br>- Number of remedial and preventive measures.<br>- Number of toolbox talks provided.<br>- Incident and accident log availability and log maintenance.<br>- Number of site visits and availability of logbook.<br>- Accessibility and site protection measures, including safety signage.<br>- Availability and numbers of first-aid kit, PPE, and fire extinguishers.<br>- Number of vehicles maintained.<br>- Number of drivers licensed and trained.<br>- Availability of insurance policy. | ESS2, ESS4, ESS10 | Incident and accidents of the SEHCDP on Project workers and affected communities are fully managed and monitored. |
| **3** | Monitoring measures related to GBV/SEAH and CoC:<br>- Number of cases received, referred, punished, prevented, and resolved/corrected.<br>- Number of workers who signed CoC.<br>- Number of capacity activities implemented.<br>- Register of participants engaged. | ESS2, ESS4 | Provisions of GBV/SEAH Response and Action Plan, and CoC are fully managed and implemented. |

| # | Monitoring indicators | Relevant ESSs | KPIs for quarterly reporting |
|---|---|---|---|
| **4** | Monitoring measures related to GRM concerning requirements of all relevant ESSs:<br>- Existence and functioning of the GRM system.<br>- Number of relevant grievances received, referred, addressed, and pending.<br>- Number of stakeholder engagements conducted.<br>- Availability and maintenance of logs and records.<br>- Evaluations of GRM and engagement performance | ESS2, ESS3, ESS4, ESS5, ESS6, ESS8, ESS10 | GRM is existent, fully functional, managed, and maintained. |
| **5** | Monitoring measures related to project workers and workplace, which follows provisions of Project's LMP and pertinent local laws and regulations.<br>- Contracts/working agreements are available and meet requirements of the Labor Act for relevant workers.<br>- Number/percentage of women workers participating in the subproject.<br>- Number/percentage of subprojects where a detailed staff registry is available onsite. | ESS2 | Project workers are fully managed through well-articulated contracts/agreements and provided with adequate safe and non-discriminatory workplace. |
| **6** | Monitoring measures related to resource efficiency, including water, material, and energy.<br>- Records of site surveillance and quantities, as available.<br>- Records of cost, as available.<br>- Records of recycling/re-use.<br>- Squared meters sites rehabilitated/re-vegetated. | ESS3 | Water, energy and material resources related to the SEHCDP are efficiently conserved and managed. |
| **7** | Monitoring measures related to provisions of pollution prevention onsite: latrines, toilets, water closets, sanitary arrangements, domestic, construction and hazardous waste, dust, vibration and noise.<br>- Number/percentage of sanitary facilities and/or arrangements.<br>- Availability and implementation of corrective/preventive maintenance.<br>- Number and adequacy of site surveillances.<br>- Pollution parameters monitored and met requirements of pertinent laws/regulations/instructions/SOPs. | ESS3 | Pollutants and pollution cases related to the SEHCDP are prevented and brought within standard limits. Quarries and Borrow pit sites related to the activities of the SEHCDP are fully rehabilitated/restored. |

| # | Monitoring indicators | Relevant ESSs | KPIs for quarterly reporting |
|---|---|---|---|
| | - Number and adequacy of pollution prevention measures.<br>- Records of waste and recyclables<br>Monitoring measures related to rehabilitation measures of quarries and borrow pits.<br>- Number and adequacy of management/rehabilitation plans. | | |
| **8** | Monitoring measures related to loss of land and/or physical/livelihood assets:<br>- Identification of people affected.<br>- Availability and legitimacy of land tenure documents.<br>- Availability and evidentiality of compensation for loss.<br>- Application and implementation of Resettlement Plans | ESS5 | Physical/economic displacements, as well as land acquisitions related to activities and interventions of the SEHCDP are fully documented, managed and compensated for. |
| **9** | Monitoring measures related to worker/public protection programs: screening, health protection and nutrition.<br>- Number/percentage of screening applied onsite.<br>- Number/percentage of protection programs offered.<br>- Adequacy and public feedback. | ESS2, ESS4 | Health screening, public health protection, and nutritional programs related to the SEHCDP's workers and affected communities are fully implemented and managed. |

# 7. Implementation Arrangements

## 7.1. Government Institutions' Responsibilities

209. The SEHCDP is implemented by the FGS Ministry of Education, Culture and Higher Education (MoECHE) and the FMS and BRA Ministries of Education.

210. The federal MoECHE will be responsible for coordination of all subprojects' activities and overall reporting on project progress and performance. Overall project leadership will be provided by the Project Steering Committee (PSC). The PSC will be headed by the FGS Minister of Education, Culture and Higher Education and include the FMS Ministers of Education, one representative from the Education Sector Coordination (ESC) coordination body, and one community representative. The PSC will provide strategic direction and guidance on high-level risk management and decision-making on subproject objectives. This inclusive body will be crucial for promoting dialogue, consensus-building and joint decision-making on key aspects of the education system. A Program Management Committee (PMC) headed by the Director General (DG), Federal MoECHE and including DGs from all the participating FMSs and BRA will provide technical leadership for project implementation. The PMC will also include heads of relevant MoECHE departments and the Project Management Unit (PMU) Manager. Key responsibilities of the PMC include establishing a platform for collaboration, management, troubleshooting, and technical support for implementation of the subprojects.

211. Day-to-day implementation of the subprojects will be undertaken by a dedicated PMU at the FGS level and lean Project Implementation Units (PIUs) at the FMS level and BRA. The PMU will be headed by a Project Manager and include experts to manage key functions including financial management, procurement, environmental specialist and social specialist, gender-based violence (GBV) specialist, construction engineers, communication specialist, security advisor and M&E specialist. In addition to responsibility for implementation of project components, the PMU will also be responsible for coordinating project activities with the Development Partners (DPs) and the FMSs. It will arrange quarterly reviews of the subprojects' implementation and consolidate reports from the FMSs on Component 2 activities and report overall project progress and performance. The FMS and BRA PIUs will be responsible for implementation and monitoring of Component 2 activities for their respective jurisdictions as agreed in the Memorandum of Understanding (MoU) on functional assignments between FGS and FMS. They comprised of coordinators, procurement, finance, and social development staff.

212. The Environmental and Social Management Plan (ESMP) will have roles and responsibilities at the level of the PMU, PIU and the Contractor.

213. Project staff (PMU, PIU): The MoECHE PMU has as part of its team an Environmental, Social and GBV Specialists who will oversee the E&S aspects of the project. The E&S team will ensure that the World Bank ESSs are followed to where applicable, that the contractors fulfil the requirements of the ESSs, and the Contractor prepare and implement the Contractor' Environmental and Social Management Plan (C-ESMP). The ESF team of the subprojects will report to the Project Manager. Specialists will be responsible for coordination and supervision of the ESMP and environmental and social risk mitigation measures to be undertaken in all subprojects. In addition, the PIUs will support this function.

## 7.2. Development Partners and Implementing Partners

214. Development Partners (DPs) of the SEHCDP[43] include those agencies who, in addition to the World Bank, have already contributed to the educational sector in the country. These include United States Agency for International Development (USAID), Canada and United Kingdom's Foreign, Commonwealth and Development Office (FCDO), and multilateral agencies such as the Education Cannot Wait, European Union

[43] As defined in the Project Appraisal Document of the SEHCDP.

(EU), GPE, and the UN constituent agencies, specifically UNICEF. These DPs are envisaged to provide financial support, capacity-building, and strategic direction to the SEHCDP. INGOs, the two most active of which are CARE International and Save the Children, often serve as implementing partners for grants to the education sector (especially for GPE grants) with direct execution of activities. DPs' support may also take other forms such as training of MoECHE staff, support for important meetings such as the Annual Joint Reviews as well as providing technical support to key Ministry functions through the financing of Technical Advisors.

215. In addition to Care International and Save the Children, the SEHCDP will engage local Implementing Partners, which will include a wider array of CBOs, CSOs, and NGOs. These institutions will take part of activities at the school site scale and can be directly contracted by PMU or subcontracted by DPs to implement local tasks. The following Table 15 summarizes roles and responsibilities at the Project's owners and partners/implementers side.

*Table 15: Summary of institutional responsibilities*

| Party | Roles and responsibilities |
|---|---|
| Project Management Unit – PMU | The application of mitigation measures required under this ESMP is the sole responsibility of the PMU. However, since actual construction works will be carried out by private entities, the PMU will ensure that implementation of the ESMP is incorporated in the Request for Proposals (RfPs) and the costs are integrated in the Bill of Quantities (BoQs), and subsequently in the legal agreement between the construction company and the PMU. The agreement will also include the requirement for the contractor to develop a C-ESMP, which includes a health and safety plan, in accordance with this ESMP. The C- ESMP will be reviewed and approved by the PMU Environmental and Social Specialists. The PMU is responsible to instruct, observe and monitor its contractors against the ESMP provisions. The PMU will make sure that corrective actions are applied by the contractors, when necessary.<br>The PMU can also undertake the monitoring itself, if deemed necessary. The PMU will request for any violations and omissions to be corrected by the contractors and monitor the actions and undertakings in correcting violations. |
| Project Implementation Unit – PIU | The PIUs' Project Coordinator & Social Officers will monitor the implementation of risk mitigation measures by the construction company. The monitoring will be supported by the PMU Engineers. Environmental and social monitoring reports will be prepared by the PIUs and submitted to the PMU E&S team every month throughout the project duration. |
| Ministry of Education, Culture and Higher Education (MoECHE) | MoECHE, the responsible State Ministry on all infrastructure development and maintenance, has been engaged in the design development, consultation, and the certification process of every subproject. The MoECHE technical staff will be engaged in the supervision of the work implementation by the Contractors. |
| CECs and District Education Officers | Community will be engaged in the day-to-day coordination of the work implementation by the Contractor. The CECs and education officers will be specifically involved in facilitating stakeholder engagements, assisting the Contractor in the recruitment of local workers and ensuring the security to the Contract staff and the supervision teams. |
| Development Partners (DPs) and Implementing Partners | These DPs are envisaged to provide financial support, capacity-building, and strategic direction to the SEHCDP. INGOs, (CARE International and Save the Children), often serve as implementing partners for grants to the education sector (especially for GPE grants) with direct execution of activities. Local implementing partners are also expected to engage in the project for the delivery of specialized services at certain stages of the Project. These collectively include CBOs, CSOs, and NGOs.<br>DPs' support may also take other forms such as training of MoECHE staff, support for the Annual Joint Reviews as well as providing technical support to key Ministry functions through the financing of Technical Advisors. |

## 7.3. Contractor

216. The Contractor is responsible for complying with requirements for all field activities covered by this ESMP. Contractors to the PIU are also responsible for the actions of any subcontractors they may engage. Subcontractors also have to comply with all ESSs as laid out in this ESMP. Contractors' roles and responsibilities include, but are not limited to:

- Ensure that all operations comply with the Environmental and Social Standards laid out in this ESMP and in the Project's ESMF.
- Ensure that the control measures provided for in the C-ESMP are both understood and implemented by site personnel.
- Comply with accident and incident reporting as laid out in the ESMF. All severe incidents must be reported to the PIU within 48 hours of occurrence, including in the event of chance finds.
- Comply with the chance find procedures defined in this ESMP.
- Set up plans for actions to be taken in the event of spills or leakages of hazardous materials, and other environmental emergencies.
- The Contractor is required to prepare a more customized site-specific construction ESMP (C-ESMP) before commencement of activities on the ground, which shall include all other site and labor management plans.
- Ensure compliance with all relevant mitigation measures in this ESMP.
- Monitor the ESMP implementation, against the monitoring indicators laid out in the ESMP, Table 14.
- Participate in Community Consultative Meetings and document feedback.
- Identify additional significant matters pertaining to environmental and social compliance.
- Liaise with the PIU and PMU Environmental and Social Specialists on the need for corrective actions in the event of unexpected environmental or social problems emerging during the course of operations.
- Communicate with all of the contractor's staff regarding environmental and social compliance requirements and other matters of importance.
- Identify additional environmental and social mitigation or corrective measures that are deemed to be necessary during project implementation.
- Prepare reports on all aspects of environmental and social compliance.
- Maintain lists of all workers, including their age and gender.
- Maintain a workers' grievance mechanism.
- Prepare and maintain a site-specific OHS Plan, attached to the C-ESMP.
- Provide training to all workers on the OHS Plan.
- Ensure signing of a Code of Conduct (CoC) by every worker, including prevention of Gender-Based Violence (GBV) and Sexual Exploitation, Abuse and Sextual Harassment (SEAH).

217. E&S or Environmental Health and Safety (EHS) Specialist: The contractor will deploy an E&S or EHS Specialist as an addition to the team to ensure operationalization of this ESMP and consequently the C-ESMP,

including monitoring, supervision and reporting on mitigation measures. The key tasks of the Specialist include:

a) Prepare and submit the C-ESMP to the PMU based on this ESMP;

b) Ensure PPE for workers is available and workers are trained and motivated in its use;

c) Provide OHS training to all workers, based on the OHS Plan;

d) Ensure health and safety of all workers at the construction site;

e) If necessary, stop the works to ensure safety is fully attained;

f) Maintain records of accidents and incidents, ensure appropriate reporting of incidents to the PMU/PIU, and lead the related root cause analysis;

g) Ensure waste management procedures are followed closely;

h) Ensure availability of separate water and sanitation facilities for all workers, women and men separately, at site and at the camp site;

i) Conduct toolbox talks for workers on safety and site management procedures;

j) Train all workers in the CoC and ensure that CoC is signed by every worker before commencement of their assignment;

k) Liaise closely with the PIU/PMU teams on training workers on GBV/SEAH issues, as well as community awareness on GBV/SEAH;

l) Maintain workers' lists indicating age and gender, including necessary verification documents; and

m) Liaise closely with the PIU/PMU teams on the implementation of workers' GRM and maintain records thereof.

# 8. Reporting on ESMP Compliance

218. Regular reporting on the ESMP compliance is mandated in the project's legally binding Environmental and Social Commitment Plan (ESCP). The document specifically prioritises the compliance of the following three points:

- Regular Reporting of the environmental, social, health and safety (ESHS) performance of the Project;
- Incidents and Accidents Notification, especially those that have a significant adverse effect on the environment, the affected communities, the public or workers; and the immediate measures taken or that are planned to be taken to address it; and
- Managing Contractors in terms of fairness of labour acquisition, GBV matters, security, etc.

219. The PIU in the FMSs in collaboration with the Contractors will prepare periodic monitoring reports to ensure that all E&S mitigation measures highlighted in this ESMP and the C-ESMPs are complied with during school construction phase. The PIU teams will submit monthly reports measuring the status of C-ESMPs compliance by Contractors and suppliers. The PMU team will collate those monthly reports from school construction sites and prepare quarterly reports to the WB. The quarterly reports will summarise the performance of project's ESMP implementation compliance status, the types of incidents encountered, and measures and actions taken to resolve those incidents as well as any challenges and shortcomings in E&S risk management. The quarterly reports will not only explicate the corrective measures planned swiftly at the situation, but also preventive actions taken to minimise the repetition of these incidents. In case of severe incident causing severe injury, fatality or GBV-related violation, the PIU team will compile a report within 24 hours and the World Bank will be informed within 48 hours. See Table 16 below for reporting matrix.

*Table 16: ESHS reporting matrix*

| # | Title of the Report | Contents of the Report | Frequency of Report Preparation | Report to be prepared by |
|---|---|---|---|---|
| 1 | ESHS Monitoring Report to PMU | Compliance status of the subprojects with the environmental and social mitigation and monitoring measures. The report should cover:<br>• environmental incidents,<br>• security and social unrest incidents<br>• GBV/SEAH incidents<br>• health and safety incidents<br>• health and safety supervision<br>• usage of PPEs by workers<br>• highlights of inspection<br>• training conducted and workers participated<br>• workers grievances<br>• community grievances | Monthly | Contractor/ PIU |
| 2 | ESMP Quarterly Report to WB | Compliance status of overall subprojects with ESMP requirements, including:<br>• Implementation progress against project components<br>• EHS implementation and monitoring, including incident reporting<br>• GBV/SEAH implementation and | Quarterly.<br>For each quarter, reporting to be done within the following month. | PMU |

| # | Title of the Report | Contents of the Report | Frequency of Report Preparation | Report to be prepared by |
|---|---|---|---|---|
| | | monitoring, including incident reporting<br>• Security management implementation status<br>• Resettlement planning status<br>• Stakeholder engagement and information disclosure implementation status<br>• Grievance redress implementation and case statistics<br>• Procurement and financial progress<br>• Project management<br>• Monitoring and evaluation, including Third Party Monitor (TPM)<br>• Capacity building challenges and opportunities | | |
| 3 | Incident Reports | Incident investigation reports for all major incidents covering details of the incident, root cause analysis, and actions taken to address the future recurrence of similar event. See incident reporting formats in Annexes 6a, 6b, and 6c as adopted from World Bank's Environmental and Social Incident Response Toolkit (ESIRT), March 2023 | Notification within 48 hours of becoming aware of occurrence.<br>Initial investigation report for severe incidents within 5 days.<br>Detailed Investigation Report on agreed date with RCA | Contractor/PIU to PMU/WB |

# 9. Capacity Building and Training

220. The proper implementation of the ESMP is highly dependent upon the capacity and awareness of the PMU, PIU teams, Contractors' workers, Suppliers' workers, DPs, and project-affected people and concerned stakeholders. The Project Management Unit (PMU) Environmental and Social team organized a training workshop for the Project Implementation Unit (PIU) teams to transfer knowledge and increase their awareness and understanding of environmental, social, health and safety issues. After the PIU training, the PMU/PIU teams organized stakeholder consultation around school construction sites, which highlighted project implementation environmental and social risks as well as their mitigation plans, measures, and actions. PMU and PIU teams are also expected to take part in refresher trainings on ESF requirements and preparation of key E&S instruments, offered by World Bank specialists and other experienced Development Partners, as pertinent.

221. Although Contractors, Suppliers, NGOs/CBOs/CSOs of the project are expected to possess adequate levels of knowledge on managing E&S risks and impacts based on ESF, they will also be expected to enrol in key training sessions to update their knowledge while working on the subprojects. These parties in turn, are also expected to organize formal training for transferring knowledge to their workers at large, about environmental, social, health and safety (ESHS) procedures especially those who are involved in the site operations. On-site workers are to receive appropriate training to undertake the duties of implementing the necessary mitigation measures. The following Table 17 highlights a proposed training schedule.

*Table 17: Proposed capacity building activities pertinent to scope of ESMP*

| Training Topics | Timeframe | Target Groups | Possible Providers |
|---|---|---|---|
| • Fiduciary capacity, including Request for proposal writing, advertising, evaluating, and awarding | One month before start of construction | Procurement specialists, E&S specialists of PMU, PIU teams, and responsible staff at MoECHE | • Procurement specialists from other projects, such as Recurrent Cost and Reform Financing (RCRF)<br>• Specialist of other line ministries and departments |
| • Preparation of site-specific instruments, including C-ESMPs, LMP Plans, GBV/SEAH Action Plans, RPs, | • One month before start of construction<br>• Throughout construction period, as needed | • E&S PMU and PIUs staff, including GBV/SEAH specialists, M&E specialist, communication specialists<br>• Construction contractors and their responsible staff | World Bank Consultants, RCRF E&S specialists, and DPs' specialists, as pertinent |
| E&S requirements for contractors<br>Hazardous materials and wastes<br>Contingency planning | at start of construction contracts | •<br>• Civil engineer<br>• Contractors and their site workers<br>• Suppliers' workers | • E&S PMU and PIUs staff, as pertinent<br>• DPs working in waste and contingency management areas<br>• Other specialists from line ministries and departments. |
| GRM rollout and requirements, and mobilization of GBV/SEAH Service Providers | Within Month 1 of construction | • All direct workers including E&S specialists, GBV/SEAH specialists, M&E specialists, communication specialists, civil engineer, at PMU and PIUs levels | World Bank Consultants, RCRF E&S specialists, and DPs' specialists, as pertinent |

| Training Topics | Timeframe | Target Groups | Possible Providers |
|---|---|---|---|
| | | • Local NGOs, CSOs, CBOs working on the project<br>• Contractors and their site workers<br>• Suppliers' workers | |
| GBV/SEAH/HIV/AIDS prevention, and Inclusion Plan | Within 2 months from start of construction | • All direct workers including E&S specialists, GBV/SEAH specialist, M&E specialist, communication specialists, civil engineer, at PMU and PIUs levels<br>• Local NGOs, CSOs, CBOs working on the project<br>• Contractors and their site workers<br>• Suppliers' workers | World Bank Consultants, RCRF E&S specialists, and DPs specialists, as pertinent |
| LMP implementation, including OHS and code of conduct | Within 2 months from start of construction | • All direct workers including E&S specialists, GBV/SEAH specialists, M&E specialists, communication specialists, civil engineer, at PMU and PIUs levels<br>• Local NGOs, CSOs, CBOs working on the project<br>• Contractors and their site workers<br>• Suppliers' workers | World Bank Consultants, RCRF E&S specialists, and DPs' specialists, as well as specialists from line ministries and departments, as pertinent |
| Monitoring and Evaluation of, and Reporting on E&S management measures | • Within 2 months from start of construction<br>• Throughout construction period, as needed | • E&S specialists, GBV/SEAH specialists, M&E specialists, and communication specialists, at PMU and PIUs levels<br>• Local NGOs, CSOs, CBOs working on the project | World Bank Consultants, RCRF E&S specialists, and DPs' specialists, as well as Third Party Monitor, as pertinent, |
| Other sessions as required | | | |

# 10. Stakeholder Consultation

222. The preparation of the school construction ESMP is dependent upon the reliable data obtained from the project-affected-persons (PAP). As a result, project workers conducted a comprehensive stakeholder consultation exercise where the intention was to obtain the feedback of all relevant stakeholders, including district officials, district education officers, community and religious leaders, women and youth groups, civil society and local NGOs, and most importantly disadvantaged groups. See Annex 5 for complete lists of participants in BRA and all participating States, including site photos.

223. According to the SEHCDP's Stakeholder Engagement Plan (SEP), disadvantaged groups are "persons who may be disproportionately impacted or further disadvantaged by the project as compared with any other groups due to their vulnerability and that may require special efforts to ensure their equal representation in the project consultation and decision-making processes"[44].

224. The Federal MoECHE in coordination with participating State MoECHEs in Galmudug, Jubbaland, Hirshabelle and Southwest had previously informed authorities of the respective participating districts about the construction of new schools. As a result, local authorities undertook identification of school construction sites. Therefore, these consultations were supposed to widen the levels of consultation by reaching marginalised communities, getting their feedback, and informing them about the benefits that the proposed subprojects are going to bring. The purpose of new school construction subproject activities is to increase the access of primary education participation, especially for those who cannot afford school fees. The consultation participants were also informed that there will be a school capitation grant and parents will be given the list of prospective schools that will receive capitation grant as these schools will not charge any fees to their children. Therefore, one of the main objectives of the stakeholder consultation was to inform participants and potential beneficiaries on benefits the subprojects are bringing in their area.

225. The consultation had also emphasised about the potential environmental and social risks that can arise from the new school construction phase. The project beneficiaries were informed that there are project instruments and dedicated E&S management team that will collaborate with local communities to mitigate and minimise the adverse impacts of the project implementation. The project workers have also talked about the Grievance Redress Mechanisms (GRM) and how vital this procedure is for the community to put their complaints and grievances forward. The communities were informed that they can provide feedback about both positive and negative things that they had felt as a result of subproject implementation and any new ideas about the project. Community representatives were given different Grievance Redress channels to complain and were reassured that their complaints will be handled confidentially, investigated impartially, and resolved in a timely manner. In summary, the main topics discussed during stakeholder consultation included the following:

1. Dissemination of subproject information, especially the benefits that the subprojects are going to bring to the beneficiary communities, through school construction and school capitation grants;
2. The importance of community – project workers collaboration to mitigate potential environmental and social risks; and
3. Informing them that there will be different GRM channels available for the subprojects' affected people to submit their complaints and other feedback.

226. In all participating districts, the project workers conducted different community consultation sessions to gather representative feedback of each group. The women groups including parents talked about how important it is for their children to have free basic education since the mothers are predominantly responsible for and worried about the education of their children. Youth representatives equally talked about the importance of providing free education for their younger siblings since this matter affects the family as a

[44] World Bank, Environmental and Social Framework, 2018, p. 131

whole. Youth representatives were keen to see the project flourish since school construction will take place in the rural areas that provide opportunities that they did not have in their time. IDPs were also separately engaged, as part of the beneficiary community. As highlighted in the population profiles of each region (sec. 4.3.), there are huge numbers of IDPs predominantly inhabiting around the targeted respective areas, and they will be among the beneficiaries of the new schools, since the majority of the IDPs school age children are out of school. There are number of factors that contributed to the internal displacement, most notably the prolonged conflicts and draughts that devastated livelihoods. One of the basic needs that the IDPs require is free access to education. Participants were informed about the free education that the SEHCDP is going to bring to the IDP areas and the IDP parents reiterated the importance of enrolling their children into new schools. Their feedback was positive, as they were happy to get free education for their children. Below in Table 18 is a summary of the stakeholder consultations carried out in early stages of subprojects' preparations and during Phase I site selection.

*Table 18: Stakeholder consultation records during Phase I subprojects*

| Place and Date | Numbers | Type of Consultation | Stakeholders Consulted | Issues discussed |
|---|---|---|---|---|
| BRA of Mogadishu 20-23/01/2024 | Bartamaha School: 18<br>Abdiaziz Primary School: 15 | • Environmental and social risk screening around new school construction sites in the Banadir region targeted Districts (Abdiaziz and Shangani) | • Banadir Regional Education directorate leadership (the Minister and DG) | • The importance of avoiding, mitigating and managing environmental and social risks during new school construction and operation phases;<br>• Project information and the benefits that it is going to bring, especially expansion of access to education;<br>• The conditions of the subprojects such as ensuring 50% of girls enrolment in every newly constructed schools;<br>• The importance of ensuring that the women and children are safe in and around schools;<br>• The importance of providing legal documents of the land in which new schools are constructed;<br>• The importance of reporting any risks that project creates through Grievance Redress Mechanism procedures;<br>• Importance of community participation in the project implementation, whether it is a creation of committees (CECs, SACs, GRCs);<br>• The importance of inclusion, especially those children who are part of disadvantaged, vulnerable, and marginalized communities, including IDPs, PWDs, or Sub-Saharan African Historically Underserved Traditional Local Communities (SSAHUTLCs)/Indigenous Peoples (IPs); and<br>• The importance of community |
| Galmudug State 20-23/01/2024 | Waberi School: 15<br>Dayah School: 15<br>Budbud: 15<br>Hero-dhagahley: 15<br>Wisil School: 14 | • Environmental and social risk screening around new school construction sites in the Galmudug targeted Districts (Dhusamareeb and Hobyo) | • Galmudug MoE leadership (the Minister and DG);<br>• District Education Officers;<br>• Districts/Towns authorities;<br>• Local communities inhabiting around school construction sites;<br>• Women representative in school construction sites;<br>• Community elders | |
| Jubbaland State | Diif and | • Environmental and | • Jubbaland | |

| Place and Date | Numbers | Type of Consultation | Stakeholders Consulted | Issues discussed |
|---|---|---|---|---|
| 22-24/02/2024 | Tulobarwaqo: 36<br>Afmadow: 24<br>Najah School: 19<br>Horsed School: 17 | social risk screening around new school construction sites in the Jubbaland targeted Districts (Afmadow and Bardhere) | MoE leadership (the Minister and DG) | collaboration to contribute to safety of schools and towns. |
| Hirshabelle State 29/01 to 11/02/2024 | Wargaadhi village: 20<br>Ali Gadud Village: 15<br>Xagar village: 19<br>Bulobarde Local district Authority: 3<br>Halgan town: 21 | • Environmental and social risk screening around new school construction sites in the Hirshabelle targeted Districts (Adale and Bulobarde) | • Hirshabelle Ministry of Education officials | |

227. The E&S screening process of the Project was also continued throughout Phase II school packages of the BRA and the 4 participating FMSs45. The E&S consultation process had accompanied the screening process, and was initiated in July and October 2024 aiming at reaching out to beneficiary communities in Southwest State covering Phase I and II locations. Another round of screening, covering stakeholders and public consultations was launched in the period from November 2024 to January 2025, targeting proposed school locations in the states of Galmudug, Hirshabelle, Jubbaland, and BRA. However, due to the expansion of targeted districts in Mogadishu to secure suitable locations for school construction, the process of identifying suitable locations had some delay.

228. Based on ESS10, consultations were conducted in a culturally appropriate manner, free of manipulation, interference, coercion, discrimination and intimidation. Project safeguards team were aware of the importance of inclusive stakeholder consultation including marginalised and disadvantaged groups. The consultation had also emphasised about the potential E&S risks that can arise from the new school construction phase. The project beneficiaries were informed that there are project instruments and dedicated E&S management team that will collaborate with local communities to mitigate and minimise the adverse impacts of the project implementation. The project workers have also talked about the Grievance Redress Mechanisms (GRM) and how vital this procedure is for the community to put their complaints and grievances forward. The communities were informed that they can provide feedback about both positive and negative things that they had felt as a result of subproject implementation and any new ideas about the project. Community representatives were given different Grievance Redress channels to complain and were reassured

[45] Phase II School Construction Environmental and Social Screening in Four Member States and BRA -March 2025

that their complaints will be handled confidentially, investigated impartially, and resolved in a timely manner. In summary, the main topics discussed during stakeholder consultation included the following Table 19:

*Table 19: Stakeholder consultation records during Phase II subprojects*

| Place and Date | Numbers | Type of Consultation | Stakeholders Consulted | Issues discussed |
|---|---|---|---|---|
| BRA of Mogadishu | - | • Phase II environmental and social risk screening around new school construction sites in the Banadir region targeted Districts (Abdiaziz and Shangani, Yaqshid, Daynile, Haliwaa, and Grasbaley) | • Banadir Regional Education directorate leadership (DG, district education officer);<br>• Community Elders, CECs, and Women's group prospective parents,<br>• Local communities inhabiting around school construction. | • The importance of avoiding, mitigating and managing environmental and social risks during new school construction and operation phases;<br>• Project information and the benefits that it is going to bring, especially expansion of access to education;<br>• The conditions of the subprojects such as ensuring 50% of girls' enrolment in every newly constructed schools;<br>• The importance of ensuring that the women and children are safe in and around schools;<br>• The importance of providing legal documents of the land in which new schools are constructed;<br>• The importance of reporting any risks that project creates through Grievance Redress Mechanism procedures;<br>• Importance of community participation in the project implementation, whether it is a creation of committees (CECs, SACs, GRCs);<br>• The importance of inclusion, especially those children who are part of disadvantaged, vulnerable, and marginalized communities, including IDPs, PWDs,<br>• The importance of community collaboration to contribute to safety of schools and towns. |
| Galmudug State 14-6/12/2024; 17-20/12/2024 | Hobyo: 19<br><br>Dhusamareb: 19 | • Phase II environmental and social risk screening around new school construction sites in the Galmudug targeted Districts (Dhusamareb and Hobyo) | • Galmudug MoE MoE leadership (DG, REOs, DOEs);<br>• Community Elders, CECs, and Women's group prospective parents,<br>• Local communities inhabiting around school construction sites; | |
| Jubbaland State 20-25/11/2024, 16-20/12/2024 | Afmadow: 14 | • Phase II environmental and social risk screening around new school construction sites in the Jubbaland | • Jubbaland MoE leadership (DG, REOs, DOEs);<br>• Community Elders, CECs, and Women's group prospective parents, | |

| Place and Date | Numbers | Type of Consultation | Stakeholders Consulted | Issues discussed |
|---|---|---|---|---|
| | | targeted Districts (Afmadow and Bardhere) | • Local communities inhabiting around school construction sites; | |
| Hirshabelle State 02 - 05/01/2025; | - | • Phase II environmental and social risk screening around new school construction sites in the Hirshabelle targeted Districts (Adale and Bulobarde) | • Hirshabelle MoE leadership (DG, REOs, DOEs);<br>• Community Elders, CECs, and Women's group, prospective parents;<br>• Local communities inhabiting around school construction sites. | |
| Southwest State<br><br>21.7, 22.7, 5.10.2024 (Hudur)<br><br>24.7.2024 (Wanlaweyn) | Shiekh Mukhtar Primary: 10<br><br>Mafaaz Primary School: 13<br><br>Midnimo Primary School: 10<br><br>Balidogle Primary School: 21<br><br>Hudur Primary School: 20 | • Phase I & II environmental and social risk screening around new school construction sites in the Southwest targeted Districts (Hudur and Wanla Wayn) | • Southwest MoE leadership (DG, REOs, DOEs);<br>• Community Elders, CECs, and Women's group, prospective parents;<br>• Local communities inhabiting around school construction sites. | |

229. During E&S screening fieldtrips, district and community consultations were organised to ensure that the right project information was given to the local communities, where environmental and social risks that can transpire during and after school construction phases were discussed. The beneficiary communities were informed that the SEHCDP, district authority and local communities will work together to ensure school

construction phase goes smoothly, transpiring risks are managed affectively, and marginalised communities are included authentically. The beneficiary communities were also informed that they are playing a vital role in the project implementation not only school construction phase but also operation phase, since the CECs, GRCs and SACs will be formed by local communities. All community consultations undertaken have endorsed the project implementation and were willing to participate positively in all activities where they can.

# 11. Grievance Redress Mechanisms

230. Under the new World Bank ESSs, Bank-supported projects are required to facilitate mechanisms that address concerns and grievances that arise in connection with a project. One of the key objectives of ESS10 (Stakeholder Engagement and Information Disclosure) is "to provide project affected parties with accessible and inclusive means to raise issues and grievances and allow borrowers to respond and manage such grievances"[46]. This SEHCDP's GRM facilitates the Project to respond to concerns and grievances of the project-affected parties related to the environmental and social performance of the project. The SEHCDP provides mechanisms to receive and facilitate resolutions to such concerns. The GRM communication channels also facilitate general feedback, whether it is about the positive impacts of the project, suggestions on the project implementation improvements or enhancement of transparency and accountability of all parties. In this context, the GRM was designed to be open to any type of communication, ideally constructive initiatives as well, beyond merely complaints/grievances. This section lays out the Grievance Redress Mechanisms (GRM) for the SEHCD subprojects under study. See Annex 6 for more information.

231. As per the World Bank ESSs, the GRM operates in addition to a GBV/SEAH and Child Protection Prevention and Response Plan, which includes reporting and referral guidelines (see GBV/SEAH and Child Protection Prevention and Response Plan in the ESMF). It also operates in addition to specific workers' Grievance Redress Mechanisms, which are laid out in the LMP (also part of the ESMF). The project's GRM manual presents clear layers of grievance redress, where the community level Grievance Redress Committee (GRC) handles and resolves matters without delay. If the complainants are not satisfied with the outcome of local GRC verdict, there are other GR Committees to which they can appeal.

232. The GRM aims to address concerns in a timely, transparent, and effective manner, where the complainant's wishes will always be considered. It is readily accessible for all project-affected parties, designed in a culturally appropriate way, and responds to the concerns of the complainants. Moreover, it does not prevent access to judicial and administrative remedies but complements official systems where the aim is to ensure that the marginalized communities can get resolution of their complaints within their context. It is designed in a culturally appropriate way and is able to respond to all needs and concerns of project-affected parties.

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# 12. Conclusions

233. The Contractor is required to implement the mitigation and management measures established in the C-ESMP and outlined in this ESMP and are required to cover all cost relating to the environmental, social, health and safety requirements, including the provision of materials, equipment, and supplies. These requirements will be clearly communicated in the bidding document to ensure that potential contractors are aware of the requirements.

234. The ESMP was prepared to help mitigate potential environmental and social risks and impacts. The risks and impacts for BRA, Galmudug, Jubbaland, Hirshabelle and Southwest State schools were classified as moderate, mostly consisting of typical civil works related risks and impacts. The ESMP will assist the PMU, PIUs and the Contractor on environmental and social risk mitigation measures to be implemented throughout the works to ensure compliance with all SEHCDP E&S instruments, World Bank Environmental and Social Standards (ESSs), the World Bank Group's Environmental Health and Safety Guidelines (WBG's EHSGs), and local legislation.

[46] ibid

# 13. References

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# Annexes

## *Annex 1: Summary Environmental and Social Standards (ESSs) relevant to the SEHCDP subprojects*

**ESS 1 – Assessment and Management of Environmental and Social Risks and Impacts:** ESS1 sets out the Client's responsibilities for assessing, managing and monitoring environmental and social risks and impacts associated with each stage of a project supported by the Bank through Investment Project Financing, in order to achieve environmental and social outcomes consistent with the Environmental and Social Standards (ESSs). This ESS is relevant to SEHCDP subprojects, and E&S risks and impacts are managed through an Environmental and Social Management Framework (ESMF), based on which this Environmental and Social Management Plan (ESMP) was prepared. The Contractors that will be awarded to construct the school financed by SEHCDP shall prepare a Construction ESMP (C-ESMP) based on this ESMP.

**ESS 2 – Labor and Working Conditions:** ESS2 recognizes the importance of employment creation and income generation in the pursuit of poverty reduction and inclusive economic growth. Borrowers can promote sound worker-management relationships and enhance the development benefits of a project by treating workers in the project fairly and providing safe and healthy working conditions. ESS2 applies to project workers including full time, part-time, temporary, seasonal and migrant workers. In order to mitigate risks and impacts in relation to labor and working conditions, the SEHCDP has prepared Labor Management Procedures (LMP), which is annexed to the SEHCDP ESMF. This ESMP also lists the relevant procedures.

**ESS 3 – Recourse and Efficiency, Pollution Prevention and Management:** ESS3 recognizes that economic activity and urbanization often generate pollution to air, water, and land, and consume finite resources that may threaten people, ecosystem services and the environment at the local, regional, and global levels. The current and projected atmospheric concentration of greenhouse gasses (GHG) threatens the welfare of current and future generations. At the same time, more efficient and effective resource use, pollution prevention and GHG emission avoidance, and mitigation technologies and practices have become more accessible and achievable. ESS3 sets out the requirements to address resource efficiency and pollution prevention and management throughout the project and subproject life cycle consistent with Good International Industry Practice (GIIP).

**ESS 4 – Community Health and Safety:** ESS4 recognizes that project activities, equipment, and infrastructure can increase community exposure to risks and impacts. In addition, communities that are already subjected to impacts from climate change may also experience an acceleration or intensification of impacts due to project activities. Key risks and impacts of the SEHCDP subprojects in regard to community health and safety relate to gender-based violence/sexual exploitation, abuse and harassment (GBV/SEAH), pollution and security. Consistent with this, ESS4 addresses the health, safety, and security risks and impacts on project-affected communities and the corresponding responsibility to avoid, minimize, or as last resort, compensate such risks and impacts.

**ESS5 – Land Acquisition, Restrictions on Land Use and Involuntary Resettlement:** ESS5 recognizes that project-related land acquisition or restrictions on land use can have adverse impacts on communities and persons. Project-related land acquisition or restrictions on land use may cause physical displacement (relocation, loss of residential land or loss of shelter), economic displacement (loss of land, assets or access to assets, leading to loss of income sources or other means of livelihood), or both. To avoid involuntary resettlement/relocation or minimize involuntary resettlement, the Project will be guided by a Resettlement Policy Framework (RPF).

**ESS6 – Biodiversity Conservation and Sustainable Management of Living Natural Resources:** ESS6 recognizes that protecting and conserving biodiversity and sustainably managing living natural resources are fundamental to sustainable development. Biodiversity are all natural sources, including terrestrial and marine, and the ecological complexes of which they are a part; this includes diversity within species, between species, and of ecosystems. Biodiversity often underpins or supports ecosystem services valued by humans. Impacts or effects

on biodiversity can therefore often adversely affect the delivery of ecosystem services. Consistent with this, ESS6 addresses, protects and conserves biodiversity and habitats (environments) in the subprojects' areas.

**ESS 8 – Cultural Heritage:** ESS8 recognizes that cultural heritage provides continuity in tangible and intangible forms between the past, present, and future. People identify with cultural heritage as a reflection and expression of their constantly evolving values, beliefs, knowledge, and traditions. Cultural heritage, in its many manifestations, is important as a source of valuable scientific and historical information, as an economic and social asset for development, and as an integral part of people's cultural identity and practice. ESS8 sets out measures designed to protect known cultural heritage and requires preparation and implementation of a Chance Find Procedure, which guides treatment of any chance finds that may surface throughout the project and subproject life cycle.

**ESS10 – Stakeholder Engagement and Information Disclosure:** ESS10 recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation. Based on ESS10, the borrower is required to respond to concerns and grievances of project-affected parties related to the E&S performance of the project/subprojects in a timely manner, thus propose and implement a Grievance Redress Mechanism (GRM) to receive and facilitate resolution of such concerns and grievances. Stakeholder engagement has been undertaken for the SEHCDP subprojects, and GRM has been put in place.

## *Annex 2: Selected initial school packages' locations and design information*

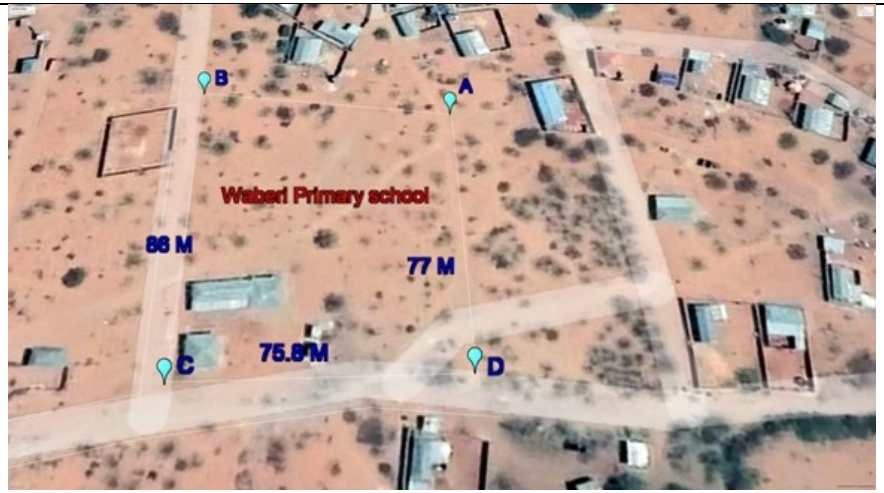
### I. Updated List of all Phases I & II school sites as selected, screened, consulted and accepted by the beneficiary communities in BRA, Galmudug, Hirshabelle, Jubbaland, and South West States

| SN | School sites | Districts | FGS/FMS | Phase |
|---|---|---|---|---|
| 1. | Dayah School | Dhusamareb | Galmudug State | I |
| 2. | Waberi School | Dhusamareb | Galmudug State | I |
| 3. | Xundhurre | Dhusamareb | Galmudug State | II |
| 4. | Ina Mad | Dhusamareb | Galmudug State | II |
| 5. | Mareergur | Dhusamareb | Galmudug State | II |
| 6. | Gadoon | Dhusamareb | Galmudug State | II |
| 7. | Laasa-xaadoow | Dhusamareb | Galmudug State | II |
| 8. | Budbud School | Hobyo | Galmudug State | I |
| 9. | Hero Dahab/Dhagah | Hobyo | Galmudug State | I |
| 10. | Wisil former public school | Hobyo | Galmudug State | I |
| 11. | Xin-barwaaqo | Hobyo | Galmudug State | II |
| 12. | Garawale | Hobyo | Galmudug State | II |
| 13. | Quracle | Hobyo | Galmudug State | II |
| 14. | Cadale | Hobyo | Galmudug State | II |
| 15. | Ceelducaale | Hobyo | Galmudug State | II |
| 16. | Wargadhi | Adale | Hirshabelle State | I |
| 17. | Ali Gadud | Adale | Hirshabelle State | I |
| 18. | Laba Garas | Adale | Hirshabelle State | II |
| 19. | Garasweyne | Adale | Hirshabelle State | II |
| 20. | Ceel Xarar | Adale | Hirshabelle State | II |
| 21. | Burdhere | Adale | Hirshabelle State | II |
| 22. | Hagar | Bulobarde | Hirshabelle State | I |
| 23. | Halgan | Bulobarde | Hirshabelle State | I |
| 24. | Libilow | Bulobarde | Hirshabelle State | II |
| 25. | Galmadoobe | Bulobarde | Hirshabelle State | II |
| 26. | Sagaal Geed | Bulobarde | Hirshabelle State | II |
| 27. | Aboorey | Bulobarde | Hirshabelle State | II |
| 28. | Jameeco Shiin | Bulobarde | Hirshabelle State | II |
| 29. | Diif School | Afmadow | Jubbaland State | I |
| 30. | Tulo Barwaqo School | Afmadow | Jubbaland State | I |
| 31. | Afmadow_Danwadaag | Afmadow | Jubbaland State | II |
| 32. | Afmadow_ Waamo | Afmadow | Jubbaland State | II |
| 33. | Afmadow _Wabari | Afmadow | Jubbaland State | II |
| 34. | Qoqani Town | Afmadow | Jubbaland State | II |
| 35. | Taabta | Afmadow | Jubbaland State | II |
| 36. | Wadajir village | Afmadow | Jubbaland State | II |

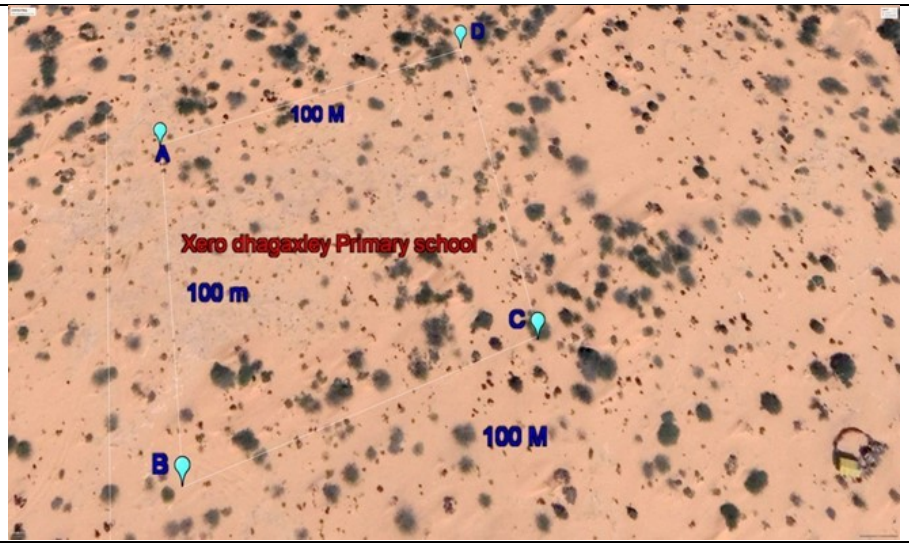
| SN | School sites | Districts | FGS/FMS | Phase |
|---|---|---|---|---|
| 37. | Horseed School | Bardhere | Jubbaland State | I |
| 38. | Najah School | Bardhere | Jubbaland State | I |
| 39. | Bardhere town (Imamu Shafici) | Bardhere | Jubbaland State | II |
| 40. | Bardhere town (Fathurahman) | Bardhere | Jubbaland State | II |
| 41. | Bartamaha School | Shanghani | BRA | I |
| 42. | Abdi-Aziz School | Abdi Aziz | BRA | I |
| 43. | Yaqshid | Yaqshid | BRA | II |
| 44. | Garasbaley | Garasbaley | BRA | II |
| 45. | Daynile | Daynile | BRA | II |
| 46. | Hiliwaa | Hiliwaa | BRA | II |
| 47. | Midnimo Primary School | Hudur | Southwest State | I |
| 48. | Mafaaz Primary School | Hudur | Southwest State | I |
| 49. | Hudur Primary School | Hudur | Southwest State | I |
| 50. | Hudur_Sakhawadin | Hudur | Southwest State | II |
| 51. | Hudur _Horsed | Hudur | Southwest State | II |
| 52. | Hudur - Gaabaney | Hudur | Southwest State | II |
| 53. | Hudur _ Sheikh Away | Hudur | Southwest State | II |
| 54. | Hudur _ Al Amin | Hudur | Southwest State | II |
| 55. | Shiekh Mukhtar Primary School | Wanlawayn | Southwest State | I |
| 56. | Balidogle Primary School | Wanlawayn | Southwest State | I |
| 57. | Aw Cusman village | Wanlawayn | Southwest State | II |
| 58. | Balow village | Wanlawayn | Southwest State | II |
| 59. | Dudumay village | Wanlawayn | Southwest State | II |
| 60. | Malable | Wanlawayn | Southwest State | II |

The school mapping exercise consisted of building databases of educational, demographic, and socioeconomic data for educational institutions to support educational planning and decision-making. Such databases contain data such as the geographic location of schools, the number of existing schools of different levels in the public and private sectors, their capacities, physical condition and facilities, accessibility to PWDs, disadvantaged and vulnerable pupils, enrollment rates, the number of teachers and their attributes. Also, often included data on related natural features such as drought, floods and cyclones that may affect rollout of interventions, as well as infrastructure such as roads, economic and administrative centers, medical and religious facilities. School mapping therefore incorporates spatial and demographic dimensions into the educational planning process. The location of educational facilities depends on the norms and standards prescribed by the authorities.

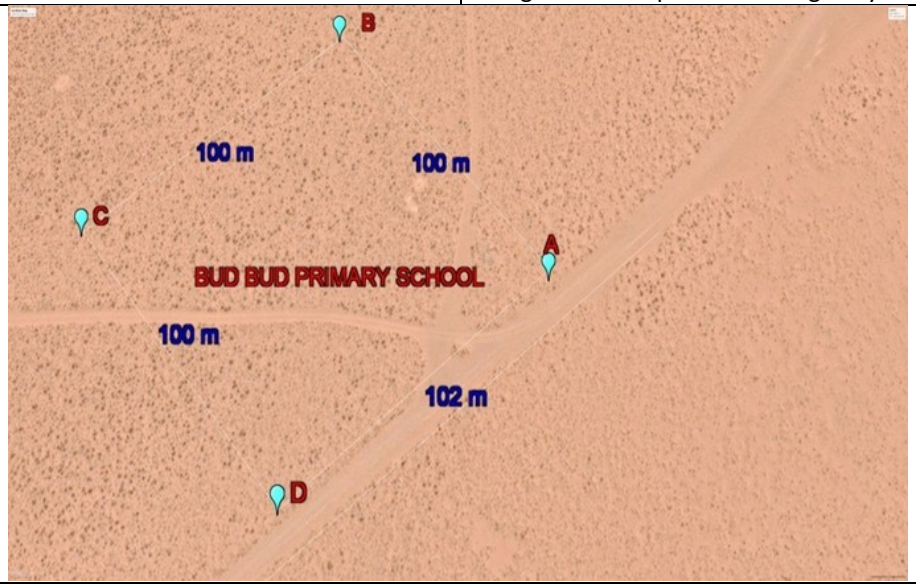
## II. Aerial photos for some new/upgrade sites

| Georeferenced photos of BRA | |
|---|---|
|  |  |
| Google earth map for Abdiaziz Primary school site, Abdiaziz district | Google earth map for Bartamah Primary & Secondary school site, Shangani |
| **Georeferenced photos of Galmudug** | |
|  |  |
| Google earth map for Dayah school site, Dhusamareb town | Google earth map for Waberi school site, Dhusamareb town |


Google earth map for Wisil school site, Hobyo district

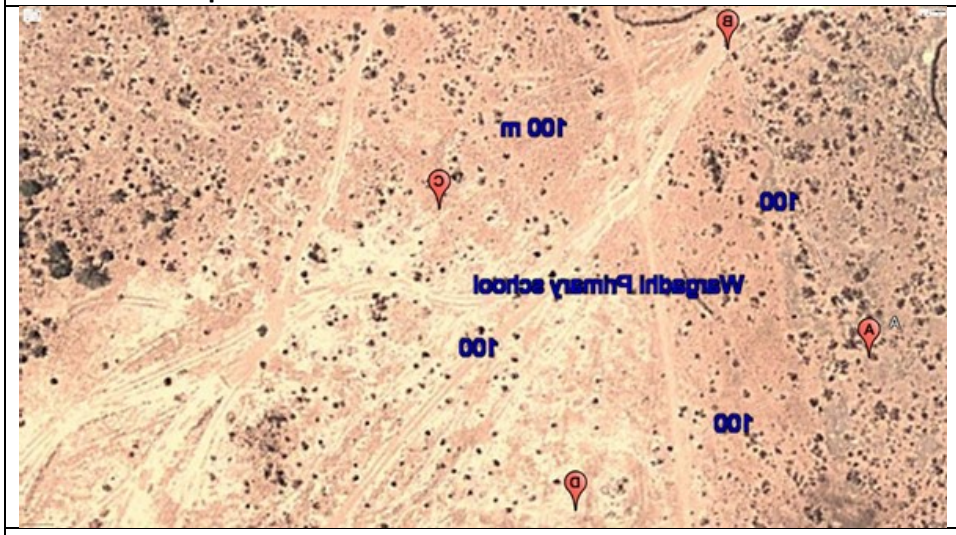



Google earth map for Herodhagahley school site, Hobyo district



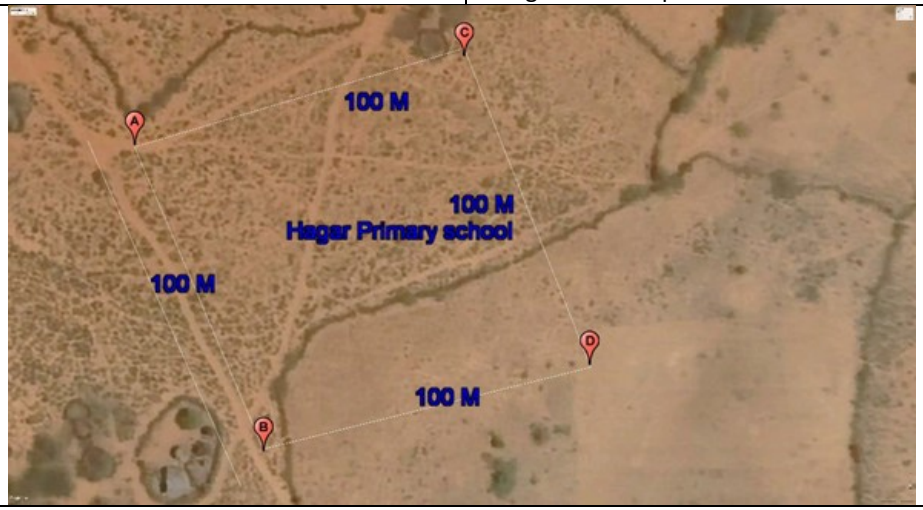

Google earth map for Budbud school site, Hobyo district

**Georeferenced photos of Hirshabelle**




Google earth map for Wargadhi school in Adale District

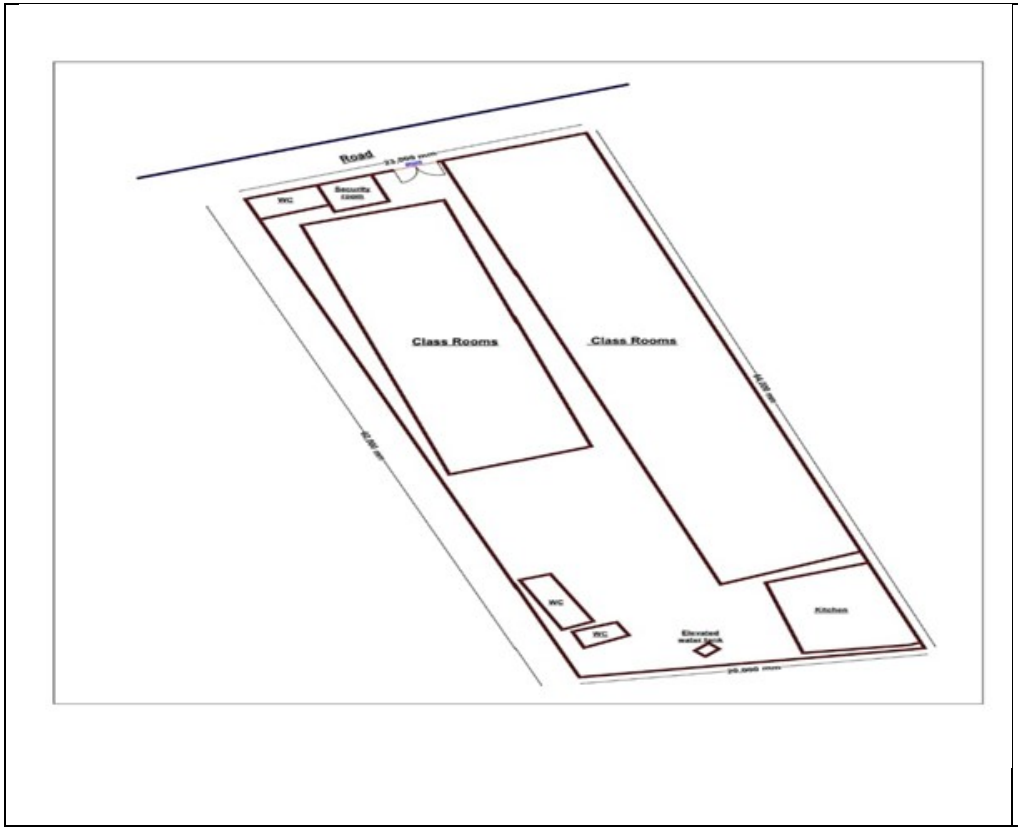

Google earth map for Ali Gadud school in Adale District

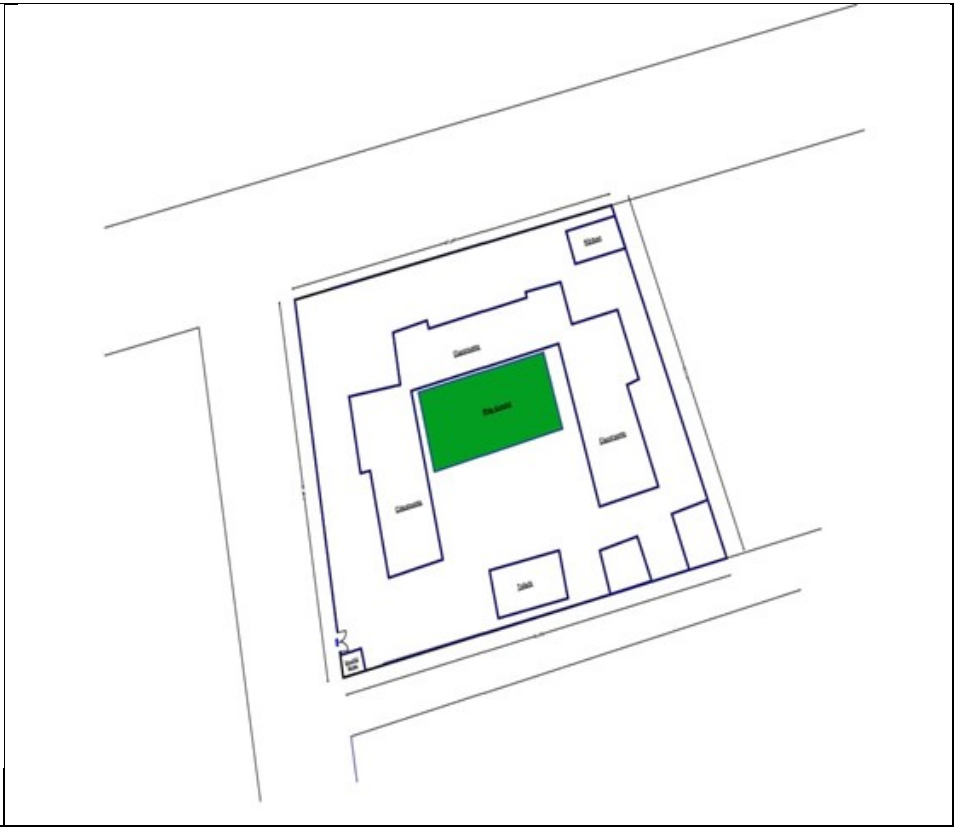



Google earth map for Hagar school in Bulobarde District

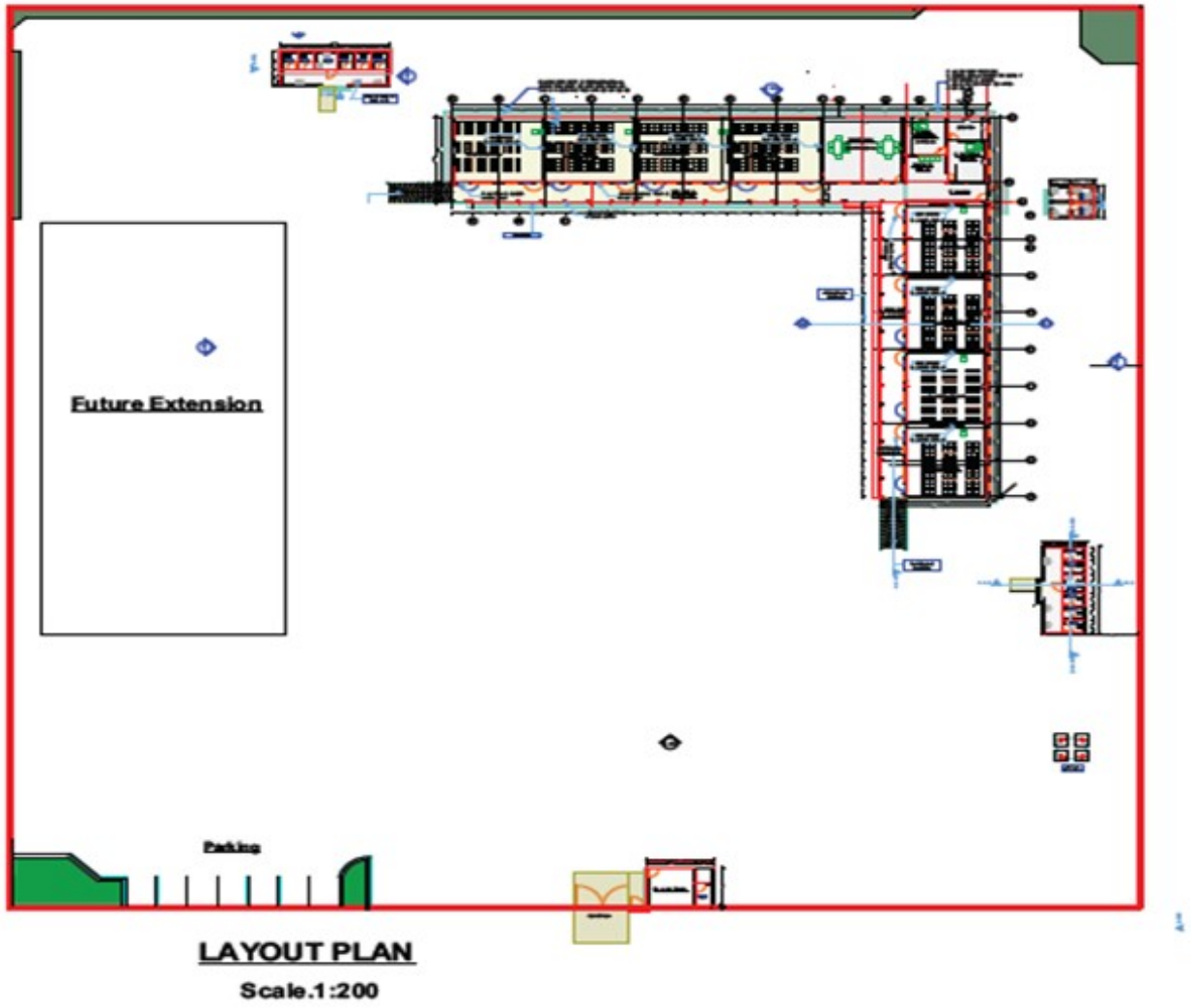
## III. Design layouts – New Construction

In Banadir

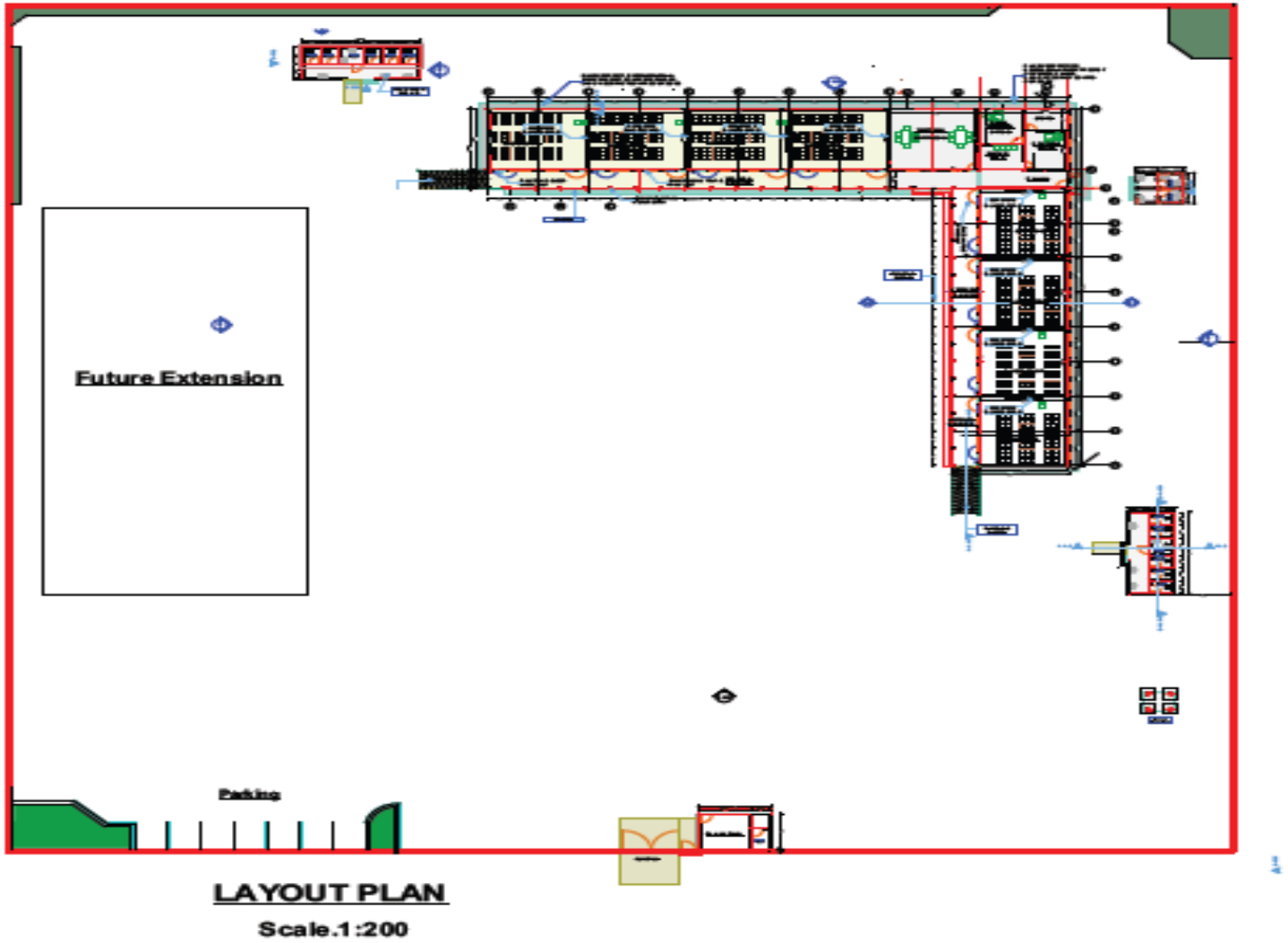


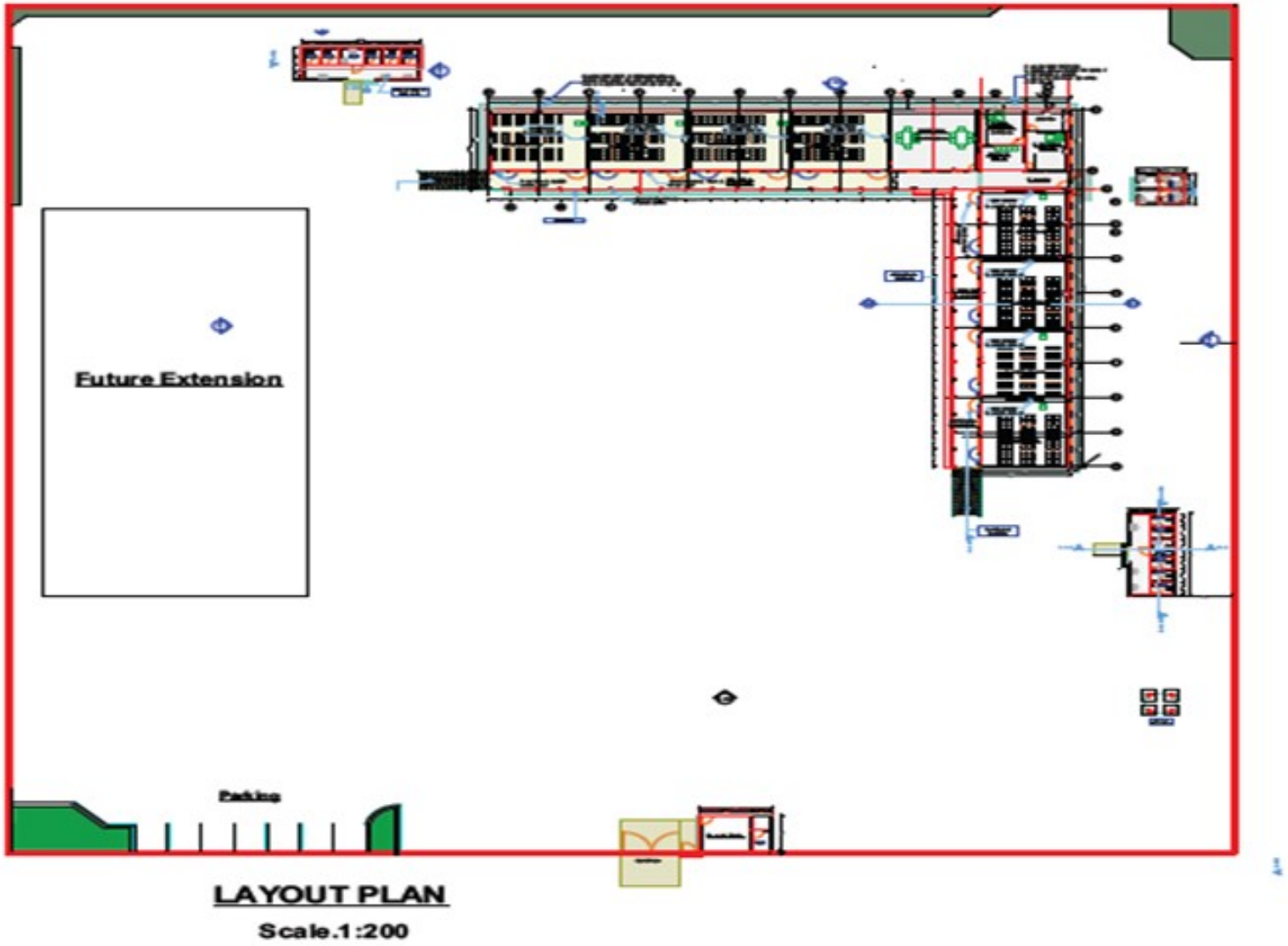
In Galmudug: Proposed design for the new schools in Dhusamareb & Hobyo districts

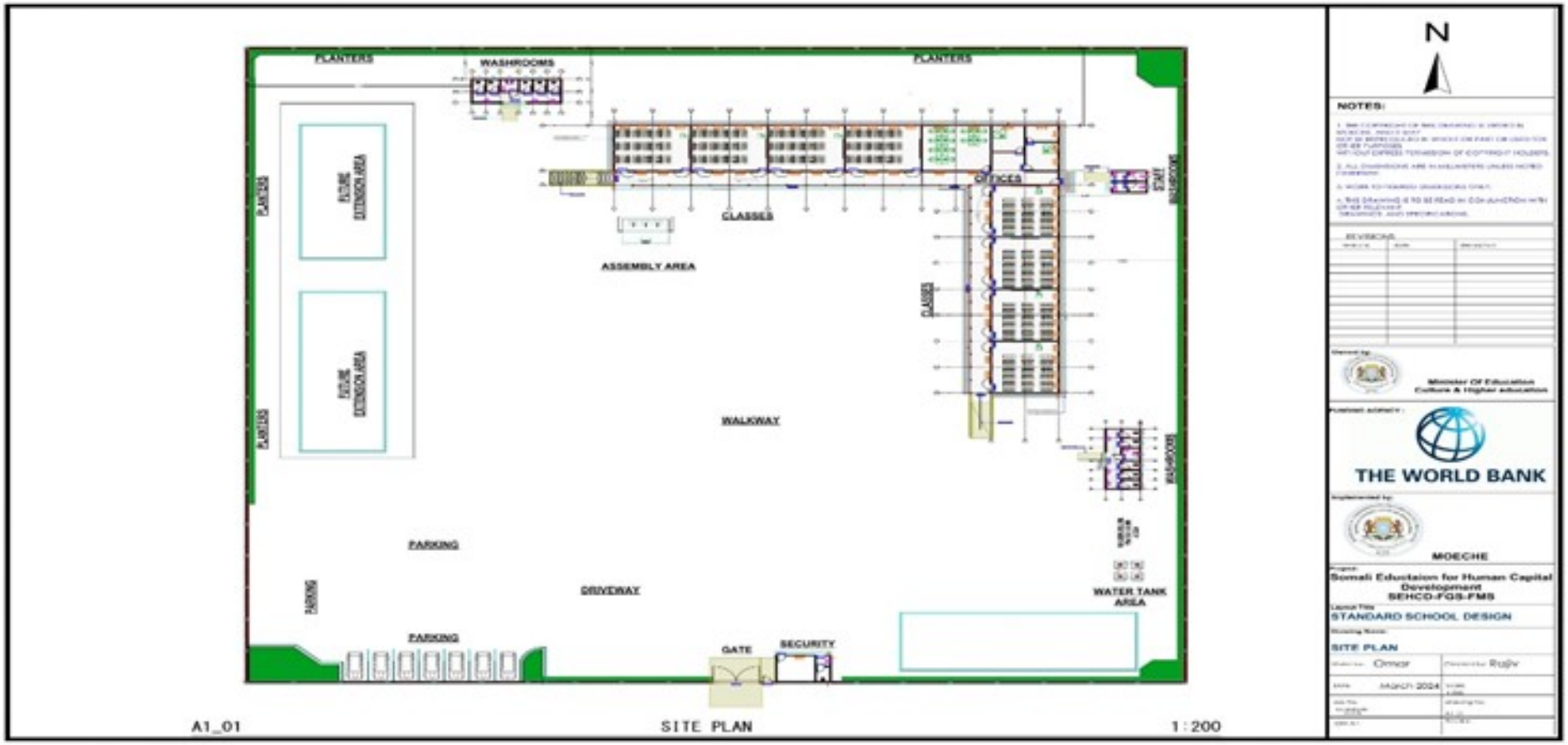


In Jubbaland: Proposed design for the new schools in Afmadow & Bardhere districts

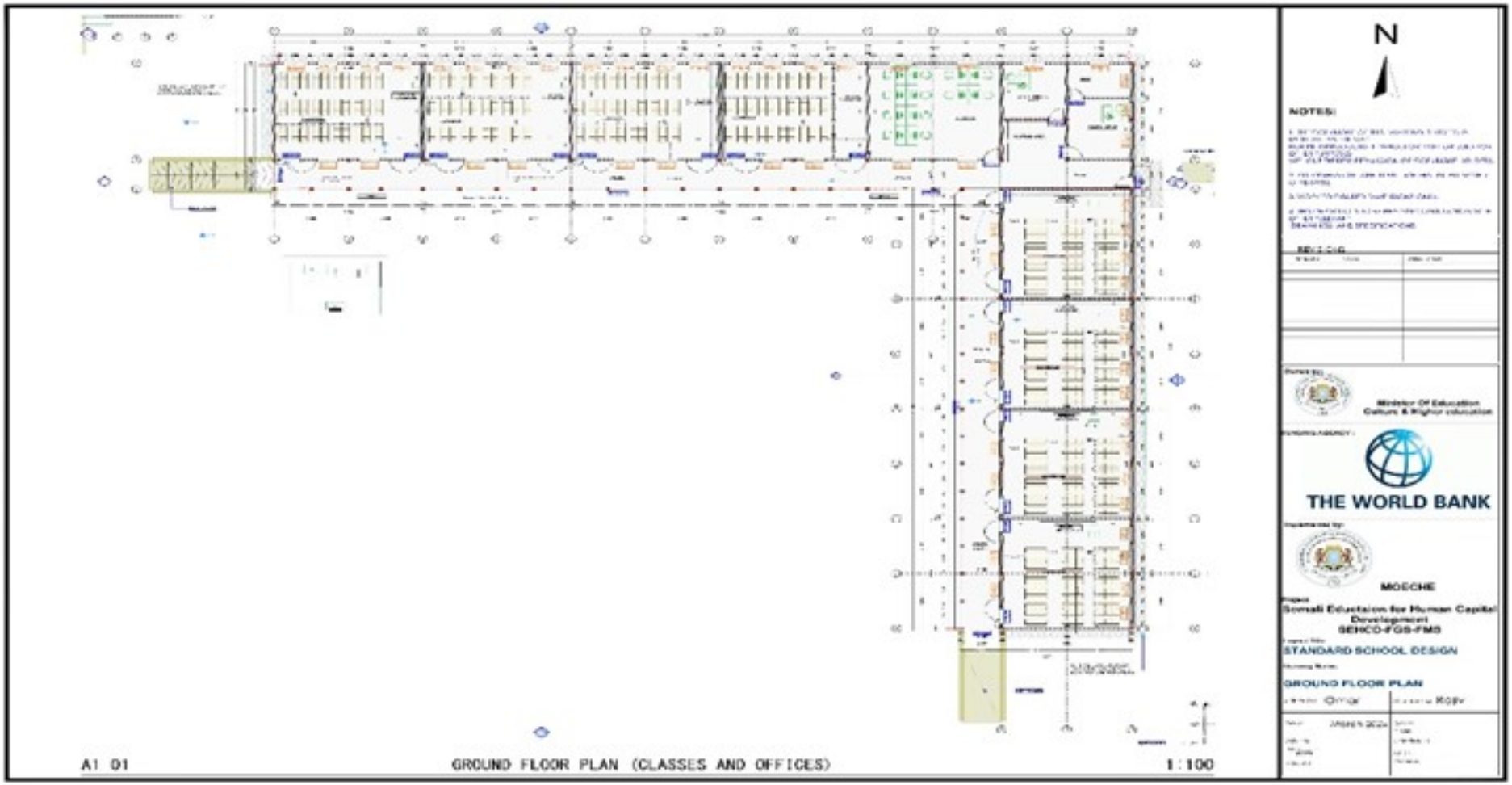


In Hirshabelle: School design for the new schools in Adale & Bulobarde districts



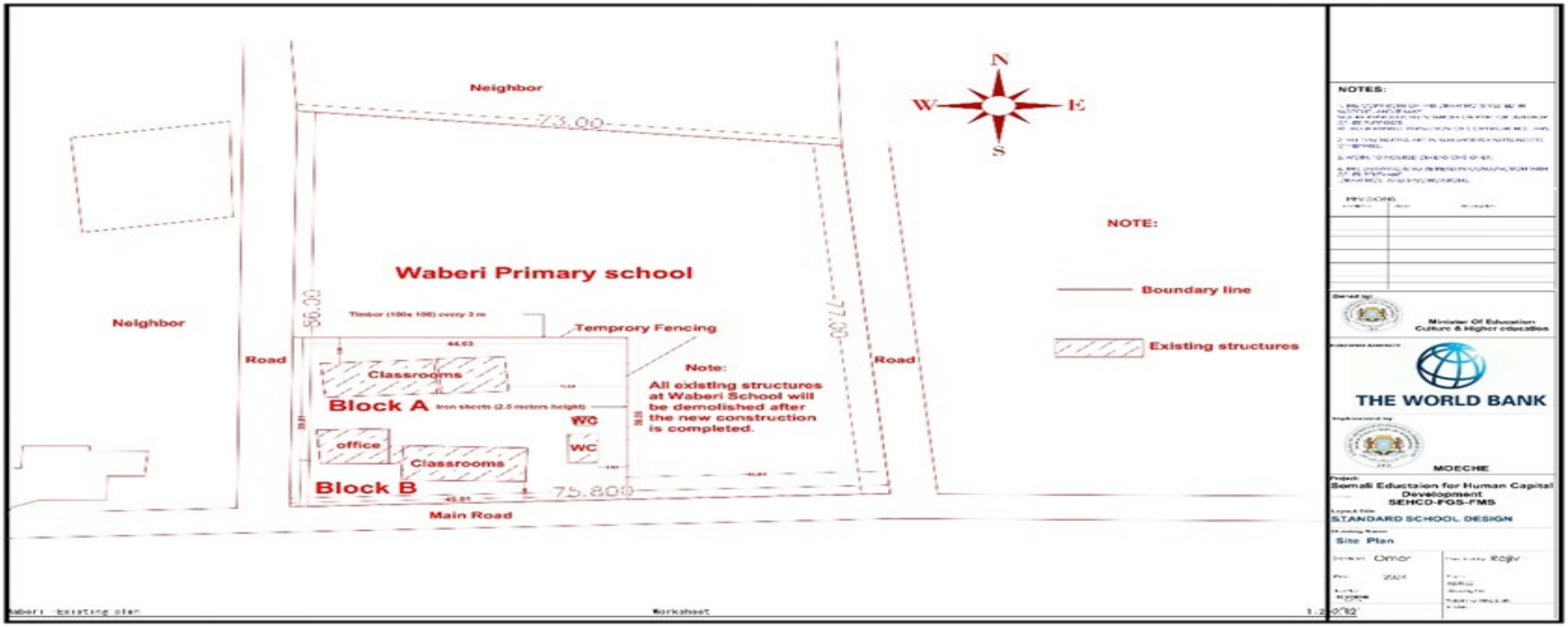

PLANTERS
WASHROOMS
PLANTERS
FUTURE EXTENSION AREA
FUTURE EXTENSION AREA
OFFICES
CLASSES
ASSEMBLY AREA
CLASSES
WALKWAY
PARKING
DRIVEWAY
WATER TANK AREA
PARKING
PARKING
GATE
SECURITY
A1_01
SITE PLAN
1:200
N
NOTES:
Minister Of Education Culture & Higher education
THE WORLD BANK
MOECHE
Somali Education for Human Capital Development SEHCD-FGS-FMS
STANDARD SCHOOL DESIGN
SITE PLAN
Omar
Rajiv
March 2024

Site plan

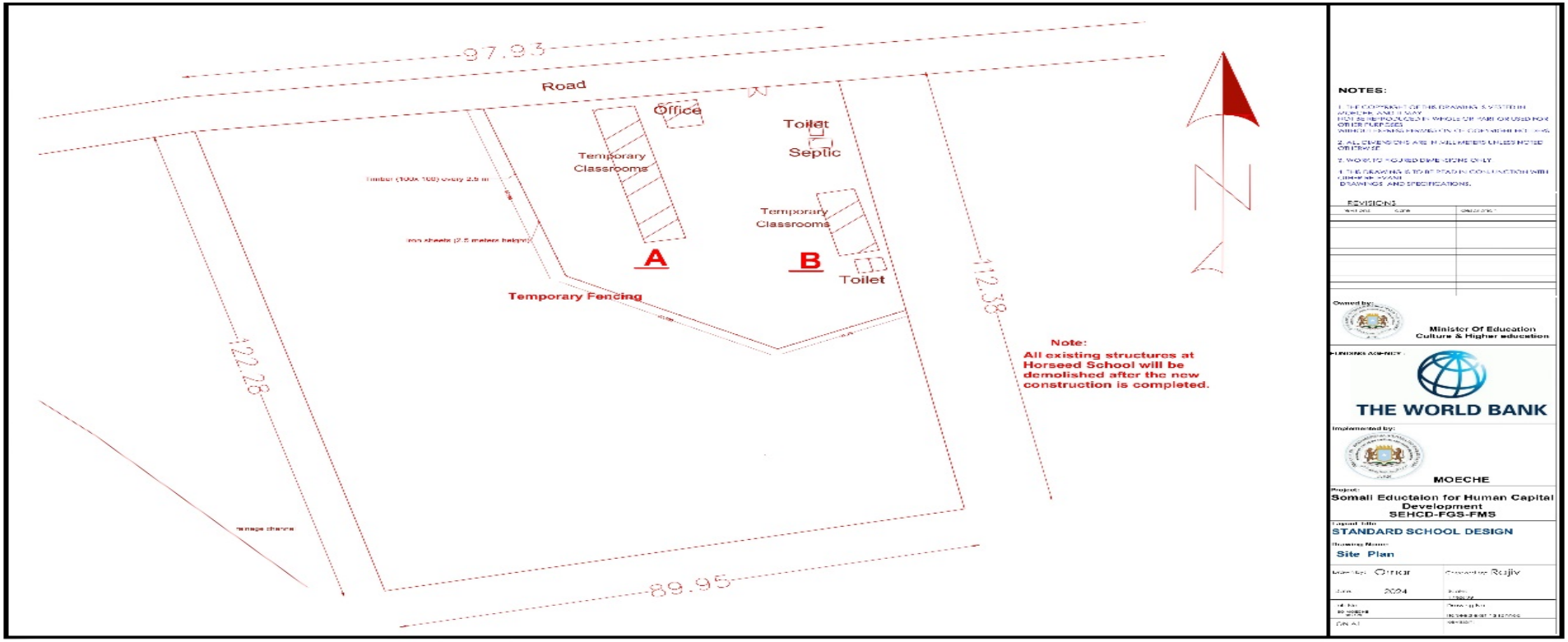



Ground floor - classes and offices

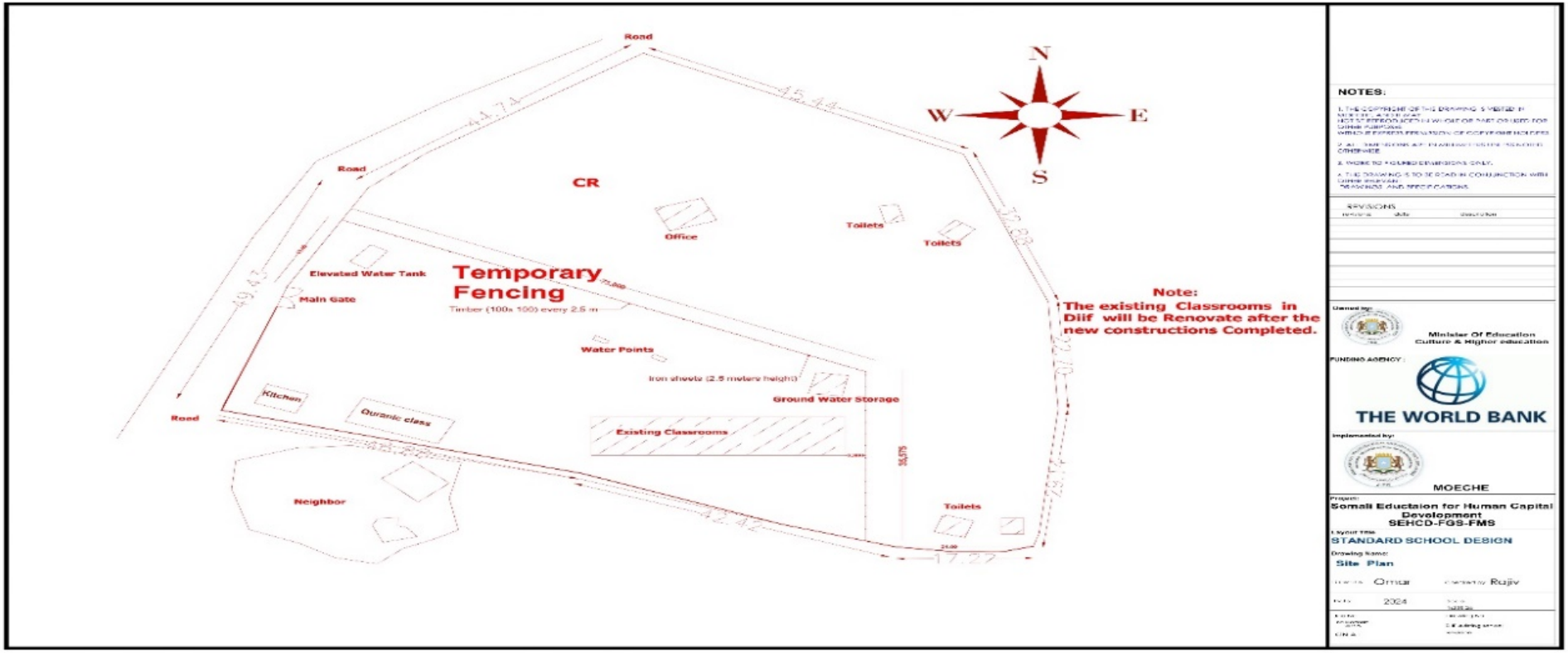
## IV. Design for temporary learning spaces before the construction




Design for Waberi school in dhusamareb district




Design for Horsed School in Bardere district




Design for Diif School in Afmadow district

## V. *Phase II demolition affected locations in the targeted districts*

| **Southwest State** | |
|---|---|
| **Wanlawayn District** | **Hudur District** |
|  |  |
| | Sakhawudin |
| |  |
| Aw Cusman Primary School | Sheikh Aways Primary school |
| **Galmudug State** | |
| **Dhusamareb District** | **Hobyo District** |
|  |  |
| Ina Mad Primary School | Xin Barwaaqo |

| | |
|---|---|
|  |  |
| Xundhure primary school | Lasxadow primary school |
| **Hirshabelle** | |
| **Buloburde** | **Adale** |
| |  |
| | Garaswayne |

## *Annex 3: Code of Conduct for Workers*

**International Labor Conventions and Recommendations:** The International Labor Standards (i.e., Conventions and Recommendations) have served as the foundation on which much of this SEHCDP Code of Conduct (CoC) is based.

**1. Scope of Application:**

SEHCDP applies these principles to contractors, suppliers and their employees, parent, subsidiary or affiliate entities and subcontractors. It is expected that contractors ensure that this CoC is communicated to their employees, parent, subsidiary, and affiliated entities, as well as any subcontractors, and that it is done in the local language and in a manner that is understood by all. This CoC provides the minimum standards expected. In addition, contractors should note that certain provisions of this CoC will be binding in the event the contractor is awarded a contract by the Project pursuant to the terms and conditions of any such contract. Failure to comply with certain provisions may also preclude contractors from being eligible for a contract award.

**2. Continuous Improvement:**

The provisions as set forth in this CoC provide the minimum standards expected of contractors. It is expected that contractors strive to exceed both international and industry good practices. It is also expected that contractors encourage and work with their own suppliers and subcontractors to ensure that they also strive to meet the principles of this CoC. It is recognized that reaching some of the standards established in this CoC is a dynamic rather than a static process and encourages suppliers to continually improve their workplace conditions accordingly.

**3. Prohibition of SEAH/ GBV**

a. Treat women, children (persons under the age of 18), and men with respect regardless of race, color, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

b. Not use language or behavior towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.

c. Not participate in sexual contact or activity with children (anyone age 18 or under)– including grooming or contact through digital media. Mistaken belief regarding the age of a child is not a defense. Consent from the child is also not a defense or excuse.

d. Not engage in any form of sexual harassment to a co-worker - for instance, making unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, of a sexual nature, including subtle acts of such behavior e.g., looking somebody up and down; kissing, howling or smacking sounds; hanging around somebody; whistling and catcalls; giving personal gifts; making comments about somebody's sex life etc. Sexual harassment constitutes acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal.

**4. Management, Monitoring and Evaluation:**

It is the expectation that contractors, at a minimum, have established clear goals toward meeting the standards set forth in this CoC. It is expected that contractors will establish and maintain appropriate management systems related to the content of this CoC, and that they actively review, monitor, and modify their management processes and business operations to ensure they align with the principles set forth in this CoC. Contractor's participants in the Global Compact are strongly encouraged to operationalize its principles and to communicate their progress annually to stakeholders.

**Environmental:** It is expected that contractors have an effective environmental policy and to comply with existing legislation and regulations regarding the protection of the environment. Suppliers should wherever possible support a precautionary approach to environmental matters, undertake initiatives to promote greater environmental responsibility and encourage the diffusion of environmentally friendly technologies implementing sound life-cycle practices.

**Chemical and Hazardous Materials:** Chemical and other materials posing a hazard if released into the environment are to be identified and managed to ensure their safe handling, movement, storage, recycling or reuse and disposal.

**Wastewater and Solid Waste:** Wastewater and solid waste generated from operations, industrial processes and sanitation facilities are to be monitored, controlled, and treated as required prior to discharge or disposal.

**Health and Safety:** It is expected that contractors ensure, so far as is reasonably practicable, that: (a) the workplaces, machinery, equipment and processes under their control are safe and without risk to health; (b) the chemical, physical and biological substances and agents under their control are without risk to health when the appropriate measures of protection are taken; and (c) where necessary, adequate protective clothing and protective equipment are provided to prevent, so far as is reasonably practicable, risk of accidents or of adverse effects to health.

**Child Labor:** It is expected that contractors do not employ: (a) children below 14 years of age or, if higher than that age, the minimum age of employment permitted by the law of the country or countries where the performance, in whole or in part, of a contract takes place, or the age of the end of compulsory schooling in that country or countries, whichever is higher; and (b) persons under the age of 18 for work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or moral of such persons. The following requirements also applies:

With regard to children under the age of 18:

a. Wherever possible, ensure that another adult is present when working in the proximity of children.
b. Not invite unaccompanied children unrelated to the family into my home, unless they are at immediate risk of injury or in physical danger.
c. Not sleep close to unsupervised children unless absolutely necessary, in which case the supervisor's permission must be obtained, and ensure that another adult is present if possible.
d. Use any computers, mobile phones, or video and digital cameras appropriately, and never to exploit or harass children or to access a child pornography through any medium (see also "Use of children's images for work related purposes" below).
e. Refrain from physical punishment or discipline of children.
f. Refrain from hiring children for domestic or other labor, which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
g. Comply with all relevant local legislation, including labor laws in relation to child labor.

With regard to use of children's images for work related purposes

When photographing or filming a child for work related purposes, the following must be done:

a. Before photographing or filming a child, assess and endeavor to comply with local traditions or restrictions for reproducing personal images.

b. Before photographing or filming a child, obtain informed consent from the child and a parent or guardian of the child. As part of this, it must be explained how the photograph or film will be used.

c. Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive.

d. Ensure images are honest representations of the context and the facts.

e. Ensure file labels do not reveal identifying information about a child when sending images electronically.

**Discrimination:** It is expected that contractors ensure equality of opportunity and treatment in respect to employment and occupation without discrimination on grounds of race, color, sex, religion, political opinion, national extraction or social origin and such other ground as may be recognized under the national law of the country or countries where the performance, in whole or in part, of a contract takes place. It is expected that contractors take all appropriate measures to ensure that neither themselves nor either their parent, subsidiary, affiliate entities or their subcontractors are engaged in any gender-based or other discriminatory employment practices, including those relating to recruitment, promotion, training, remuneration and benefits[47].

**5. Sanctions**

In case of any breach, in whole or in part, of this Individual CoC, the employer shall take a disciplinary action, which could include:

a. Oral warning;

b. Written warning;

c. Additional training;

d. Loss of up to one week's salary;

e. Termination of employment;

f. Contractors management take actions if one of their workers breach this CoC; and

g. Report to the police if warranted.

[47] ILO: C111 – Discrimination (Employment and Occupation) Convention, 1958. Accessed at: https://normlex.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C111

## *Annex 4: Protection of Cultural Heritage – Chance Find Procedure*

Cultural property includes monuments, structures, works of art, or sites of cultural significance, and are defined as sites and structures having archaeological, historical, architectural, or religious significance, and natural sites with cultural values. This includes cemeteries, graveyards, and graves. Relevant to ESS8, SEHCDP relates with aspects of importance of intangible cultural heritage, which need consideration, especially in the ancient city of Mogadishu. Under Somalia education project, for example, the construction should not disturb events or ceremonials in nearby mosques or Islamic schools.

The construction of the SEHCDP interventions pose limited risks of damaging cultural property since projects will consist of small investments in school infrastructure and other minor public works. Nevertheless, the following procedures for identification, protection from theft, and treatment of any discovered artefacts shall be followed and included in the standard bidding documents.

**Chance Find Procedures**

Chance find procedures will be used as follows:

- Stop the construction activities in the area of the chance find;
- Delineate the site or area of the discovery;
- Notify the supervisory Engineer who in turn will notify the responsible local authorities and the Ministry of Culture immediately (within 24 hours or less); and
- Secure the site to prevent any damage or loss of removable objects. In cases of removable antiquities or sensitive remains, a night guard shall be present until the responsible local authorities and the Ministry in charge of Department of Archaeology and Museums take over.

Responsible local authorities and the Ministry in charge of Department of Archaeology and Museums will be in charge of protecting and preserving the site before deciding on subsequent appropriate procedures. This will require a preliminary evaluation of the findings to be performed by the archaeologists of the Department of Archaeology and Museums (within 72 hours). The significance and importance of the findings should be assessed according to the various criteria relevant to cultural heritage; those include the aesthetic, historic, scientific or research, social and economic values.

Decisions on how to handle the finding shall be taken by the responsible authorities and the Ministry in charge of Department of Archaeology and Museums. This could include changes in the layout of the construction work (when finding an irremovable remain of cultural or archaeological importance), and shall in every case focus on the conservation, preservation, restoration, and salvage of the chance find.

Implementation for the authority decision concerning the management of the finding shall be communicated in writing by the Ministry in charge of Department of Archaeology and Museums.

Construction work shall resume only after permission is given from the responsible local authorities and the Ministry in charge of Department of Archaeology and Museums concerning safeguarding of the found heritage.

These procedures must be referred to as standard provisions in the SEHCDP construction contracts. During project supervision, the Site Engineer shall monitor the observation of the above regulations relating to the treatment of any chance find encountered.

The World Bank will be kept informed of any chance find in a timely manner, and the relevant findings will be recorded in the SEHCDP ESHS Reports and assessed in the Implementation Completion Report in terms of the overall effectiveness of the project's management of cultural property, as appropriate.

## *Annex 5: Community Consultation Participants Lists*

### A. Phase I Community Consultations

**In BRA: Consultation participants list and photos**

BARTAMAHA SCHOOL ATTENDANCE – 20 – 23/1/2024

| No | Participant | DESIGNATION |
|---|---|---|
| 1 | AWEYS JIMAALE ADOW | HEADMASTER<br>CEC SECRETARY |
| 2 | ABDINASIR ABUKAR HAJI | CEC DEPUTY CHAIR |
| 3 | ABDULLAHI MOHAMED | CEC |
| 4 | ASMA MAALIM | CEC |
| 5 | AMINA MOHAMED | CEC |
| 6 | ASLI MOHAMED | CEC |
| 7 | DEKHA ABDI ALI | CEC |
| 8 | FADUMA MOYE ALI | CEC TREASURE |
| 9 | MOHAMED HAILE TOHOW | PARENT |
| 10 | ABDULLLAHI MAALIM MOHAMED | PARENT |
| 11 | ABDIRIHMAN ABDULLAHI ISSE | PARENT |
| 12 | HASSAN ALI ADAN | PARENT |
| 13 | MOHAMED IBRAHIM OSMAN | PARENT |
| 14 | AHMED MAXAMED OMAR | PARENT |
| 15 | ALI ABDULLAHI HEFOW | PARENT |
| 16 | HAWO SHARUR HASSAN | PARENT |
| 17 | RUQIYA HASSAN MUSA | PARENT |
| 18 | HUSSEIN MOHAMED ALIN | CEC CHAIR |

ABDIAZIZ PRIMARY SCHOOL ATTENDANCE – 20 – 23/1/2024

| NO | PARTICIPANTS | DESIGNATION |
|---|---|---|
| 1 | MOHAMED MUXIDIN ARAB | HEADMASTER<br>CEC SECRETARY |
| 2 | ALI MOHAMED | PARENT |
| 3 | ABDULLAHI MUHUMED | CEC |
| 4 | AMINA ABDIAZIZ HAJI | PARENT |
| 5 | AMINA OSMAN HASSAN | PARENT |
| 6 | LEYLA MOHMED YUSSUF | CEC |
| 7 | FADUMA ALI OMAR | CEC |
| 8 | SUBAN MOHAMED SALAD | PARENT |
| 9 | BELA ALI OMAR | PARENT |
| 10 | ASIYA ABUKAR ALI | PARENT |
| 11 | KHEIRA JEYLANI SALAAD | PARENT |
| 12 | AWEYS OSMAN ABUKAR | PARENT |
| 13 | ABDIKADIR JAMAAC BAHNAN | PARENT |
| 14 | ISSA ABDULLAHI SHURE | CEC |
| 15 | OMAR HASAN MOHAMED | CEC TREASURE |

Shangani Community Consultation event – BRA Phase I

Abdiaziz Community Consultation event – BRA Phase I

**In Galmudug: Consultation participants list and photos**

Community Consultation Meeting Participants in Waberi School, Dhsamareb, date: 20/1/2024

| NO | Names | Designation |
|---|---|---|
| 1 | Wilo Abdi jamac | Community Member |
| 2 | Farhiyo Abdi Nur | Community Member |
| 3 | Nasro Abdi Abdullahi | Community Member |
| 4 | Ayan Abdi Jamac | Community Member |
| 5 | Hakima Abdi Abdulle | Community Member |
| 6 | Raliyo Abdihakim Mohamed | Community Member |
| 7 | Faduma Ali Mohamed | Community Member |
| 8 | Burhan Mohamed Mohamud | CEC |
| 9 | Hussein Abdi Adan | CEC |
| 10 | Ali Mohamed Wehliye | CEC |

| NO | Names | Designation |
|---|---|---|
| 11 | Bashir Ali Abdi | CEC |
| 12 | Salado Mohamud Ali | CEC |
| 13 | Abdiwali Haji Diriye | CEC |
| 14 | Mohamed Abdi Shiqow | CEC |
| 15 | Burhan Mohamed Mohamud | CEC |

Community Consultation meeting Participants in Dayah School, Dhusamareb, Date: 21/1/2024

| No | Name | Designation | School Name |
|---|---|---|---|
| 1 | Zahra Abdi Abdulle | Village chairperson | Dayah |
| 2 | Dalmar Abshir Nurre | School CEC Chairman | Dyah |
| 3 | Sadia Khalif Warsame | CEC Deputy Chairman | Dayah |
| 4 | Hafso Aabbi Ali | CEC Secretary | Dayah |
| 5 | ISSE Hashi Hayle | CEC | Dayah |
| 6 | Nur Ali Mohamud | CEC | Dayah |
| 7 | Said Moalim Mohamed | CEC | Dayah |
| 8 | Ahmed sheikh jabeey | Community Member | Dayah |
| 9 | Saleban Ali Deri | Community Member | Dayah |
| 10 | Fartun Abdi Ahmed | Community Member | Dayah |
| 11 | Sahra Jama Mohamed | Community Member | Dayah |
| 12 | Nuro Elmi Gedi | Community Member | Dayah |
| 13 | Fadumo Abdullahi Roble | Community Member | Dayah |
| 14 | Abdullahi Mohamed Hirsi | Community member | Dayah |
| 15 | Mohamed Aden Mohamed | Community member | Dayah |

Community Consultation Meeting Participants in Budbud, Hobyo, Date: 22/1/2024

| No | Name | Designation |
|---|---|---|
| 1 | Mohamed Hirsi Barre | Village Chairman |
| 2 | Sheikh Bashir Hassan | Secretary |
| 3 | Ali Shire Kahiye | CEC |
| 4 | Aisha Al Hashi | CEC |
| 5 | Casho Abdi Dahir | CEC |
| 6 | Abdi Roble Ali | CEC |
| 7 | Xawo Abdi Mohamed | Community Member |
| 8 | Hussein Ali Mohamed | Community Member |
| 9 | Abdihakim Mohamed Diriye | Community Member |
| 10 | Moalim Mohamed Osman | Community Member |
| 11 | Mohamed Diriye Elmi | Community Member |
| 12 | Abdisaid Warsame Farax | Community Member |
| 13 | Abshir Mohamud Sahal | Community Member |
| 14 | Abshiro Mohamed Dhere | Community Member |
| 15 | Dheho Abdi Kheyre | Community Member |

Community Consultation Meeting Participants in Hero-dhagahley, Hobyo, Date: 23/1/2024

| No | Name | Designation | School Name |
|---|---|---|---|
| 1 | Hassan Sheikh Elmi | Village Chairman | Herodhagahley |
| 2 | Fartun Isse Rage | Village women Chairperson | |
| 3 | Abdikarim Said Jimale | Community Member | Herodhagahley |
| 4 | Abdirahman Sheikh Hussein | Community Member | |

| No | Name | Designation | School Name |
|---|---|---|---|
| 5 | Xalimo Elmi Barkadle | CEC | |
| 6 | Ahmed Jamac Jimale | Community Member | Herodhagahley |
| 7 | Duran Salad Arab | Community Member | Herodhagahley |
| 8 | Aweys Hirsi Dahir | Community Member | Herodhagahley |
| 9 | Warsame Nor Diriye | Community Member | Herodhagahley |
| 10 | Liban Said Siad | Community Member | Herodhagahley |
| 11 | Abdi Dahir Kahiye | Community Member | Herodhagahley |
| 12 | Badal Ahmed Kulane | Community Member | Herodhagahley |
| 13 | Xalimo Elmi Barkadle | CEC | Herodhagahley |
| 14 | Nahwo Ali Abdukadir | CEC | Herodhagahley |
| 15 | Tahlil Warsame Ali | Community Member | Herodhagahley |

Community Consultation Participants in Wisil School, Hobyo, Date: 23/1/ 2024

| No | Name | Designation |
|---|---|---|
| 1 | Ali Hassan Guled | Village chairman |
| 2 | Abdiasis Mohamed Sabriye | Deputy Chairman |
| 3 | Sheikh Abdullahi | Village court Judge |
| 4 | Habiba Hashi Siad | Community Member |
| 5 | Bashir Hussein Mohamed | Community Member |
| 6 | Ali Mohamed Jamac | Community Member |
| 7 | Abshir Nur Ali | Community Member |
| 8 | Asli Hussein Jamac | Community Member |
| 9 | Muhyadin Salad Olad | Community Member |
| 10 | Abdullahi Ali Mohamed | Community Member |
| 11 | Gedi Mohamed Wardhere | Community Member |
| 12 | Abdi Hirsi Salad | Community Member |
| 13 | Amino Abdi Elmi | Community Member |
| 14 | Nahwa Mohamed Osman | Community Member |

*Waberi community consultation event – Galmudug Phase I*

*Dayah community consultation event - Galmudug Phase I*

*Budbud Town community consultation event - Galmudug Phase I*

*Hero-Dhagahley Town community consultation event - Galmudug Phase I*

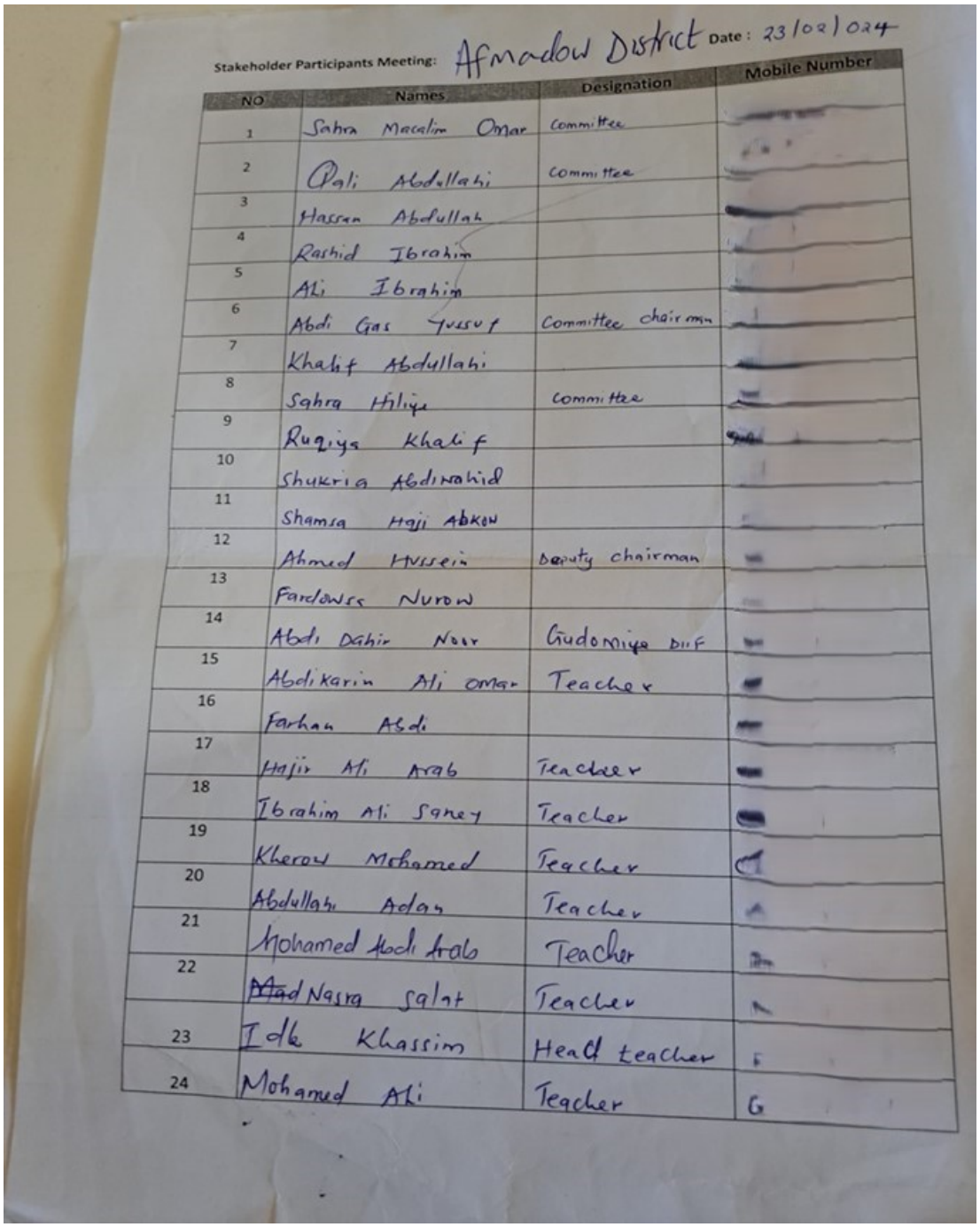
*Wizil District community consultation event - Galmudug Phase I*

**In Jubbaland: Consultation participants list and photos**

Diif and Tulobarwaqo Project sites – 22/2/2024

| # | Names | Designation |
|---|---|---|
| 1 | Adan SiradMuhumud | Head of Village |
| 2 | Mrs. FadumoMadobe Ibrahim | Head of Women Group |
| 3 | Mohamed Abdullahi | Deputy Head of Village |
| 4 | Abdi Sangub Bule | Village Committee Member |
| 5 | Adan Bare Hirey | Village Committee Member |
| 6 | Mrs. Fowsiya Yusuf Farah | Village Committee Member |
| 7 | Mrs. Bisharo Ali Farah | Village Committee Member |
| 8 | Hared Ahmed Bule | Village Committee Member |
| 9 | Mohamed Hersi Hassan | Community Member |
| 10 | Abdi Mahad Madobe | Community Member |
| 11 | Mohamed Abdi Derie | Community Member |
| 12 | Hared Abdullahi Bule | Community Member |
| 13 | Abdi Adan Bule | Community Member |
| 14 | Bashir Mohamed Hassan | Youth Group Member |
| 15 | Muhumud Ibrahim Macow | Community Member |
| 16 | EmanDekowDuble | Youth Group Member |
| 17 | Dacisow Abdi Bule | Elders Group |
| 18 | Ms. Zeynab Abdi Bule | Women's Group Member |
| 19 | Ms. Shukri Bihi Abdi | Women's Group Member |
| 20 | Ms. Asli Warsame Ibrahim | Youth Group Member |
| 21 | Ms. RumanAbdillahi Adan | Youth Group Member |
| 22 | Ms. Ubah Mohamed Hersi | Youth Group Member |
| 23 | Ms. Nimco Yusuf Farah | Community Member |
| 24 | MuhumedShimoyMacow | Elders Group |
| 25 | MowlidMacowMuhumed | Elders Group |
| 26 | Yusuf Abdillahi Hire | Elders Group |
| 27 | Abdiaziz Farey Bare | Community Member |
| 28 | Khalif Abdillahi Bule | Community Member |

| # | Names | Designation |
|---|---|---|
| 29 | Mrs. Nurto Aden Dheeg | Community Member |
| 30 | Mrs. SahraDerow Abdi | |
| 31 | Mrs. Habon Abdi Muhumed | Community Member |
| 32 | Ibrahim Daud Abdi | Community Member |
| 33 | Ahmed Sonkor Bule | Community Member |
| 34 | Mrs. Sahra Abdi Ali | Community Member |
| 35 | Diriye Salah Ahmed | Community Member |
| 36 | Mrs. SareedoMuhumud Bule | Community Member |



Stakeholder Participants Meeting: Afmadow District Date: 23/02/024

| NO | Names | Designation | Mobile Number |
|---|---|---|---|
| 1 | Sahra Macalin Omar | committee | |
| 2 | Ali Abdullahi | committee | |
| 3 | Hassan Abdullah | | |
| 4 | Rashid Ibrahim | | |
| 5 | Ali Ibrahim | | |
| 6 | Abdi Gas Yussuf | Committee chairman | |
| 7 | Khalif Abdullahi | | |
| 8 | Sahra Hiliye | committee | |
| 9 | Rugiya Khalif | | |
| 10 | Shukria Abdinahid | | |
| 11 | Shamsa Haji Abkow | | |
| 12 | Ahmed Hussein | Deputy chairman | |
| 13 | Fardowsa Nurow | | |
| 14 | Abdi Dahir Noor | Gudomiya DIF | |
| 15 | Abdikarim Ali Omar | Teacher | |
| 16 | Farhan Abdi | | |
| 17 | Hajir Ali Arab | Teacher | |
| 18 | Ibrahim Ali Saney | Teacher | |
| 19 | Kherow Mohamed | Teacher | |
| 20 | Abdullahi Adan | Teacher | |
| 21 | Mohamed Abdi Arab | Teacher | |
| 22 | ~~Mad~~ Nasra Salat | Teacher | |
| 23 | Idle Khassim | Head teacher | |
| 24 | Mohamed Ali | Teacher | |

*Diif Town Community Consultation event – Jubbaland Phase I*

*Tulo Barwaqo Village Community Consultation event – Jubbaland Phase I*

| ***Bardere district – Jubbaland State, 24.2.2024*** <br> ***Najah School Committees and parents*** | | |
|---|---|---|
| ***SN*** | ***Name*** | ***Designation*** |
| *1* | *Mohamed Gaciye Shide* | *Community Elder* |
| *2* | *Jamal Gaciye shide* | *CEC Chair man* |
| *3* | *Hirre Abdi Dhoole* | *CEC Member* |
| *4* | *Abdisamad Sheikh Mohamed* | *Community Member* |
| *5* | *Mohamed Abdikadir Mohamed* | *Community Member* |
| *6* | *Abdiwali Abdirahman Ahmed* | *Community Member* |
| *7* | *Mohamud Ismail Abdille* | *CEC Member* |
| *8* | *Ahmed Ugas Omar* | *CEC Member* |
| *9* | *Abdi Janagale Aden* | *CEC Member* |
| *10* | *Sharmake Abdikadir Ali* | *Community Elder* |
| *11* | *Mohamed Osman Sheikh* | *Community Elder* |
| *12* | *Mohamed Bishar Mohamed* | *CEC Member* |
| *13* | *Mohamed Abdirizak Mohamed* | *Sckool Teacher* |
| *14* | *Faysal Mohamed Aden* | *Chool Head teacher* |
| *15* | *Amino Hussein Hassan* | *Parnet* |
| *16* | *Halimo Mohamud Mohamed* | *CEC Member* |
| *17* | *Sucdi Sheikh Hassan Mohamed* | *Parnet* |
| *18* | *Hawo Farah Hareed* | *Parnet* |
| *19* | *Halimo Mohamed Ali* | *Parnet* |

| ***Bardhere District – Jubbaland State, 24.2.2024*** <br> ***Horsed School committees and Parents*** | | |
|---|---|---|
| ***SN*** | ***Name*** | ***Designation*** |
| *1* | *Hassan Abdi Aden* | *CEC Cahair man* |
| *2* | *Aden Mohamed Noor* | *School Head teacher* |
| *3* | *Ibrahim Hareed Hussein* | *Coomunity member* |
| *4* | *Ibrahim Sabriye Hareed* | *CEC Member* |
| *5* | *Aden Ali Warasame* | *CEC Member* |
| *6* | *Mohamed Hussein Abdullahi* | *Coomunity member* |

| ***Bardhere District – Jubbaland State, 24.2.2024***<br><br>***Horsed School committees and Parents*** | | |
|---|---|---|
| ***SN*** | ***Name*** | ***Designation*** |
| *7* | *Hassan Mohamed Abiikar* | *CEC Member* |
| *8* | *Abdifatah Hassan Kadiye* | *Coomunity member* |
| *9* | *Mohamud Ibrahim Aden* | *CEC Member* |
| *10* | *Mohamed Sheikh Ali Osman* | *Coomunity member* |
| *11* | *Haybo Mohamed Guhaad* | *Coomunity member* |
| *12* | *Batulo Ali Noor* | *Coomunity member* |
| *13* | *Haybo Mohamed Ali* | *Coomunity member* |
| *14* | *Tawan Abdullahi Isack* | *Coomunity member* |
| *15* | *Ruqiyo Mohamed Magale* | *CEC Member* |
| *16* | *Issa Ali Haji* | *Coomunity member* |
| *17* | *Aden Osman Musse* | *CEC Member* |

*Horsed School Community Consultation event – Jubbaland Phase I*

*Bardhere District Najah School Community Consultation event – Jubbaland Phase I*

**In Hirshabelle: Consultation participants list and photos**

Wargaadhi village in Adale District- Hirshabelle State – 31/1/2024

| S/N | Names | Designated |
|---|---|---|
| 1 | Sahra Arabow Ahmed | Community member |
| 2 | Maryan Mohamed Hushow | Community member |
| 3 | Sadia Haji Jiile | Community member |
| 4 | Saida Hussien Abdulle | Community member |
| 5 | Safiya Haji Jiile | Community member |
| 6 | Suldano Hassan Jimale | Community member |
| 7 | Ambiyo Hussien Ma'alin | Community member |
| 8 | Fadumo Abdi Mohamed | Community member |
| 9 | Fadumo Aw Mohamoud Alasow | Community member |
| 10 | Madino Mohamed Alasow | Community member |
| 11 | Mryan Abshir Adow | Community member |
| 12 | Hindiyo Hussien Ahmed | Community member |
| 13 | Habibo Esa Ahmed | Community member |
| 14 | Dahabo Rage Omar | Community member |
| 15 | Seynab Nur Ahmed | Community member |
| 16 | Sheikh Muhudin Osob Mohamoud | Community Elders |
| 17 | Ali Osobow Mohamoud | Community Elder |
| 18 | Haji Mohamoud Mohamed | Community Elders |
| 19 | Muse Hassan Omar | Community Elder |
| 20 | Ma'alin Abukar Malin | Community Elders |

Ali Gadud Village in Addale district- Hirshabelle State – 31/1/2024

| S/N | Names | Designated |
|---|---|---|
| 1 | Abdulle Muse Sabow | Community Elder |
| 2 | Abdullahi Ahmed Findhig | Community Elder |
| 3 | Abwan Abdulle Geedanaar | Community Elder |
| 4 | Hussien Mohamud Shuur | Community Elder |
| 5 | Hussein Hassan Mohamed | Community Elder |
| 6 | Mohamud Ali Farey | Community Elder |
| 7 | Mohamud Ahmed Mohamed | Community Elder |
| 8 | Muqtar Ahmed Dhuhul | Community Elder |
| 9 | Sharifo Hassan Sheikh | Community member |
| 10 | Maymun Essa Mohamud | Community Member |
| 11 | Madino Ahmed Haji | Community Member |
| 12 | Fardowso Ahmed | Community member |
| 13 | Hibo Yusuf Mohamud | Community Member |
| 14 | Hawo Ahmed Warsame | Community Member |
| 15 | Raho Ali Shur | Community member |

Xagar village in Bulobarde District - Hirshabelle State – 6/2/2024

| S/N | Names | Designated |
|---|---|---|
| 1 | Dahir Mohamoud Ade | Community Chair Person |
| 2 | Bashir Haji Osman | Vice chairperson |
| 3 | Abdullahi farah Aden | Community member |

| S/N | Names | Designated |
|---|---|---|
| 4 | Abdi Elmi Gure | Community member |
| 5 | Muhummed Hussein Osoble | Community member |
| 6 | Osman Nur Ahmed | Community Elders |
| 7 | Aden Nur Ahmed | Community Elder |
| 8 | Elmi Muhumed Barrow | Community Elder |
| 9 | Ma'alim Nur Muhumed | Community Elder |
| 10 | Mumin Omar Nur | Community Elder |
| 11 | Ma'alim Ali Muhumed Barrow | Community Elder |
| 12 | Ebla Muhumad Barrow | Women groups |
| 13 | Halimo Warsame | Women groups |
| 14 | Fadumo Hussein Gure | Women groups |
| 15 | Khadra Nur Ahmed | Women groups |
| 16 | Fadumo Mumin Ahmed | Women groups |
| 17 | Maryan Nur Abdille | Women groups |
| 18 | Mohamud Hassan Gure | Community member |
| 19 | Mohamed Muhumed Barrow | Community member |

Bulobarde Local district Authority meeting participants list – Hirshabelle State – 6/2/2024

| S/N | Names | Designated |
|---|---|---|
| 1 | Hassan Mohamed Abdi | District Chair Person |
| 2 | Jalil Essa Fodey | District vice chairperson |
| 3 | Jibril Mukhtar Abubakar | District Education Coordinator |

Halgan town in Bulobarde District - Hirshabelle State – 8/2/2024

| S/N | Names | Designated |
|---|---|---|
| 1 | Abdulkadir Sh. Muhumed | Elders Chair Person |
| 2 | Tawane Omar Hared | Elders vice chairperson |
| 3 | Abdullahi Ahmed Shire | Community member |
| 4 | Abdullahi Dirie Elle | Community member |
| 5 | Idow Ahmed Urur | Community member |
| 6 | Garar Mohamoud Weheliye | Community member |
| 7 | Alinor Osman Muhumed | Community member |
| 8 | Ahmed Omar Jimale | Halgan School Principal |
| 9 | Abdi Muse Abdulle | Businessman |
| 10 | Ali Muhumed Ali | Businessman |
| 11 | Ali Harare Osman | Businessman |
| 12 | Ali Moalim Abdulle | Youth member |
| 13 | Aden Hussein Fidow | Youth member |
| 14 | Abdulkadir Mohamed | Youth member |
| 15 | Deqo Elmi Osman | Women groups |
| 16 | Ga'alo Ahmed Nur | Women groups |
| 17 | Hakimo Sabrie Gure | Women groups |
| 18 | Khadijo Issa Omar | Women groups |
| 19 | Nafiso Mustaf Harow | Women groups |
| 20 | Sadio Abdulkadir | Women groups |
| 21 | Amino Abdi Ahmed | Women groups |

Halgan community elders at school site – Hirshabelle Phase I

Consultation meeting in Halgan Town – Hirshabelle Phase I

Consultation meeting at Hagar School in Bulobarde – Hirshabelle Phase I

Consultation meeting in Wargadhi Village – Hirshabelle Phase I

Wargadhi School site – Hirshabelle Phase I

Ali Gadud consultation meeting – Hirshabelle Phase I

**In South West: Phase I & II School Construction community consultation participant list and Site Photos**

Hudur Primary School in Hudur District/Baakol Region – Sout West State – 5/10/2024

**Southwest State of Somalia**

**Ministry of Education, Culture & Higher Education**

**Somalia Education for Human Capital Development Project (SEHCD)-**

District Huddur

Region Bakool

**Stakeholder Engagement List** **Date:** 05/10/2024

**Proposed School Site:** Huddur primary school **Village** Shiidle

| No | Name | Institution |
|---|---|---|
| 1= | Yusuf Hassan Mohamed | Head master |
| 2= | Mohamed Ibrahim Mukhtar | Deputy head teacher |
| 3= | Abdullahi Mayowe Mohamed | Teacher |
| 4= | Sahra Ibrahim Mukhtar | Teacher |
| 5= | Mumino Adan Hassan | Teacher |
| 6= | Abdullahi Ahmed Mohamed | CEC chair person |
| 7= | Hulbaale Mohamed Ali | member CEC |
| 8= | Hassan Ahmed Abdirahman | member CEC |
| 9= | Habiiba Abdirahman Ali | CEC member |
| 10= | Salad Abdirahman Adan | CEC member |
| 11= | Mohamed Haidar Hassan | CEC member |
| 12= | Mohamed Hassan Macalin | CEC member |
| 13= | Ali Adan Ahmed | CEC member |
| 14= | Eidaw Ahmed Mohamuud | parent |
| 15= | Haawa Mohamed Ahmed | parent |
| 16= | Mohamed Hassan Ali | parent |
| 17= | Adan Gacdi Mohamed | parent |
| 18= | Faadumo Mukhtar Mohamed | parent |
| 19= | Asnino Abdirahman Guuraade | parent |
| 20= | Abdullahi Mohamed Nuur | parent |

HUDUR PRIMARY AND SECONDARY SCHOOL HUDUR

Balidogle Primary School in Wanlaweyn District – Sout West State – 24/7/2024

**Southwest State of Somalia**

**Ministry of Education, Culture & Higher Education**

**Somalia Education for Human Capital Development Project (SEHCD)-**

District WANLAWEIN

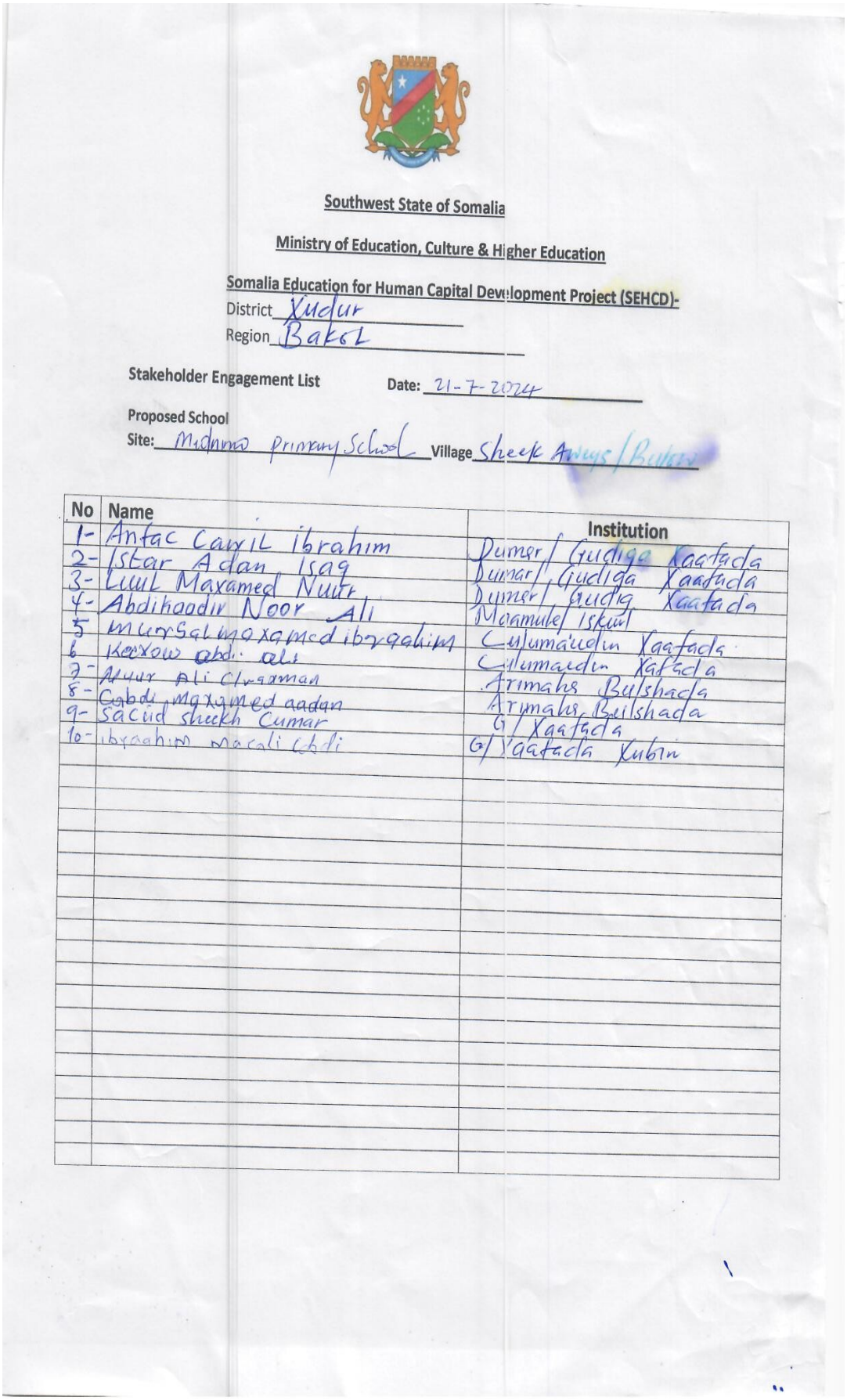
Region LOWER SHABELLE REGION

**Stakeholder Engagement ListDate:** 24th JULY, 2024

**Proposed School Site:** DANAB PRIMARY SCHOOL **Village** BALIDOOGLE

| No | Name | Institution |
|---|---|---|
| 1. | ABDI HASSAN IDINA | HEAD TEACHER |
| 2. | HASSAN ALI IDINA | TEACHER |
| 3. | ABDI QAFAL ADAN ABDI | DEPUTY HEAD TEACHER |
| 4. | NUURA BATOORE FARAH | CEC CHAIRPERSON |
| 5. | ANAB BIRIYE ADAANE | MEMBER CEC |
| 6. | FADHUMA BARQABLE OGOLE | CEC MEMBER |
| 7. | ADAR HASHI KHULKAL | PARENT |
| 8. | HALIMA HUSSEIN ALI | PARENT |
| 9. | FADHUMA MOHAMED NUR | PARENT |
| 10 | FARTUUN BAHO YAHYE | PARENT |
| 11 | GARLEEN MOHAMED HELOWLE | PARENT |
| 12 | FARHIO ALI ABDIRAHMAN | PARENT |
| 13 | NAGIMO NUUR ABIKAR | PARENT |
| 14 | NISHAY HASSAN ABDIRAHMAN | PARENT |
| 15 | KAAMILA ADAN ISHEOWE | PARENT |
| 16 | FARHIO AHMED ABUKAR | YOUTH |
| 17 | HUNIA MOHAMED HASSAN | PARENT |
| 18 | HAWO MOHAMUD ABDI | PARENT |
| 19 | FARTUUN ALI MUKHTAR | PARENT |
| 20 | SOFIYO AL YUSUF | PARENT |
| 21 | AMBIYO BOYOW ALI | PARENT |

Midnimo Primary School in Hudur District – Sout West State – 21/7/2024



**Southwest State of Somalia**

**Ministry of Education, Culture & Higher Education**

**Somalia Education for Human Capital Development Project (SEHCD)-**

District Xudur

Region Bakol

**Stakeholder Engagement List** Date: 21-7-2024

**Proposed School Site:** Mafaaz primary School **Village** Sheek Awliye / Buliaw

| No | Name | Institution |
|---|---|---|
| 1- | Anfac Cayil Ibrahim | Dumer / Gudiga Xaafada |
| 2- | Istar Adan Isaq | Dumar / Gudiga Xaafada |
| 3- | Luul Maxamed Nuur | Dumer / Gudiga Xaafada |
| 4- | Abdikaadir Noor Ali | Moramule / Iskuul |
| 5 | mursal maxamed ibraahim | Cilumaaladin Xaafada |
| 6 | Keexow abd. ali | Cilumaaladin Xaafada |
| 7- | Nuur Ali Cirraaman | Arimahs Bulshada |
| 8- | Cabdi maxamed aadan | Arimahs Bulshada |
| 9- | Saciid sheekh Cumar | G/Xaafada |
| 10- | Ibraahim Macali Cabdi | G/Xaafada Xubin |

**Southwest State of Somalia**

**Ministry of Education, Culture & Higher Education**

**Somalia Education for Human Capital Development Project (SEHCD)-**

District Xudur

Region Bakool

**Stakeholder Engagement List** **Date:** 22-7-2024

**Proposed School Site:** Mafaaz primary Sch **Village** Uradagur

| No | Name | Institution |
|---|---|---|
| 1 | Saadiyo Xasan Maxed Cali | dhalmijaro / Bulshada Rayidka |
| 2 | Ilmay Adan Maxed Cismaan | dhalmijaro / Bulshada Rayidka |
| 3 | Rugiyo Xasan Maxed nur | Hawraaka / Bulshada Rayidka |
| 4 | Cilshe macalin Uman Mamay | Hawraaka / Bulshada Rayidka |
| 5 | Asmino Yaqub Ali Maxed | Guddiga Xafada / Bulshada Rayidka |
| 6 | Owlaya Adan Maxed Cismaan | Guddiga Xafada / Bulshada Rayidka |
| 7 | Maxed weesan Maxed Khaya | Guddiga Sparka / Bulshada Rayidka |
| 8 | Maxed Maxamed Cismaan Xasan | Guddiga Isgarista / Bulshada Rayidka |
| 9 | Mogtar Maxed Khaya Cismaan | Xubnaha guddiga Xafada / Bulshada R |
| 10 | Xuseen Cismaan Xasan Ali | odey dhaqameed / Bulshada Rayidka |
| 11 | Xuseen Omar mursal ali | odey dhaqameed / Bulshada Rayidka |
| 12 | Ollahi Xusen Maxed Khaye | odey dhaqameed / Bulshada Rayidka |
| 13 | Abdi Asha Maxed Cismaan | Xubn / Bulshada Rayidka |

Shiekh Mukhtar Primary School in Wanlawayn District – Sout West State – 24/7/2024

**Southwest State of Somalia**

**Ministry of Education, Culture & Higher Education**

**Somalia Education for Human Capital Development Project (SEHCD)-**

District WANLAWEYN

Region LOWER SHABELLE REGION

**Stakeholder Engagement ListDate:** 24-07-2024

**Proposed School Site:** SHEIKH MUKTAAR PRIMARY SCHOOL **Village** MAYNDUN

| No | Name | Institution |
|---|---|---|
| 1. | KAMILA MOHAMED SH. ALI | CEC CHAIRPERSON |
| 2. | MOHAMED SHEIKH ABDIKAR | YOUTH LEADER |
| 3. | AHMED SULEYMAN OMAR | RELIGIOUS LEADER |
| 4. | ABDULQADIR DAAUD MOHAMED | PARENT |
| 5 | HASSAN ALI OTHMAN | INTELLECTUAL |
| 6. | AHMED SHEIKH MOHAMED | ELDER |
| 7. | MIDOW ISSACK OMAR | WOMEN LEADER |
| 8. | HALIMA MOHAMED ABIKAR | WOMEN (CEC) |
| 9. | NURTA ABDULLAHI IBRAHIM | WOMEN (CEC) |
| 10. | ABDIKIZAK AHMED MOHAMED | YOUTH |


GPS Map Camera
Wanla Weyn, Shabeellaha Hoose, Somalia
طريق بدون اسم، Somalia
Lat 2.664521°
Long 44.794059°
24/07/24 03:31 PM GMT +03:00
Google

## B. Phase II Community Consultations

Community consultations in Afmadow district – Jubbaland State

| No | Name | Gender | School | Designation |
|---|---|---|---|---|
| 1 | Yussuf Abdi Kadiye | M | Taabta | Community Leader |
| 2 | Mohamed Nure salah | M | Taabta | Community Member |
| 3 | Abdullahi Abdi diriye | M | Taabta | Community Member |
| 4 | Abdullahi Omar Hussein | M | Taabta | Community Member |
| 5 | Mohamed Sheikh abdisalam | M | Taabta | Community Member |
| 6 | Maalin Abdi Sheikh Dhaqane | M | Taabta | Community Member |
| 7 | Salax Bundid Abdi | M | Qooqaani | Town Leader |
| 8 | Aden Yarow Gees | M | Qooqaani | Deputy Town leader |
| 9 | Xared Burale Abdi | M | Qooqaani | Town Secretory |
| 10 | Aden Macalim Abdi | M | Qooqaani | Community Member |
| 11 | Maslax mawlid Abdi | M | Qooqaani | Community Member |
| 12 | Fatumo Abdi Aden | F | Qooqaani | Community Member |
| 13 | Xawo Yusuf Abdi | F | Qooqaani | Community Member |
| 14 | Dhaqane Abdi Ali | M | Qooqaani | Community Member |

Community consultations in Hobyo district – Galmudug State

| No | Name | Gender | School | Designation |
|---|---|---|---|---|
| 1 | Khalif abdi Mohamed | M | Quracle | Local authorities |
| 2 | Ahmed abdullahi bulle | M | Quracle | Local community |
| 3 | Abshir abdullahi ahmed | M | Quracle | Local community |
| 4 | Sharifo Mohamed saciid | F | Quracle | Local community |
| 5 | Fardowso khalif abdi | M | Quracle | Local community |
| 6 | Deeqo hassan Mohamed | F | Quracle | Local community |
| 7 | Farhiyo abdulqadir abdi | F | Quracle | Local community |
| 8 | Faadumo dahir abdi | F | Quracle | Local community |
| 9 | Abdullahiabshir Mohamed | M | Quracle | Local community |
| 10 | Ali hashi kadiye | M | Quracle | Local community |
| 11 | Dahir abdi Mohamed | M | Quracle | Local community |
| 12 | Raage xirsi ali | M | Quracle | Local community |
| 13 | Abshir Mohamed ali | M | Quracle | Local community |
| 14 | MahdI abdi warsame | M | Quracle | Local community |
| 15 | Ahmed siciid wehliye | M | Quracle | Local community |

| No | Name | Gender | School | Designation |
|---|---|---|---|---|
| 16 | Nuur Mohamed warsame | M | Quracle | Local community |
| 17 | Dayax dahir abdi | M | Quracle | Local community |
| 18 | Sadaq abdullahi Mohamed | M | Quracle | Local community |
| 19 | Farhan abdi shire | M | Quracle | Local community |

Community consultations in Dhusamareb district – Galmudug State

| No | Name | Gender | School | Designation |
|---|---|---|---|---|
| 1 | Abdicasis sharif ali | M | Marergur | Local authorities |
| 2 | Farah ahmed xalane | M | Marergur | Local community |
| 3 | Hussein warsame ali | M | Marergur | Local community |
| 4 | Mohamed abdulle ali | M | Marergur | Local community |
| 5 | Liiban daud tabarak | M | Marergur | Local community |
| 6 | Casayr salad abdi | M | Marergur | Local community |
| 7 | Abdi ahmed farah | M | Marergur | Local community |
| 8 | Abdullahi abdulle elmi | M | Marergur | Local community |
| 9 | Hashi ahmed ali | M | Marergur | Local community |
| 10 | Hayir salaad shidane | M | Marergur | Local community |
| 11 | Elmi ahmed Mohamed | M | Marergur | Local community |
| 12 | Abdirahman Mohamed abdullahi | M | Marergur | Local community |
| 13 | Sharif salaad kulane | M | Marergur | Local community |
| 14 | Maslah ali Mohamed | M | Marergur | Local community |
| 15 | Khadijo ahmed halane | F | Marergur | Local community |
| 16 | Faduma Mohamed jama | F | Marergur | Local community |
| 17 | Hawa ali wehliye | F | Marergur | Local community |
| 18 | Faisa hassan canshuur | F | Marergur | Local community |
| 19 | Farhia Mohamed mohamud | F | Marergur | Local community |

| | |
|---|---|
|  |  |
| Danwadag school (Afmadow Town) | Qoqani School (Afmadow District) |
|  |  |
| Fathurahman School Community Consultation (Bardhere District) | Imamu Shafici School Community Consultation (Bardhere District) |
|  |  |
| Garaswayne School Community Consultation (Adale District) | Sagaal Geed School Community Consultation (Buloburde District) |

### C. Consultations Feedback Summary:

Response and feedback from the community consultations were generally positive and the opinion received were varied but there were key themes that presented themselves. These included:

- The consultation provided an opportunity to understand the SEHCDP and to feel like feedback was being heard.

- The importance of coming back to the community to discuss school designs progress in greater detail, and to ensure feedback raised has been appropriately captured in the designs.
- The high importance of engaging the public in environmental and social safeguarding approaches to protect people and their environment.
- The provision of easy access to free education, which would reduce illiterate rate.
- Participants communicated clearly and in a timely way about how their input was considered in the environmental and social assessment process.
- Concerns about security and accessibility the school areas were raised.
- The Reiteration of the issue of number of out of school children in each town or area.
- How the construction of a new school will determine the future of their children.
- How enthusiastic and forthcoming the participants were to talk to project workers and the support they will get to ensure the overall success of the Project.
- Disappointment about previous visits and promises that didn't materialize, haven't resulted in adequate access to education.
- As always, the consulted community was asked about land tenure status of the land donated for school construction. The purpose of this question was to cross check the consistency of the community/village leaders and whether whoever donated land has donated it voluntarily. There has been a display of unity among the community since the school construction will be beneficial to everyone.

### *Annex 6: Grievance Redress Mechanisms and Incident Reporting Forms*

This annex describes the subprojects' GRM's objectives and the steps of the GRM process in more detail.

**GRM Objectives**

The key objective of the GRM is to establish a prompt, easy to understand, consistent and respectful mechanism to support the receiving, investigating, and responding to complaints or grievances from project stakeholders. It is designed to offer project stakeholders an opportunity to seek and receive grievance redress; to strengthen the project's team ability to identify, track, resolve and refer eligible grievances; and to enhance the overall project's development results and outcomes. The GRM is expected to contribute to continuous improvement in performance of the SEHCDP through an analysis of trends and lessons learned. The GRM does not prevent access to judicial and administrative remedies. It is designed in a culturally appropriate way and should be able to respond to needs and concerns of the project-affected parties.

More details on the GRM and how it applies to the SEHCDP are enumerated in ESMF, page 17.

FIGURE 1: GRIEVANCE STRUCTURE FOR THE PROJECT, 19

FIGURE 2: GRIEVANCE PROCESS FOR THE PROJECT, 21

FIGURE 4: INCIDENT REPORTING PROCESS, 50

https://moe.gov.so/wp-content/uploads/2022/10/ESMF-Somalia-Ed-Project-P1722434-8th-March-2021.pdf

## ANNEX 6a: Incident Form (for all incident types except SEA/SH and Discrimination/Violence on the basis of Sexual Orientation and Gender Identity (SOGI))

## Incident Form

## Part B: To be completed by Borrower within 24 hours

| **B1: Incident Details** | | | |
|---|---|---|---|
| **Date of Incident:** | **Time:** | **Date Reported to PIU:** | **Date Reported to WB:** |
| **Reported to PIU by:** | **Reported to WB by:** | **Notification Type:** Email/phone call/media notice/other | |
| **Trading Name of Main Contractor:** | | **Trading Name of Subcontractor:** | |

| **B2: Type of incident (please check all that apply)1** |
|---|

| |
|---|
| Fatality ☐ Lost Time Injury ☐ Displacement Without Due Process ☐ Child Labor ☐ Acts of Violence/Protest ☐ Disease Outbreaks ☐ Forced Labor ☐ Unexpected impacts on heritage resources ☐ Unexpected impacts on biodiversity resources ☐ Environmental pollution incident ☐ Dam failure ☐ Other ☐ |

See Annex for definitions

| **B3: Description/Narrative of Incident** |
|---|
| *Please replace text in italics with brief description, noting for example:*<br>*I. What is the incident?*<br>*II. What were the conditions or circumstances under which the incident occurred (if known)?*<br>*III. Are the basic facts of the incident clear and uncontested, or are there conflicting versions? What are those versions?*<br>*IV. Is the incident still ongoing or is it contained?*<br>*V. Have any relevant authorities been informed?* |

| **B4: Actions taken to contain the incident** | | | |
|---|---|---|---|
| **Short Description of Action** | **Responsible Party** | **Expected Date** | **Status** |
| | | | |
| | | | |
| | | | |
| **For incidents involving a contractor:**<br>Have the works been suspended (*for example, under Contract GCC7.6 or GCC8.9 of Works*)? Yes ☐; No ☐;<br>**Please attach a copy of the instruction suspending the works.** | | | |

| **B5: What support has been provided to affected people** |
|---|
| |

# Part C: To be completed by Borrower (following investigation)

| **C1: Investigation Findings** |
|---|
| *Please replace text in italics with findings, noting for example:*<br>*I. where and when the incident took place*<br>*II. who was involved, and how many people/households were affected*<br>*III. what happened and what conditions and actions influenced the incident*<br>*IV. what were the expected working procedures and were they followed*<br>*V. did the organization or arrangement of the work influence the incident*<br>*VI. were there adequate training/competent persons for the job, and was necessary and suitable equipment available* |

| |
|---|
| *VII. what were the underlying causes; where there any absent risk control measures or any system failures* |

| **C2: Corrective Actions from the investigation to be implemented (to be fully described in Corrective Action Plan)** | | |
|---|---|---|
| **Action** | **Responsible Party** | **Expected Date** |
| | | |
| | | |
| | | |
| | | |
| | | |

**C3a: Fatality/Lost time Injury information**

**Cause of fatality/injury for worker or member of the public (please check all that apply):**

**1. Caught in or between objects ☐ 2. Struck by falling objects ☐ 3. Stepping on, striking against, or struck by objects ☐ 4. Drowning ☐ 5. Chemical, biochemical, material exposure ☐ 6. Falls, trips, slips ☐ 7. Fire & explosion ☐ 8. Electrocution ☐ 9. Homicide ☐ 10. Medical Issue ☐ 11. Suicide ☐ 12. Others ☐**

***Vehicle Traffic:*** **13. Project Vehicle Work Travel ☐ 14. Non-project Vehicle Work Travel ☐ 15. Project Vehicle Commuting ☐ 16. Non-project Vehicle Commuting ☐ 17.Vehicle Traffic Accident (Members of Public Only) ☐**

| **Name** | **Age/DOB** | **Date of Death/Injury** | **Gender** | **Nationality** | **Cause of Fatality/Injury** | **Worker (Employer)/Public** |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

| C3b: Financial Support/Compensation Types (To be fully described in Corrective Action Plan template)<br>1. Contractor Direct ☐ 2. Contractor Insurance ☐ 3. Workman's Compensation/National Insurance ☐<br>4. Court Determined Judicial Process ☐ 5. Other ☐ 6. No Compensation Required ☐ | | | |
|---|---|---|---|
| **Name** | **Compensation Type** | **Amount (US$)** | **Responsible Party** |
| | | | |
| | | | |

| C4: Supplementary Narrative |
|---|
| **For incidents involving a contractor:**<br>Have the works been suspended in part or whole (for example, while corrective actions are put in place under Contract GCC7.6 or 8.9 of Works)? Yes ☐; No ☐;<br>**Please attach a copy of the instruction suspending the works.** |

# Appendix 1: Incident Types

The following are incident types to be reported using the environmental and social incident response process:

**Fatality:** Death of a person(s) that occurs within one year of an accident/incident, including from occupational disease/illness (e.g., from exposure to chemicals/toxins).

**Lost Time Injury:** Injury or occupational disease/illness (e.g., from exposure to chemicals/toxins) that results in a worker requiring 3 or more days off work, or an injury or release of substance (e.g., chemicals/toxins) that results in a member of the community needing medical treatment.

**Acts of Violence/Protest:** Any intentional use of physical force, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, deprivation to workers or project beneficiaries, or negatively affects the safe operation of a project worksite.

**Disease Outbreaks:** The occurrence of a disease in excess of normal expectancy of number of cases. Disease may be communicable or may be the result of unknown etiology.

**Displacement Without Due Process:** The permanent or temporary displacement against the will of individuals, families, and/or communities from the homes and/or land which they occupy without the provision of, and access to, appropriate forms of legal and other protection and/or in a manner that does not comply with an approved resettlement action plan.

**Child Labor:** An incident of child labor occurs: (i) when a child under the age of 14 (or a higher age for employment specified by national law) is employed or engaged in connection with a project, and/or (ii) when a child over the minimum age specified in (i) and under the age of 18 is employed or engaged in connection with a project in a manner that is likely to be hazardous or interfere with the child's education or be harmful to the child's health or physical, mental, spiritual, moral or social development.

**Forced Labor:** An incident of forced labor occurs when any work or service not voluntarily performed is exacted from an individual under threat of force or penalty in connection with a project, including any kind of involuntary or compulsory labor, such as indentured labor, bonded labor, or similar labor-contracting arrangements. This also includes incidents when trafficked persons are employed in connection with a project.

**Unexpected impacts on heritage resources:** An impact that occurs to a legally protected and/or internationally recognized area of cultural heritage or archaeological value, including world heritage sites or nationally protected areas that was not foreseen or predicted as part of the project design or the environmental or social assessment.

**Unexpected impacts on biodiversity resources:** An impact that occurs to a legally protected and/or internationally recognized area of high biodiversity value, to a Critical Habitat, or to a Critically Endangered or Endangered species (as listed in IUCN Red List of threatened species or equivalent national approaches) that was not foreseen or predicted as part of the project design or the environmental and social assessment. This includes poaching or trafficking of Critically Endangered or Endangered species.

**Environmental pollution incident:** Exceedances of emission standards to land, water, or air (e.g., from chemicals/toxins) that have persisted for more than 24hrs or have resulted in harm to the environment.

**Dam failure:** A sudden, rapid, and uncontrolled release of impounded water or material through overtopping or breakthrough of dam structures.

**Other:** Any other incident or accident that may have a significant adverse effect on the environment, the affected communities, the public, or the workers, irrespective of whether harm had occurred on that occasion. Any repeated non-compliance or recurrent minor incidents which suggest systematic failures that the task team deems needing the attention of Bank management.

# Appendix 2: Definition of fatality/injury cases

**1. Caught in or between objects:** caught in an object; caught between a stationary object and moving object; caught between moving objects (except flying or falling objects).

**2. Struck by falling objects:** slides and cave-ins (earth, rocks, stones, snow, etc.); collapse (buildings, walls, scaffolds, ladders, etc.); struck by falling objects during handling; struck by falling objects.

**3. Stepping on, striking against, or struck by objects:** stepping on objects; striking against stationary objects (except impacts due to a previous fall); Striking against moving objects; Struck by moving objects (including flying fragments and particles) excluding falling objects.

**4. Drowning:** respiratory impartment from submersion/emersion in liquid.

**5. Chemical, biochemical, material exposure:** exposure to or contact with harmful substances or radiations.

**6. Falls, trips, slips:** falls of persons from heights (e.g., trees, buildings, scaffolds, ladders, etc.) and into depths (e.g., wells, ditches, excavations, holes, etc.) or falls of persons on the same level.

**7. Fire & explosion:** exposure to or contact with fires or explosions.

**8. Electrocution:** exposure to or contact with electric current.

**9. Homicide:** a killing of one human being by another.

**10. Medical Issue:** a bodily disorder or chronic disease.

**11. Suicide:** the act or an instance of taking, or attempting to take, one's own life voluntarily and intentionally.

**12. Others:** any other cause that resulted in a fatality or injury to workers or members of the public.

*Vehicle Traffic*

**13. Project Vehicle Work Travel:** traffic accidents in which project workers, using project vehicles, are involved during working hours and which occur in the course of paid work.

**14. Non-project Vehicle Work Travel:** traffic accidents in which project workers, using non-project vehicles, are involved during working hours and which occur in the course of paid work.

**15. Project Vehicle Commuting:** traffic accidents in which project workers, using project vehicles, are involved while travelling to (i) the worker's principal or secondary residence; (ii) the place where the worker usually takes his or her meals; or (iii) the place where he or she usually receives his or her remuneration.

**16. Non-project Vehicle Commuting:** traffic accidents in which project workers, using non-project vehicles, are involved while travelling to (i) the worker's principal or secondary residence; (ii) the place where the worker usually takes his or her meals; or (iii) the place where he or she usually receives his or her remuneration.

**17. Vehicle Traffic Accident (Members of Public Only):** traffic accidents in which non-project workers/members of the public are involved in an accident while travelling for any purpose.

## ANNEX 6b: Incident Form for discrimination or violence on the basis of SOGI

**Incident Form for discrimination or violence on the basis of SOGI**

# Part B: To be completed by Borrower within 24 hours

| **B1: Incident Details** | | |
|---|---|---|
| **Date of incident intake by the project/GM:** | **Date Reported to PIU:** | **Date Reported to WBG:** |
| **Reported to project/GM by:**<br>☐ Victim[1] ☐ Third party ☐ Other:<br>_____ | **Reported to PIU by:**<br>☐ GM operator ☐ Directly, by victim[1] ☐ Directly, by third party<br>☐ Other: _____ | **Reported to WBG by:**<br>☐ PIU ☐ Directly, by victim[1]<br>☐ Directly, by third party ☐ Other: _____ |

1. If reporting is by victim care must be taken to adhere to any requests for anonymity.

| **B2: Incident type requiring confidentiality (please check all that apply)** |
|---|
| **Violence on basis of SOGI ☐ Discrimination on basis of SOGI ☐**<br><br>See Appendix 1 for definitions |

| **B3: Basis for further reporting** | |
|---|---|
| a. Has the victim provided informed consent for this incident to be reported? Yes ☐ No ☐ | b. Does national legislation or mandatory reporting apply to this case? Yes ☐ No ☐<br>c. If yes, has it been reported? Yes ☐ No ☐ |
| **If the answer to both a. & b. questions is NO, further reporting of this allegation is not required. However, further measures to strengthen SOGI prevention and mitigation on the project should be provided below.** | |
| **Further measures to strengthen SOGI prevention and mitigation** | |

| **Short Description of Action** (*Examples: Please replace text in italics below with brief description of actions to be taken)* | **Responsible Party** | **Expected Date** |
|---|---|---|
| *Increased training on Codes of Conduct (CoC) and non-discrimination on the basis of SOGI* | | |

| | | |
|---|---|---|
| *Safety audit of project site focusing on SOGI* | | |
| *Verification all employees sign and understand CoC* | | |
| *Strengthened awareness on project-related risks, CoC and how to report incidents for project-affected community* | | |
| *Active outreach to local civil society organisations working with social and gender minorities to ensure continuous risk monitoring and adaptation* | | |
| *Training for project supervisors on the need to follow guidelines of behaviour in CoC and their supervisory responsibilities* | | |
| *Plan to improve coverage/quality of service provision* | | |
| *Additional training for GM focal points* | | |
| *Other (please detail)* | | |

| **B4: If consent has been provided or national legislation mandates reporting of the incident as indicated in B3, provide the following details from the available GM record** | |
|---|---|
| Age of victim (if recorded in GM): | |
| Sex of victim (as recorded in GM): | Male ☐ Female ☐ Other ☐ |
| Has the victim self-identified as sexual or gender minority or are there indications that the case is related to SOGI (i.e., use of homo- or transphobic language)? | Yes ☐ No ☐ |
| Was the victim referred to service provision? | Yes ☐ No ☐ |
| Is the alleged perpetrator employed by the project (as indicated by the victim and reported in the GM)? | Yes ☐ No ☐ |

| **B5: Basis for investigation** | |
|---|---|
| Has the victim provided informed consent for this incident to be investigated? | Yes ☐ No ☐ |
| **If the answer to this question is yes, complete part C below using the results of the investigation** | |

# Part C: To be completed by Borrower following investigation where further reporting is permitted (see Boxes B3 and B5)

| **C1: Corrective actions from the investigation to be implemented (to be fully described in Corrective Action Plan)** | | |
|---|---|---|
| **Short Description of Action** (*Examples: Please* replace text in italics below with brief description of actions to be taken) | **Responsible Party** | **Expected Date** |
| *Referral of victim to holistic care services* | | |
| *Disciplinary actions, including sanctions, to be applied following misconduct investigation* | | |
| *Measures to prevent similar instances from happening in the future* | | |

| | | |
|---|---|---|
| *Measures to address gaps in procedural manuals or implementation of procedures that contributed* | | |
| *Measures to change/modify program practices to prevent recurrence* | | |
| *Where additional training might be needed* | | |

# Appendix 1: Incident Types

**Violence on the basis of SOGI:**

The threat or use of physical force that injures or abuses a person, or damages or destroys property, and that is motivated in whole or in part by the victim's real or perceived sexual orientation, gender identity, gender expression, or sex characteristics.

**Discrimination on the basis of SOGI:**

Discrimination means creating a distinction, exclusion, or restriction which has the purpose or effect of impairing or excluding a person based on their real or perceived sexual orientation, gender identity, gender expression, or sex characteristics from being on an equal basis with others.

## ANNEX 6c: Incident Form for SEA/SH

## Incident Form for SEA/SH

## Part B: To be completed by Borrower within 24 hours

| **B1: Incident Details** | | |
|---|---|---|
| **Date of incident intake by the project/GM:** | **Date Reported to PIU:** | **Date Reported to WBG:** |
| **Reported to project/GM by:**<br>☐ Survivor ☐ Third party ☐ Other: _____<br>**Is a record of this incident in GM?**<br>Yes ☐ No ☐ | **Reported to PIU by:**<br>☐ GM operator ☐ Directly, by Survivor ☐<br>Directly, by third party ☐<br>Other: _____ | **Reported to WBG by:**<br>☐ PIU ☐ Directly, by Survivor ☐<br>Directly, by third party ☐ Other: _____ |

| **B2: Incident type (please check all that apply) See Appendix 1 for definitions** |
|---|
| **Sexual exploitation ☐ Sexual abuse ☐ Sexual harassment ☐** |

| **B3: Provide the following details from the GM record** | |
|---|---|
| Age of survivor (if recorded in GM): | Have the national legislation or mandatory reporting requirements been followed? Yes ☐ No ☐ |
| Sex of survivor (if recorded in GM):<br>Male ☐ Female ☐ Other ☐ | Was the survivor referred to service provision?[48]<br>Yes ☐ No ☐ |
| Is the survivor employed by the project (as indicated by the survivor or complainant and reported in the GM)? Yes ☐ No ☐ | Is the alleged perpetrator employed by the project (as indicated by the survivor or complainant and reported in the GM)? Yes ☐ No ☐ |

[48] When a complaint is filed by a third party, or the survivor has not reached out to the project, the project may not be able to confirm this information. In these cases, it may not be advisable for the project GM to attempt to reach the survivor, as this may jeopardize confidentiality, safety, and agency. Projects may attempt to find safe ways to pass information indirectly (such as through broad efforts to inform) about services available.

| **B4: Basis for further action** | |
|---|---|
| a. Has the complainant provided informed consent to lodge a formal complaint? Yes ☐ No ☐ | c. Has the survivor provided informed consent to be part of an investigation into misconduct?<br>Yes ☐ No ☐ |
| b. Does the employer have a suitable administrative process and capacity in place to investigate misconduct relating to SEA/SH in a survivor-centered way?<br>Yes ☐ No ☐ | d. Has the complaint been filed anonymously or through a third party? Yes ☐ No ☐ |
| **If the answer to any of these questions is no, has the GM assessed the risks and benefits of carrying out an investigation into the alleged misconduct, taking into account the survivor's safety and wellbeing?**<br>Yes ☐ No ☐ | |
| **Will an investigation into misconduct be undertaken in addition to an investigation into adequacy of project systems, processes or procedures?** Yes ☐ No ☐ | |

# Part C: To be completed by Borrower[49] (following investigation)

| **C1: Findings of the investigation** | |
|---|---|
| Have sanctions against a perpetrator been recommended as part of an investigation into misconduct? Yes ☐ No ☐ | Has an investigation into adequacy of project systems, processes or procedures been undertaken? Yes ☐ No ☐ |

| **C2: Corrective actions to be implemented (to be fully described in Corrective Action Plan)** | | |
|---|---|---|
| **Short Description of Action** (*Examples: Please replace text in italics below with brief description of actions to be taken)* | **Responsible Party** | **Timeline for completion/Status** |
| *Referral of Survivor to holistic care services* | | |
| *Undertake disciplinary investigation in accordance with GM timelines and confirmed process* | | |
| *Disciplinary actions, including sanctions, to be applied following misconduct investigation by Employer* | | |
| *Increased training on Codes of Conduct (CoC)* | | |
| *Audit of implementation of SEA/SH safety mitigation* | | |
| *Strengthened awareness training on project related risks, CoC and how to report incidents for project-affected community* | | |
| *Training for project supervisors on the need to follow guidelines of behaviour in CoC and their supervisory responsibilities* | | |
| *Plan to improve coverage/quality of service provision* | | |
| *Any other system strengthening measures or corrections for system failures that are necessary* | | |

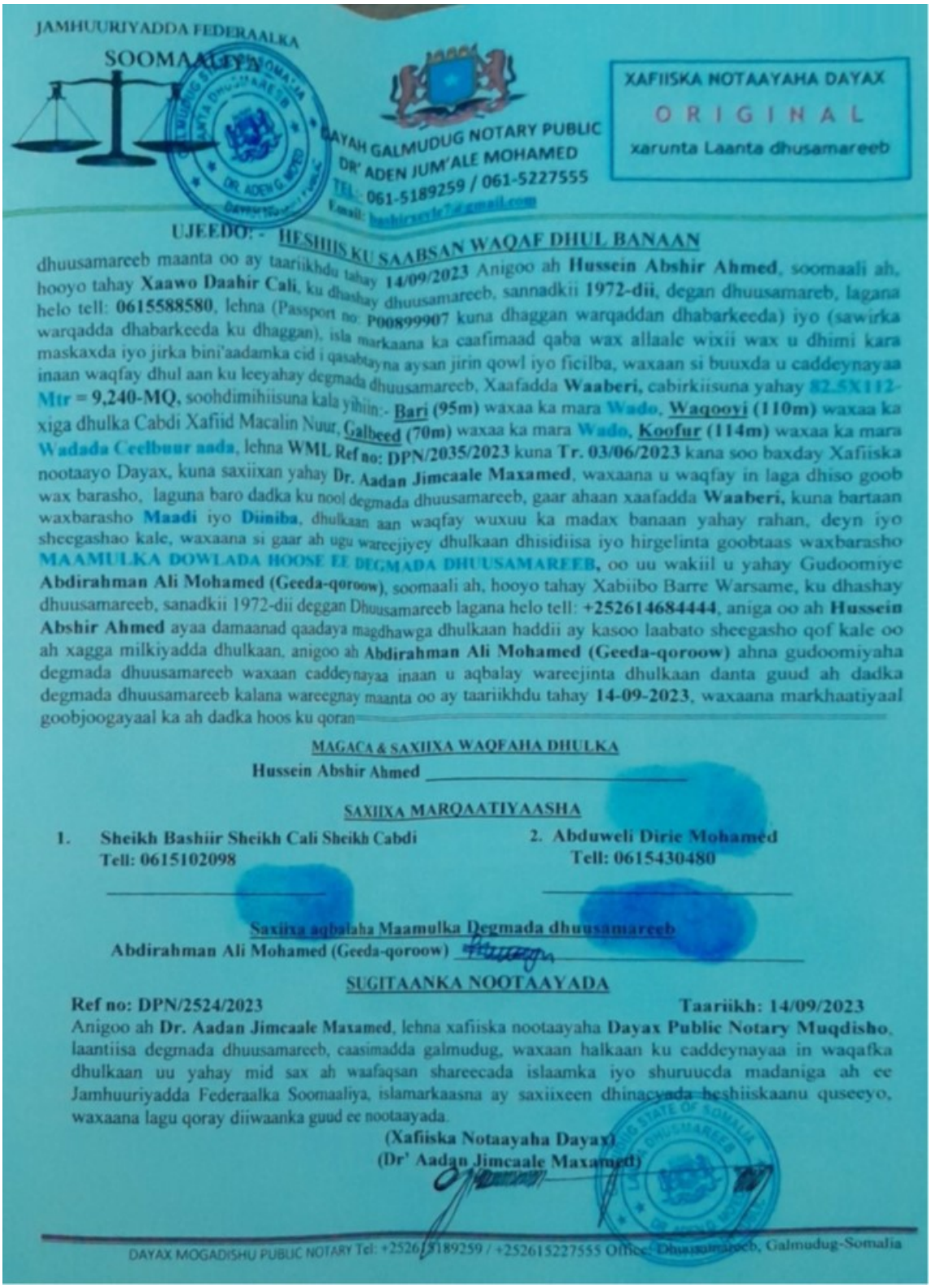
[49] Information from GM is used to complete Part C. Where appropriate (for example in the event that the Borrower is implicated in the allegation) this may be obtained by the TTL directly from the GM

| C3: For incidents involving a Contractor: |
|---|
| Has the incident been referred to the DAAB? Yes ☐ No ☐ |

# Appendix 1: Incident Types

| Incident Type | Example |
|---|---|
| **Sexual Exploitation:** Any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. In Bank financed operations/projects, sexual exploitation occurs when access to or benefit from a Bank financed Goods, Works, Non-consulting Services or Consulting Services is used to extract sexual gain. | • A community member is promised employment on the World Bank financed project site in exchange for sex.<br>• A member of the project team connecting water lines to homes requests a sexual favor for access to water connection.<br>• A project worker denies passage of a woman through the worksite unless she performs a sexual favor. |
| **Sexual Abuse:** Actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. In Bank financed operations/projects, sexual abuse occurs when a project related worker (contractor staff, subcontractor staff, supervising engineer) uses force or unequal power vis a vis a community member or colleague to perpetrate or threat to perpetrate an unwanted sexual act. | • A project worker abuses a community member.<br>• A project worker has a sexual relationship with a child.<br>• A project worker befriends a child, supporting her and/or her family in exchange of sexual favors.<br>• A project worker stays in the cafeteria after dinner and sexually assaults a kitchen staff member.<br>• A project worker touches an administrative staff member's body.<br>• A supervisor for a subcontractor asks his female colleague to join him for a business dinner with the main contractor. After dinner he asks her to entertain "the boss" in his room as an appreciation for the contract and her work. |
| **Sexual Harassment:** Any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment, or creates an intimidating, hostile or offensive work environment. In Bank financed operations/projects, sexual harassment occurs within the context of a subcontractor or contractor and relates to employees of the company experiencing unwelcome sexual advances or requests for sexual favor or acts of a sexual nature that are offensive and humiliating among the same company's employees. | • A worker sends sexually explicit text messages to a coworker.<br>• A colleague leaves an offensive picture that is sexually explicit on a co-worker's desk.<br>• A project worker asks all female employees to great him with a kiss on the cheek every day before work.<br>• A project worker compliments his co-worker's body.<br>• A project worker continuously invites a co-worker out for drinks or dinner after being told that they are not interested. |

## *Annex 7: Land Donation Documentation*



JAMHUURIYADDA FEDERAALKA SOOMAALIYA

DAYAH GALMUDUG NOTARY PUBLIC
DR' ADEN JUM'ALE MOHAMED
TEL: 061-5189259 / 061-5227555
Email: bashirxeyle7@gmail.com

XAFIISKA NOTAAYAHA DAYAX
ORIGINAL
xarunta Laanta dhusamareeb

UJEEDO: - **HESHIIS KU SAABSAN WAQAF DHUL BANAAN**

dhuusamareeb maanta oo ay taariikhdu tahay **14/09/2023** Anigoo ah **Hussein Abshir Ahmed**, soomaali ah, hooyo tahay **Xaawo Daahir Cali**, ku dhashay dhuusamareeb, sannadkii **1972-dii**, degan dhuusamareb, lagana helo tell: **0615588580**, lehna (Passport no: **P00899907** kuna dhaggan warqaddan dhabarkeeda) iyo (sawirka warqadda dhabarkeeda ku dhaggan), isla markaana ka caafimaad qaba wax allaale wixii wax u dhimi kara maskaxda iyo jirka bini'aadamka cid i qasabtayna aysan jirin qowl iyo ficilba, waxaan si buuxda u caddeynayaa inaan waqfay dhul aan ku leeyahay degmada dhuusamareeb, Xaafadda **Waaberi,** cabirkiisuna yahay 82.5X112-**Mtr = 9,240-MQ,** soohdimihiisuna kala yihiin:- **Bari (95m)** waxaa ka mara Wado, **Waqooyi (110m)** waxaa ka mara Wadada Ceelbuur aada, lehna **WML Ref no: DPN/2035/2023** kuna **Tr. 03/06/2023** kana soo baxday Xafiiska nootaayo Dayax, kuna saxiixan yahay **Dr. Aadan Jimcaale Maxamed**, waxaana u waqfay in laga dhiso goob wax barasho, laguna baro dadka ku nool degmada dhuusamareeb, gaar ahaan xaafadda **Waaberi,** kuna bartaan waxbarasho **Maadi** iyo **Diiniba**, dhulkaan aan waqfay wuxuu ka madax banaan yahay rahan, deyn iyo sheegashao kale, waxaana si gaar ah ugu wareejiyey dhulkaan dhisidiisa iyo hirgelinta goobtaas waxbarasho **MAAMULKA DOWLADA HOOSE EE DEGMADA DHUUSAMAREEB,** oo uu wakiil u yahay Gudoomiye **Abdirahman Ali Mohamed (Geeda-qoroow)**, soomaali ah, hooyo tahay Xabiibo Barre Warsame, ku dhashay dhuusamareeb, sanadkii 1972-dii deggan Dhuusamareeb lagana helo tell: **+252614684444**, aniga oo ah **Hussein Abshir Ahmed** ayaa damaanad qaadaya magdhawga dhulkaan haddii ay kasoo laabato sheegasho qof kale oo ah xagga milkiyadda dhulkaan, anigoo ah **Abdirahman Ali Mohamed (Geeda-qoroow)** ahna gudoomiyaha degmada dhuusamareeb waxaan caddeynayaa inaan u aqbalay wareejinta dhulkaan danta guud ah dadka degmada dhuusamareeb kalana wareegnay maanta oo ay taariikhdu tahay **14-09-2023**, waxaana markhaatiyaal goobjoogayaal ka ah dadka hoos ku qoran

**MAGACA & SAXIIXA WAQFAHA DHULKA**

**Hussein Abshir Ahmed** _____

**SAXIIXA MARQAATIYAASHA**

1. **Sheikh Bashiir Sheikh Cali Sheikh Cabdi**
   **Tell: 0615102098**
   _____

2. **Abduweli Dirie Mohamed**
   **Tell: 0615430480**
   _____

**Saxiixa aqbalaha Maamulka Degmada dhuusamareeb**

**Abdirahman Ali Mohamed (Geeda-qoroow)** _____

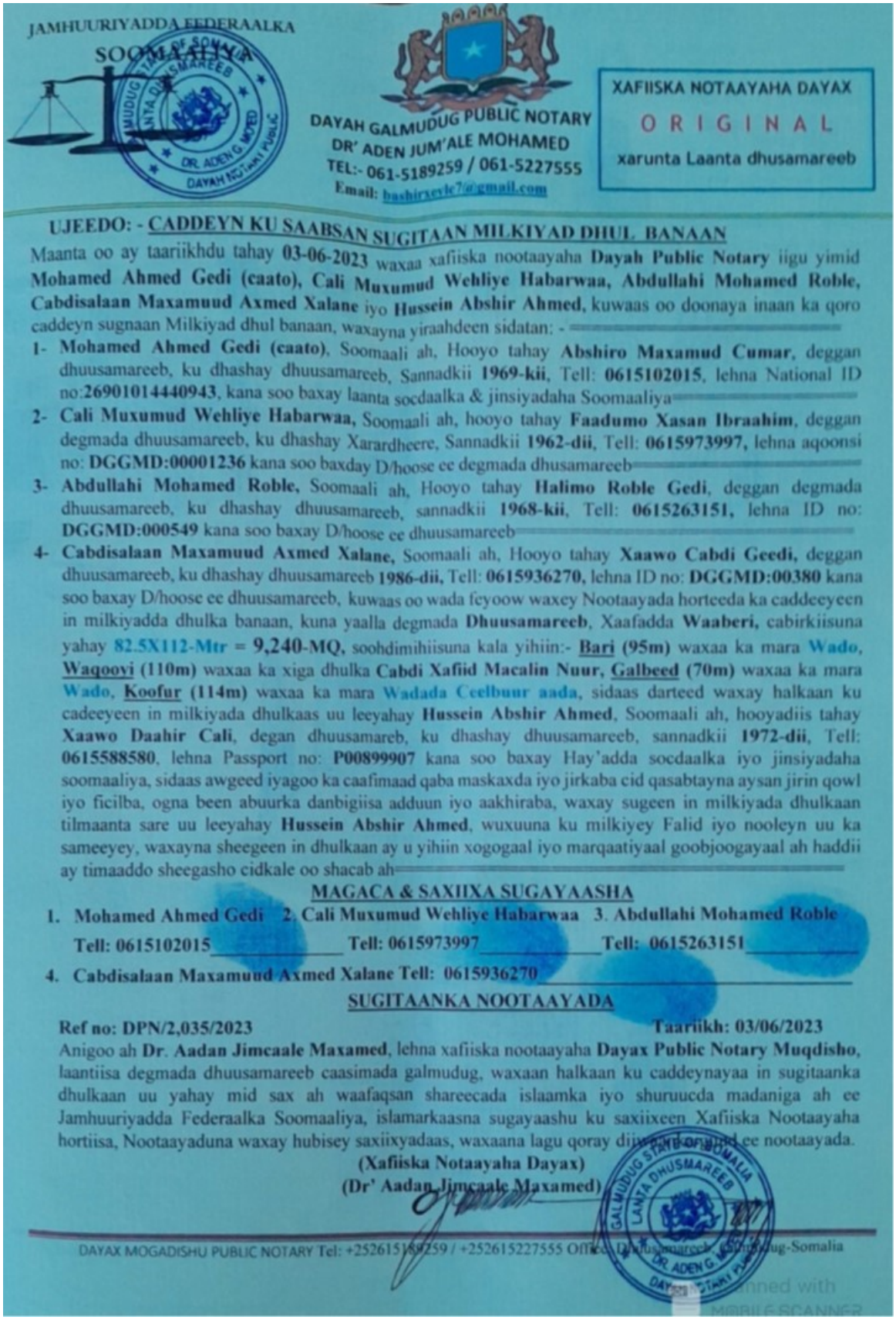
**SUGITAANKA NOOTAAYADA**

**Ref no: DPN/2524/2023** **Taariikh: 14/09/2023**

Anigoo ah **Dr. Aadan Jimcaale Maxamed**, lehna xafiiska nootaayaha **Dayax Public Notary Muqdisho**, laantiisa degmada dhuusamareeb, caasimadda galmudug, waxaan halkaan ku caddeynayaa in waqafka dhulkaan uu yahay mid sax ah waafaqsan shareecada islaamka iyo shuruucda madaniga ah ee Jamhuuriyadda Federaalka Soomaaliya, islamarkaasna ay saxiixeen dhinacyada heshiiskaanu quseeyo, waxaana lagu qoray diiwaanka guud ee nootaayada.

**(Xafiiska Notaayaha Dayax)**
**(Dr' Aadan Jimcaale Maxamed)**

DAYAX MOGADISHU PUBLIC NOTARY Tel: +252615189259 / +252615227555 Office: Dhusamareeb, Galmudug-Somalia



JAMHUURIYADDA FEDERAALKA SOOMAALIYA

DAYAH GALMUDUG PUBLIC NOTARY
DR' ADEN JUM'ALE MOHAMED
TEL:- 061-5189259 / 061-5227555
Email: bashirsyle7@gmail.com

XAFIISKA NOTAAYAHA DAYAX
ORIGINAL
xarunta Laanta dhusamareeb

**UJEEDO: - CADDEYN KU SAABSAN SUGITAAN MILKIYAD DHUL BANAAN**

Maanta oo ay taariikhdu tahay **03-06-2023** waxaa xafiiska nootaayaha **Dayah Public Notary** iigu yimid **Mohamed Ahmed Gedi (caato), Cali Muxumud Wehliye Habarwaa, Abdullahi Mohamed Roble, Cabdisalaan Maxamuud Axmed Xalane** iyo **Hussein Abshir Ahmed,** kuwaas oo doonaya inaan ka qoro caddeyn sugnaan Milkiyad dhul banaan, waxayna yiraahdeen sidatan: -

1- **Mohamed Ahmed Gedi (caato)**, Soomaali ah, Hooyo tahay **Abshiro Maxamud Cumar**, deggan dhuusamareeb, ku dhashay dhuusamareeb, Sannadkii **1969-kii**, Tell: **0615102015**, lehna National ID no:**26901014440943**, kana soo baxay laanta socdaalka & jinsiyadaha Soomaaliya

2- **Cali Muxumud Wehliye Habarwaa,** Soomaali ah, hooyo tahay **Faadumo Xasan Ibraahim**, deggan degmada dhuusamareeb, ku dhashay Xarardheere, Sannadkii **1962-dii**, Tell: **0615973997,** lehna aqoonsi no: **DGGMD:00001236** kana soo baxday D/hoose ee degmada dhusamareeb

3- **Abdullahi Mohamed Roble,** Soomaali ah, Hooyo tahay **Halimo Roble Gedi**, deggan degmada dhuusamareeb, ku dhashay dhuusamareeb, sannadkii **1968-kii**, Tell: **0615263151,** lehna ID no: **DGGMD:000549** kana soo baxay D/hoose ee dhuusamareeb

4- **Cabdisalaan Maxamuud Axmed Xalane,** Soomaali ah, Hooyo tahay **Xaawo Cabdi Geedi,** deggan dhuusamareeb, ku dhashay dhuusamareeb **1986-dii,** Tell: **0615936270,** lehna ID no: **DGGMD:00380** kana soo baxay D/hoose ee dhuusamareeb, kuwaas oo wada feyoow waxey Nootaayada horteeda ka caddeeyeen in milkiyadda dhulka banaan, kuna yaalla degmada **Dhuusamareeb**, Xaafadda **Waaberi,** cabirkiisuna yahay **82.5X112-Mtr = 9,240-MQ,** soohdimihiisuna kala yihiin:- **Bari (95m)** waxaa ka mara **Wado, Waqooyi (110m)** waxaa ka xiga dhulka **Cabdi Xafiid Macalin Nuur, Galbeed (70m)** waxaa ka mara **Wado, Koofur (114m)** waxaa ka mara **Wadada Ceelbuur aada,** sidaas darteed waxay halkaan ku cadeeyeen in milkiyada dhulkaas uu leeyahay **Hussein Abshir Ahmed**, Soomaali ah, hooyadiis tahay **Xaawo Daahir Cali**, degan dhuusamareb, ku dhashay dhuusamareeb, sannadkii **1972-dii**, Tell: **0615588580**, lehna Passport no: **P00899907** kana soo baxay Hay'adda socdaalka iyo jinsiyadaha soomaaliya, sidaas awgeed iyagoo ka caafimaad qaba maskaxda iyo jirkaba cid qasabtayna aysan jirin qowl iyo ficilba, ogna been abuurka danbigiisa adduun iyo aakhiraba, waxay sugeen in milkiyada dhulkaan tilmaanta sare uu leeyahay **Hussein Abshir Ahmed**, wuxuuna ku milkiyey Falid iyo nooleyn uu ka sameeyey, waxayna sheegeen in dhulkaan ay u yihiin xogogaal iyo marqaatiyaal goobjoogayaal ah haddii ay timaaddo sheegasho cidkale oo shacab ah

**MAGACA & SAXIIXA SUGAYAASHA**

1. **Mohamed Ahmed Gedi** 2. **Cali Muxumud Wehliye Habarwaa** 3. **Abdullahi Mohamed Roble**
   **Tell: 0615102015** **Tell: 0615973997** **Tell: 0615263151**
4. **Cabdisalaan Maxamuud Axmed Xalane Tell: 0615936270**

**SUGITAANKA NOOTAAYADA**

**Ref no: DPN/2,035/2023** **Taariikh: 03/06/2023**

Anigoo ah **Dr. Aadan Jimcaale Maxamed**, lehna xafiiska nootaayaha **Dayax Public Notary Muqdisho,** laantiisa degmada dhuusamareeb caasimada galmudug, waxaan halkaan ku caddeynayaa in sugitaanka dhulkaan uu yahay mid sax ah waafaqsan shareecada islaamka iyo shuruucda madaniga ah ee Jamhuuriyadda Federaalka Soomaaliya, islamarkaasna sugayaashu ku saxiixeen Xafiiska Nootaayaha hortiisa, Nootaayaduna waxay hubisey saxiixyadaas, waxaana lagu qoray diiwaanka ee nootaayada.

**(Xafiiska Notaayaha Dayax)**
**(Dr' Aadan Jimcaale Maxamed)**

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AQOONSIYADA IYO SAXIIX
TAASHA DHULKA
Dowladda Hoose ee Dagmada Dhusamareb
Municipality ID Card
Dowladda Hoose ee Degmada Dhusamareb
Municipality ID Card
DAYAH NOTARII PUBLIC
DR. ADEN G. MOED
AQOONSIGA MIDKIISAHA DHULKA
HUSSEIN ABSHIR AHMED
HAWO DAHIR ALI
LABOURER
MOGADISHU
DUSAMAREB
SOMALI GOVERNMENT
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DAYAX MOGADISHU PUBLIC NOTARY Tel: +252615189259 / +252615227555 Office: Dhuusamareeb, Galmudug-Somalia

## *Annex 7: School Construction Environmental and Social Screening Checklist*

| Introduction | | | | |
|---|---|---|---|---|
| 1. | Project Name | Somali Education for Human Capital Development | | |
| 2. | Project Location | **Libilow (Buloburde District)** | | |
| 3. | Sub-project Description | **Phase II School Construction Screening** | | |
| *Environmental and Social Impact Description* | | | | |
| 4. | *Social Impact Assessments* | *No* | *Yes* | *Remarks* |
| | *Vulnerable and Marginalized Groups* | | | |
| | Does the project require acquisition of land? | **X** | | The community donates empty land where district do not have land for school construction as per project design to minimise displacement and the conflict of the people. |
| | Is the proposed construction area located on lands and territories claimed by marginalized clans/ groups | **X** | | Selected areas are normally inhabited by genealogically related groups. |
| | Will the project lead to inequitable or discriminatory impacts on populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities? | **X** | | Project implementation activities will not lead to any further disadvantage of the project-affected-people. However, ES instruments including ESMP is developed to mitigate any inequitable treatment for the marginalised groups. |
| | Does the project require physical displacement of households? | **X** | | Since the project was designed that the new schools will only be constructed on either government-owned land or empty land donated by local community, it will not displace any households. |
| | Does the project involve economic displacement of households? | **X** | | School construction activities will not impact the economic and livelihoods of the households. |
| | Does the project cause change/loss in livelihoods of individuals? | **X** | | Project activities will noy impact the livelihoods of individuals or households. |
| | Is the project likely to create or exacerbate conflict within communities? | **X** | | As the local communities are normally from same clans and the school construction land are donated collectively, the project activities will not create any conflict within communities. GRM system was operationalised to monitor any potential conflict. |
| | Will the project lead to exclusion of any potentially affected stakeholders, | **X** | | *ESS10*: *Stakeholder Engagement and Information Disclosure* necessitate consultation of all project affected people including women and youth representatives. Consequently, the project consulted with all local community members and disclosed to them about the project information and intentions. |
| | Is there a possibility that the project would have significant negative impacts on vulnerable/marginalised people? | **X** | | The project will not negatively impact any groups. The project's ES instruments was designed to monitor any negative impacts on the marginalised groups. |
| | Does the local communities consulted with and informed/educated about the project's long-term intentions? | | **X** | As necessitated by the *ESS10*: *Stakeholder Engagement and Information Disclosure,* the local community was consulted, informed and disclosed to about the long-term intentions of the project ad well |

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| | | | | as the vital role the local community should play for the successful implementation of the project. |
| | Are there structures in place to engage people considered disadvantaged in decision-making processes (e.g. women, youth, persons with disabilities, IDPs, etc.? | | **X** | The whole purpose of stakeholder engagement is to ensure the participation of disadvantaged groups and record their voices and concerns. There are also GRM uptake channels that the disadvantaged groups can submit their grievances. |
| | Does the project result inward migration of people from outside the area for use of services or other purposes? | | **X** | Due to the employment opportunities generated by school construction, there is a possibility of inward migration of labour influx. Therefore, the *ESS2*: *Labour and Working Conditions* will guide the balancing acts of inclusive economic and employment opportunities of workers, and the safety of host communities and the impact that labour influx might have on the local resources. |
| | Is there a power balance in the local communities' social and political arrangements? | | **X** | Since the local communities belong to similar tribal genealogy, their political and social arrangements are based on locally agreed power balance. |
| | Is land available for school construction? | | **X** | The land for school construction is always available because local government or the community provides the land to minimise any displacement or conflict. |
| | Will the construction happen next to or within a Cultural Heritage site | **X** | | There is no identified or known Cultural Heritage site around the school construction. |
| | Are the community members willing and ready to hand it over a land for school construction | | **X** | Where there is no government-owned land, the community is always willing to donate land for school construction as a part of their contribution to the project. |
| 5. | Minimum land area required for the proposed development (ha) | **1 (ha) = 10,000m$^2$** | | |
| 6. | Available total land area within the identified location (ha) | **1 (ha) = 10,000m$^2$** | | |
| 7. | Present land ownership | **Public (Community donation)** Private: Other: | | |
| | Does the area have a functional CEC or the readiness to form one? | | **X** | If there are existing temporary schools on the school construction land, there are functioning CECs, but if the land is empty, then local education authority with the local community will establish new CEC during school construction phase. |
| | How effective and representative is the CEC/VDC etc? | The composition of the CECs is normally representative, but their effectiveness depends on whether school is situated in rural or urban areas. Urban CECs are normally effective because of their educational and professional background. Whereas in the rural areas members are normally local members who have limited education. | | |
| | How are they selected and/or appointed? | Local education authority works with the schools and local communities to establish CEC that links schools and their communities and oversees how fair and effective school management runs school affairs. | | |
| | *Gender-Related Risks* | | | |
| | Does the project adversely impact on the livelihoods or rights of women? | **X** | | The Project will not impact livelihoods or rights of women since social safeguards team will monitor any potential negative impacts. |
| | Chances of the project to exacerbate risk of gender-based violence | **X** | | The project will not exacerbate GBV issues and GBV Specialist will monitor any GBV-related issues. |

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| | Chances of the project to reproducing discriminations against girls | **X** | | The project will not reproduce or propagate discrimination against girls or women. The project will generate IEC materials and posters that advocate the rights of women and girls and GRM mechanisms that will support the communication and submission of grievances in confidential fashion by girls and women. |
| | What survivor centric health, psychosocial, and legal services exist in the area? | Rural areas do not normally have these specialised health services but the GBV provider will be onboarded and establish these services. | | |

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| | | **Introduction** | | |
| 8. | Project Name | Somali Education for Human Capital Development | | |
| 9. | Project Location | **Sakhawudin (Hudur District)** | | |
| 10. | Sub-project Description | **Phase II School Construction Screening** | | |
| | *Environmental and Social Impact Description* | | | |
| 11. | *Social Impact Assessments* | *No* | *Yes* | *Remarks* |
| | *Vulnerable and Marginalized Groups* | | | |
| | Does the project require acquisition of land? | **X** | | The community donates empty land where district do not have land for school construction as per project design to minimise displacement and the conflict of the people. |
| | Is the proposed construction area located on lands and territories claimed by marginalized clans/ groups | **X** | | Selected areas are normally inhabited by genealogically related groups. |
| | Will the project lead to inequitable or discriminatory impacts on populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities? | **X** | | Project implementation activities will not lead to any further disadvantage of the project-affected-people. However, ES instruments including ESMP is developed to mitigate any inequitable treatment for the marginalised groups. |
| | Does the project require physical displacement of households? | **X** | | Since the project was designed that the new schools will only be constructed on either government-owned land or empty land donated by local community, it will not displace any households. |
| | Does the project involve economic displacement of households? | **X** | | School construction activities will not impact the economic and livelihoods of the households. |
| | Does the project cause change/loss in livelihoods of individuals? | **X** | | Project activities will noy impact the livelihoods of individuals or households. |
| | Is the project likely to create or exacerbate conflict within communities? | **X** | | As the local communities are normally from same clans and the school construction land are donated collectively, the project activities will not create any conflict within communities. GRM system was operationalised to monitor any potential conflict. |
| | Will the project lead to exclusion of any potentially affected stakeholders, | **X** | | *ESS10*: *Stakeholder Engagement and Information Disclosure* necessitate consultation of all project affected people including women and youth representatives. Consequently, the project consulted with all local community members and disclosed to them about the project information and intentions. |
| | Is there a possibility that the project would have significant negative | **X** | | The project will not negatively impact any groups. The project's ES instruments was |

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| | impacts on vulnerable/marginalised people? | | | designed to monitor any negative impacts on the marginalised groups. |
| | Does the local communities consulted with and informed/educated about the project's long-term intentions? | | **X** | As necessitated by the *ESS10*: *Stakeholder Engagement and Information Disclosure,* the local community was consulted, informed and disclosed to about the long-term intentions of the project ad well as the vital role the local community should play for the successful implementation of the project. |
| | Are there structures in place to engage people considered disadvantaged in decision-making processes (e.g. women, youth, persons with disabilities, IDPs, etc.? | | **X** | The whole purpose of stakeholder engagement is to ensure the participation of disadvantaged groups and record their voices and concerns. There are also GRM uptake channels that the disadvantaged groups can submit their grievances. |
| | Does the project result inward migration of people from outside the area for use of services or other purposes? | | **X** | Due to the employment opportunities generated by school construction, there is a possibility of inward migration of labour influx. Therefore, the *ESS2*: *Labour and Working Conditions* will guide the balancing acts of inclusive economic and employment opportunities of workers, and the safety of host communities and the impact that labour influx might have on the local resources. |
| | Is there a power balance in the local communities' social and political arrangements? | | **X** | Since the local communities belong to similar tribal genealogy, their political and social arrangements are based on locally agreed power balance. |
| | Is land available for school construction? | | **X** | The land for school construction is always available because local government or the community provides the land to minimise any displacement or conflict. |
| | Will the construction happen next to or within a Cultural Heritage site | **X** | | There is no identified or known Cultural Heritage site around the school construction. |
| | Are the community members willing and ready to hand it over a land for school construction | | **X** | Where there is no government-owned land, the community is always willing to donate land for school construction as a part of their contribution to the project. |
| 12. | Minimum land area required for the proposed development (ha) | **1 (ha) = 10,000m$^2$** | | |
| 13. | Available total land area within the identified location (ha) | **1 (ha) = 10,000m$^2$** | | |
| 14. | Present land ownership | **Public (Community donation)** Private: Other: | | |
| | Does the area have a functional CEC or the readiness to form one? | | **X** | If there are existing temporary schools on the school construction land, there are functioning CECs, but if the land is empty, then local education authority with the local community will establish new CEC during school construction phase. |
| | How effective and representative is the CEC/VDC etc? | The composition of the CECs is normally representative, but their effectiveness depends on whether school is situated in rural or urban areas. Urban CECs are normally effective because of their educational and professional background. Whereas in the rural areas members are normally local members who have limited education. | | |

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| | How are they selected and/or appointed? | Local education authority works with the schools and local communities to establish CEC that links schools and their communities and oversees how fair and effective school management runs school affairs. | | |
| | *Gender-Related Risks* | | | |
| | Does the project adversely impact on the livelihoods or rights of women? | **X** | | The Project will not impact livelihoods or rights of women since social safeguards team will monitor any potential negative impacts. |
| | Chances of the project to exacerbate risk of gender-based violence | **X** | | The project will not exacerbate GBV issues and GBV Specialist will monitor any GBV-related issues. |
| | Chances of the project to reproducing discriminations against girls | **X** | | The project will not reproduce or propagate discrimination against girls or women. The project will generate IEC materials and posters that advocate the rights of women and girls and GRM mechanisms that will support the communication and submission of grievances in confidential fashion by girls and women. |
| | What survivor centric health, psychosocial, and legal services exist in the area? | Rural areas do not normally have these specialised health services but the GBV provider will be onboarded and establish these services. | | |

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| | | **Introduction** | | |
| 15. | Project Name | Somali Education for Human Capital Development | | |
| 16. | Project Location | **Tabta (Afmadow District)** | | |
| 17. | Sub-project Description | **Phase II School Construction Screening** | | |
| | *Environmental and Social Impact Description* | | | |
| 18. | *Social Impact Assessments* | *No* | *Yes* | *Remarks* |
| | *Vulnerable and Marginalized Groups* | | | |
| | Does the project require acquisition of land? | **X** | | The community donates empty land where district do not have land for school construction as per project design to minimise displacement and the conflict of the people. |
| | Is the proposed construction area located on lands and territories claimed by marginalized clans/ groups | **X** | | Selected areas are normally inhabited by genealogically related groups. |
| | Will the project lead to inequitable or discriminatory impacts on populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities? | **X** | | Project implementation activities will not lead to any further disadvantage of the project-affected-people. However, ES instruments including ESMP is developed to mitigate any inequitable treatment for the marginalised groups. |
| | Does the project require physical displacement of households? | **X** | | Since the project was designed that the new schools will only be constructed on either government-owned land or empty land donated by local community, it will not displace any households. |
| | Does the project involve economic displacement of households? | **X** | | School construction activities will not impact the economic and livelihoods of the households. |
| | Does the project cause change/loss in livelihoods of individuals? | **X** | | Project activities will noy impact the livelihoods of individuals or households. |
| | Is the project likely to create or exacerbate conflict within communities? | **X** | | As the local communities are normally from same clans and the school construction land are donated collectively, the project activities will |

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| | | | | not create any conflict within communities. GRM system was operationalised to monitor any potential conflict. |
| | Will the project lead to exclusion of any potentially affected stakeholders, | **X** | | *ESS10*: *Stakeholder Engagement and Information Disclosure* necessitate consultation of all project affected people including women and youth representatives. Consequently, the project consulted with all local community members and disclosed to them about the project information and intentions. |
| | Is there a possibility that the project would have significant negative impacts on vulnerable/marginalised people? | **X** | | The project will not negatively impact any groups. The project's ES instruments was designed to monitor any negative impacts on the marginalised groups. |
| | Does the local communities consulted with and informed/educated about the project's long-term intentions? | | **X** | As necessitated by the *ESS10*: *Stakeholder Engagement and Information Disclosure,* the local community was consulted, informed and disclosed to about the long-term intentions of the project ad well as the vital role the local community should play for the successful implementation of the project. |
| | Are there structures in place to engage people considered disadvantaged in decision-making processes (e.g. women, youth, persons with disabilities, IDPs, etc.? | | **X** | The whole purpose of stakeholder engagement is to ensure the participation of disadvantaged groups and record their voices and concerns. There are also GRM uptake channels that the disadvantaged groups can submit their grievances. |
| | Does the project result inward migration of people from outside the area for use of services or other purposes? | | **X** | Due to the employment opportunities generated by school construction, there is a possibility of inward migration of labour influx. Therefore, the *ESS2*: *Labour and Working Conditions* will guide the balancing acts of inclusive economic and employment opportunities of workers, and the safety of host communities and the impact that labour influx might have on the local resources. |
| | Is there a power balance in the local communities' social and political arrangements? | | **X** | Since the local communities belong to similar tribal genealogy, their political and social arrangements are based on locally agreed power balance. |
| | Is land available for school construction? | | **X** | The land for school construction is always available because local government or the community provides the land to minimise any displacement or conflict. |
| | Will the construction happen next to or within a Cultural Heritage site | **X** | | There is no identified or known Cultural Heritage site around the school construction. |
| | Are the community members willing and ready to hand it over a land for school construction | | **X** | Where there is no government-owned land, the community is always willing to donate land for school construction as a part of their contribution to the project. |
| 19. | Minimum land area required for the proposed development (ha) | **1 (ha) = 10,000m$^2$** | | |
| 20. | Available total land area within the identified location (ha) | **1 (ha) = 10,000m$^2$** | | |
| 21. | Present land ownership | **Public (Community donation)** Private: Other: | | |

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| | Does the area have a functional CEC or the readiness to form one? | | **X** | If there are existing temporary schools on the school construction land, there are functioning CECs, but if the land is empty, then local education authority with the local community will establish new CEC during school construction phase. |
| | How effective and representative is the CEC/VDC etc? | The composition of the CECs is normally representative, but their effectiveness depends on whether school is situated in rural or urban areas. Urban CECs are normally effective because of their educational and professional background. Whereas in the rural areas members are normally local members who have limited education. | | |
| | How are they selected and/or appointed? | Local education authority works with the schools and local communities to establish CEC that links schools and their communities and oversees how fair and effective school management runs school affairs. | | |
| | *Gender-Related Risks* | | | |
| | Does the project adversely impact on the livelihoods or rights of women? | **X** | | The Project will not impact livelihoods or rights of women since social safeguards team will monitor any potential negative impacts. |
| | Chances of the project to exacerbate risk of gender-based violence | **X** | | The project will not exacerbate GBV issues and GBV Specialist will monitor any GBV-related issues. |
| | Chances of the project to reproducing discriminations against girls | **X** | | The project will not reproduce or propagate discrimination against girls or women. The project will generate IEC materials and posters that advocate the rights of women and girls and GRM mechanisms that will support the communication and submission of grievances in confidential fashion by girls and women. |
| | What survivor centric health, psychosocial, and legal services exist in the area? | Rural areas do not normally have these specialised health services but the GBV provider will be onboarded and establish these services. | | |

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| | | **Introduction** | | |
| 22. | Project Name | Somali Education for Human Capital Development | | |
| 23. | Project Location | **Xundhure (Dhusamareb District)** | | |
| 24. | Sub-project Description | **Phase II School Construction Screening** | | |
| | *Environmental and Social Impact Description* | | | |
| 25. | *Social Impact Assessments* | *No* | *Yes* | *Remarks* |
| | *Vulnerable and Marginalized Groups* | | | |
| | Does the project require acquisition of land? | **X** | | The community donates empty land where district do not have land for school construction as per project design to minimise displacement and the conflict of the people. |
| | Is the proposed construction area located on lands and territories claimed by marginalized clans/ groups | **X** | | Selected areas are normally inhabited by genealogically related groups. |
| | Will the project lead to inequitable or discriminatory impacts on populations, particularly people living in poverty or marginalized or excluded individuals or groups, including persons with disabilities? | **X** | | Project implementation activities will not lead to any further disadvantage of the project-affected-people. However, ES instruments including ESMP is developed to mitigate any inequitable treatment for the marginalised groups. |

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| | Does the project require physical displacement of households? | **X** | | Since the project was designed that the new schools will only be constructed on either government-owned land or empty land donated by local community, it will not displace any households. |
| | Does the project involve economic displacement of households? | **X** | | School construction activities will not impact the economic and livelihoods of the households. |
| | Does the project cause change/loss in livelihoods of individuals? | **X** | | Project activities will noy impact the livelihoods of individuals or households. |
| | Is the project likely to create or exacerbate conflict within communities? | **X** | | As the local communities are normally from same clans and the school construction land are donated collectively, the project activities will not create any conflict within communities. GRM system was operationalised to monitor any potential conflict. |
| | Will the project lead to exclusion of any potentially affected stakeholders, | **X** | | *ESS10*: *Stakeholder Engagement and Information Disclosure* necessitate consultation of all project affected people including women and youth representatives. Consequently, the project consulted with all local community members and disclosed to them about the project information and intentions. |
| | Is there a possibility that the project would have significant negative impacts on vulnerable/marginalised people? | **X** | | The project will not negatively impact any groups. The project's ES instruments was designed to monitor any negative impacts on the marginalised groups. |
| | Does the local communities consulted with and informed/educated about the project's long-term intentions? | | **X** | As necessitated by the *ESS10*: *Stakeholder Engagement and Information Disclosure,* the local community was consulted, informed and disclosed to about the long-term intentions of the project ad well as the vital role the local community should play for the successful implementation of the project. |
| | Are there structures in place to engage people considered disadvantaged in decision-making processes (e.g. women, youth, persons with disabilities, IDPs, etc.? | | **X** | The whole purpose of stakeholder engagement is to ensure the participation of disadvantaged groups and record their voices and concerns. There are also GRM uptake channels that the disadvantaged groups can submit their grievances. |
| | Does the project result inward migration of people from outside the area for use of services or other purposes? | | **X** | Due to the employment opportunities generated by school construction, there is a possibility of inward migration of labour influx. Therefore, the *ESS2*: *Labour and Working Conditions* will guide the balancing acts of inclusive economic and employment opportunities of workers, and the safety of host communities and the impact that labour influx might have on the local resources. |
| | Is there a power balance in the local communities' social and political arrangements? | | **X** | Since the local communities belong to similar tribal genealogy, their political and social arrangements are based on locally agreed power balance. |
| | Is land available for school construction? | | **X** | The land for school construction is always available because local government or the community provides the land to minimise any displacement or conflict. |

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| | Will the construction happen next to or within a Cultural Heritage site | **X** | | There is no identified or known Cultural Heritage site around the school construction. |
| | Are the community members willing and ready to hand it over a land for school construction | | **X** | Where there is no government-owned land, the community is always willing to donate land for school construction as a part of their contribution to the project. |
| 26. | Minimum land area required for the proposed development (ha) | **1 (ha) = 10,000m$^2$** | | |
| 27. | Available total land area within the identified location (ha) | **1 (ha) = 10,000m$^2$** | | |
| 28. | Present land ownership | **Public (Community donation)** Private: Other: | | |
| | Does the area have a functional CEC or the readiness to form one? | | **X** | If there are existing temporary schools on the school construction land, there are functioning CECs, but if the land is empty, then local education authority with the local community will establish new CEC during school construction phase. |
| | How effective and representative is the CEC/VDC etc? | The composition of the CECs is normally representative, but their effectiveness depends on whether school is situated in rural or urban areas. Urban CECs are normally effective because of their educational and professional background. Whereas in the rural areas members are normally local members who have limited education. | | |
| | How are they selected and/or appointed? | Local education authority works with the schools and local communities to establish CEC that links schools and their communities and oversees how fair and effective school management runs school affairs. | | |
| | *Gender-Related Risks* | | | |
| | Does the project adversely impact on the livelihoods or rights of women? | **X** | | The Project will not impact livelihoods or rights of women since social safeguards team will monitor any potential negative impacts. |
| | Chances of the project to exacerbate risk of gender-based violence | **X** | | The project will not exacerbate GBV issues and GBV Specialist will monitor any GBV-related issues. |
| | Chances of the project to reproducing discriminations against girls | **X** | | The project will not reproduce or propagate discrimination against girls or women. The project will generate IEC materials and posters that advocate the rights of women and girls and GRM mechanisms that will support the communication and submission of grievances in confidential fashion by girls and women. |
| | What survivor centric health, psychosocial, and legal services exist in the area? | Rural areas do not normally have these specialised health services but the GBV provider will be onboarded and establish these services. | | |