



Ministry of Innovation and Technology

**Eastern Africa Regional Digital Integration Project
(EARDIP-SOP-II) (P180931)**

**Environmental and Social Management Plan (ESMP) to Establish
Computer Labs with Internet access at Refugee and Host
Community Schools and Universities**

**Prepared by EARDIP Environmental and Social Risk Management
Team**

**August 2025
Addis Ababa, Ethiopia**

Record of Revision

Rev. No.	Status	Description of Revision	Rev. Date
00	Draft	Circulated for comments	August 2025
01	Draft	The WB Comments	Augst 2025
02	Final	Incorporating the WB Comments	

Acronyms

EARDIP	Eastern Africa Regional Digital Integration Project
EHS	Environmental Health and Safety
EPA	Environmental Protection Authority
ESIA	Environmental and Social Impact Assessments
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
FDRE	Federal Democratic Republic of Ethiopia
GBV	Gender-Based Violence
GRM	Grievances Redress Mechanism
ICT	Information Communication Technology
IDA	International Development Association
IFC	International Financial Corporation
PIUs	Project Implementation Units
VAC	Violence Against Children
M&E	Monitoring and Evaluation
RRS	Refugees and Returnees Service
SEA	Sexual Exploitation and Abuse
SOP-I	Series of Project One
SOP-II	Series of Project Two

Table of Contents

RECORD OF REVISION	II
ACRONYMS	III
TABLE OF CONTENTS	IV
LIST OF TABLES	VI
EXECUTIVE SUMMARY	VII
1. INTRODUCTION	1
1.1 OVERVIEW	1
1.2 NATURE OF THE SUBPROJECT	1
2. OBJECTIVE OF THE STUDY	2
2.1 GENERAL OBJECTIVE	2
2.2 SPECIFIC OBJECTIVES	2
3. SCOPE THE STUDY	2
4. METHODOLOGY OF THE STUDY	2
4.1 DOCUMENTS REVIEW	2
4.2 DIRECT PHYSICAL OBSERVATION	3
4.3 STAKEHOLDERS ENGAGEMENT	3
4.4 IMPACT ANALYSIS	3
4.5 REPORT STRUCTURE	3
5. DESCRIPTION OF THE SUBPROJECT	3
5.1 LOCATION	3
6. APPLICABLE LAWS AND REGULATIONS	6
6.1 ENVIRONMENTAL POLICY OF ETHIOPIA (1997)	6
6.2 ENVIRONMENTAL AND SOCIAL IMPACT ASSESSMENT PROCLAMATION (299/2002)	6
6.3 GUIDELINE FOR ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (2022)	6
6.4 FDRE NATIONAL OCCUPATIONAL SAFETY AND HEALTH POLICY AND STRATEGY (2014)	6
6.5 ENVIRONMENTAL AND SOCIAL IMPACT ASSESSMENT PROCEDURAL GUIDELINES SERIES (2003)	6
6.6 LABOR PROCLAMATION (1156/2019)	6
6.7 ELECTRICAL AND ELECTRONIC WASTE MANAGEMENT AND DISPOSAL COUNCIL OF MINISTERS REGULATIONS (425/2018)	6
6.8 POLLUTION CONTROL PROCLAMATION (300/2002)	6
6.9 SOLID WASTE MANAGEMENT PROCLAMATION (513/2007)	7
6.10 HAZARDOUS WASTE MANAGEMENT AND DISPOSAL CONTROL PROCLAMATION No.1090/2018	7
6.11 THE WORLD BANK ENVIRONMENTAL AND SOCIAL FRAMEWORKS (2018)	7
7. IMPACT ASSESSMENT	8
7.1 ANALYSIS OF POSITIVE IMPACTS	8
7.1.1 Bridging the Digital Divide	8
7.1.2 Enhancing Learning and Academic Performance	8
7.1.3 Developing Digital and Technical Literacy	8
7.1.4 Fostering Collaboration and Communication	8
7.1.5 Providing Access to Specialized Software and Career Exploration	8
7.1.6 Empowering Educators	9

7.1.7 <i>Promoting Critical Thinking and Problem-Solving</i>	9
7.1.8 <i>Community Empowerment</i>	9
7.2 ASSESSMENT OF ADVERSE IMPACTS	9
7.2.1 <i>Biophysical Impacts</i>	9
7.2.2 <i>Socioeconomic Impacts</i>	10
8. EVALUATION OF ENVIRONMENTAL AND SOCIAL IMPACTS	11
9. ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN.....	14
10. ENVIRONMENTAL AND SOCIAL MONITORING/ INSPECTION PLAN.....	19
10.1 ROLE AND RESPONSIBILITIES	23
10.1.1 <i>The Project Implementation Unit (PIU)</i>	23
10.1.2 <i>Regulatory Organizations</i>	23
10.2 BUDGET AND REPORTING MECHANISM	23
10.2.1 <i>Environmental and Social Cost</i>	23
10.2.2 <i>Training Budget</i>	23
10.2.4 <i>Budget Summary</i>	23
10.2.5 <i>Reporting Mechanism</i>	24
10.2.6 <i>Auditing Services</i>	24
11. STAKEHOLDER CONSULTATIONS AND GRIEVANCE REDRESS MECHANISM (GRM).....	25
11.1 STAKEHOLDER CONSULTATION	25
11.1.1 <i>Approach and Methods</i>	25
11.1.2 <i>Summary of Key Findings from Stakeholder Consultations</i>	25
11.2 GRIEVANCES REDRESSING MECHANISM RELATED TO THE SUBPROJECT	26
12. CONCLUSION AND RECOMMENDATIONS.....	27
12.1 CONCLUSION	27
12.2 RECOMMENDATION	27
13. REFERENCES.....	28
14. APPENDICES.....	29
14.1 ENVIRONMENTAL AND SOCIAL SCREENING DATA SHEET	29
14.2 LIST OF SCHOOLS AND UNIVERSITIES.....	34
14.3 APPENDIX B. LIST OF PARTICIPANTS AND PHOTOS CAPTURED DURING CONSULTATION	35
14.4 APPENDIX D. CLEARANCE/ APPROVAL LETTER ISSUED BY THE COMPETENT ORGAN (EPA)	56

List of tables

Table		Page
Table 1	List of Selected Schools and their Grid References	4
Table 2	List of Universities and their Grid References	4
Table 3	Evaluation of Environmental and Social Impacts	12
Table 4	Environmental and Social Management Plan	14
Table 5	Environmental and Social Monitoring/ Inspection Plan	18
Table 6	Training Budget	22
Table 7	Total cost	22
Table 8	Major concerns and responses during stakeholders' engagement	26

Executive Summary

The report presents an Environmental and Social Management Plan (ESMP) to establish computer labs with internet access at refugee and host community schools in Ethiopia, particularly in conflict affected regions of Afar, Amhara, Benishangul-Gumuz, Gambela and Somali (see subsection 5.1 for details on the specific locations of the identified universities and secondary schools). The purpose of the ESMP is to identify sensitive environmental and social components (biophysical and socioeconomic) that are likely to be affected by the implementation of the proposed subproject, evaluate potential adverse impacts, and prepare mitigation plans and recommendations to minimize adverse impacts and enhance beneficial impacts. The methodologies applied during the study were review of relevant documents, direct physical observation at the subproject sites, stakeholder engagement at all levels, impact analysis, choosing mitigation and enhancement measures using different optimization tools, and developing management and monitoring plans. These were aligned with the requirements of the country's ESMP guideline and the WB Environmental and Social Standards (ESSs).

The structure of the report includes introduction, objective, scope, methodology, nature of the subprojects, applicable laws and regulations, impact analysis and mitigation measures, evaluation of environmental and social impacts, environmental and social management and monitoring plans, conclusions and recommendations, references and appendix.

The Environmental and Social Management Plan (ESMP) outlines mitigation measures for all identified adverse impacts. The total estimated budget for the ESMP is 14,811,500 Birr. This budget is allocated across three key areas:

- Environmental and Social Management Plan (ESMP): 6,060,000 Birr
- Environmental and Social Monitoring/Inspection Plan: 6,950,000 Birr
- Capacity Building: 1,801,500 Birr

In conclusion, implementing the recommended mitigation measures will optimize the sub project's benefits while minimizing its adverse impacts. Therefore, there are no conditions that would prevent the subproject from moving forward.

1. Introduction

1.1 Overview

Establish Computer Labs with Internet access at Refugee and Host Community Schools and Universities is one of the activities planned under the subcomponent 3.2 of regional research and education networks and training for digital skills. Five public higher learning institutions and twenty secondary schools will be installed computer labs with internet access at refugee and host community schools and provide access to locally cached resources and digital content under this component.

The computer labs will involve the installation of technical equipment such as indoor and outdoor access points, wireless controllers, and access switches in the university and secondary school campus. Those universities have basic infrastructure in computer labs. However, secondary schools don't have computer lab infrastructure. Therefore, to address the challenges of computer labs in higher education institutions and secondary schools, the contractor will supply and install the necessary infrastructure to enable the provision of computer labs with internet access at refugee and host community schools and provide access to locally cached resources and digital content.

This Environmental and Social Management Plan (ESMP) consists of a set of enhancement, mitigation, monitoring, and institutional measures to be taken during the subproject's design, construction, and operation stages to address adverse environmental and social impacts effectively using mitigation hierarchy, either by eliminating, minimising, mitigating, compensating/offsetting, or reducing them to acceptable levels. The plan also includes the actions needed for the implementation of these measures. The ESMP has been prepared to guide contractor(s) in developing the contractor's ESMP comprehensively.

1.2 Nature of the Subproject

Computer labs for higher education institutions and secondary schools is one of the activities planned under the subcomponent of regional research and education networks and training for digital skills. Five public higher learning institutions and twenty secondary schools will install computer labs with internet access at refugee and host community schools and provide access to locally cached resources and digital content under this subcomponent. Please refer to Table 1 and 2 for the list of secondary schools and higher institutions.

The establishment of computer labs with internet access at refugee and host community schools and provide access to locally cached resources and digital content may have different environmental and social impacts. This will be complemented by minor installation works including drilling and installation of computer labs equipment.

Therefore, to address the challenges of computer labs with internet access in secondary schools and higher education institutions, the contractor will supply and install the necessary infrastructure to enable the provision of computer labs and consequently access to internet services.

Accordingly, this Environmental and Social Management Plan (ESMP) is prepared in line with Ethiopian Environmental and Social Impact Assessment (ESIA) regulations and the objectives and requirements of the World Bank's Environmental and Social Framework (ESF), specifically the relevant Environmental and Social Standards (ESSs)¹. The purpose of this ESMP is to effectively enhance positive impacts and mitigate any potential adverse environmental and social impacts arising from the implementation of computer labs for higher education institutions and secondary schools.

2. Objective of the Study

2.1 General Objective

The main goal of the environmental and social management plan is to ensure the project is both environmentally sound and socially acceptable. This will help strengthen the environmental and social functions within the university and secondary school communities.

2.2 Specific Objectives

Based on the general objective, the specific objectives are to:

- Identify sensitive environmental and social components that are likely to be affected by the subproject and its activities.
- Predict and assess the potential environmental and social impacts associated with the subproject's implementation.
- Develop an environmental and social management and monitoring plan to mitigate any adverse impacts.
- Estimate the environmental and social costs required to mitigate these adverse impacts.

3. Scope the study

The scope of the Environmental and Social Management Plan (ESMP) study included, but wasn't limited to, the following areas:

- Identifying the type, nature, and scale of the subproject.
- Determining potential environmental and social impacts from the development.
- Proposing mitigation and monitoring measures to address any adverse impacts.
- Evaluating the existing institutional capacity to manage the ESMP's recommendations.

4. Methodology of the Study

The Environmental and Social Management Plan for the supply and establishment of computer labs for higher education institutions and secondary schools was prepared after an environmental and social screening was conducted for each subproject. It has been prepared in line with the requirements of the project's ESMF and the methodologies indicated below.

4.1 Documents review

To identify potential impacts from the subproject's activities, a review of relevant documents was conducted. This review included:

- Project Appraisal Document (PAD),
- Project Implementation Manual (PIM),
- Environmental and Social Management Framework (ESMF),

¹ ESS1, ESS2, ESS3, ESS4, ESS6, ESS10

- Request for bids for computer labs in higher education institutions and secondary schools,
- The subproject screening report,
- Relevant national policies and international best practices.

4.2 Direct Physical Observation

Physical site visits were conducted to assess the baseline environmental and social conditions. The goal was to identify sensitive components that could be significantly affected by the subproject.

4.3 Stakeholders Engagement

To brief key participants on the subproject's planned activities and gather their feedback, we held engagement meetings with stakeholders from regional government and academia. Participants included representatives from the Bureaus of Innovation and Technology, Women and Social Affairs, the regional EPA, as well as universities and secondary schools, including presidents, ICT department heads, school directors, and other experts.

4.4 Impact Analysis

After categorizing and analysing the collected data, we described the subproject areas' existing conditions and assessed their positive and adverse impacts. We then proposed feasible measures to enhance positive impacts and mitigate or eliminate adverse ones.

4.5 Report Structure

The ESMP (Environmental and Social Management Plan) is a concise document that includes all essential parts: an introduction, objective, scope, methodology, project nature, applicable laws, impact analysis and mitigation, evaluation of impacts, a management and monitoring plan, conclusions, recommendations, references, and appendices.

5. Description of the subproject

5.1 Location

The subproject will establish computer labs with internet access in twenty secondary schools and five public universities to benefit refugee and host communities.

Based on a proportional distribution of schools, staff, and students, twenty secondary schools were chosen from five regions: Afar (1), Amhara (1), Benishangul-Gumuz (4), Gambela (9), and Somali (5). These schools will receive digital devices and resources aimed at enhancing access to educational materials and promoting digital literacy.

The five selected universities are Assosa, Debark, Gambela, Jijiga, and Semera. They were strategically chosen because of their location in regions with significant refugee populations and their stable internet connections. The new labs will provide digital skills training and access to online learning resources for both communities. The absolute locations of these universities and secondary schools are detailed in Tables 1 and 2 and Figure 1.

Table 1. List of Selected Schools and their Grid References

Site Code	Project Site / School Name	Region	Cities	Grid References
1	Mohammed Hanfere 2ndry School	Afar	Logiya	11.7370°N 40.9750°E
2	Dabat #1 2ndry School	Amhara	Dabat	13.1585°N 37.8986°E
3	Womba 2ndry School	B.Gumuz	Womba	9.0700°N 34.5340°E
4	Bambasi 2ndry School	B.Gumuz	Bambasi	9.7490°N 34.7320°E
5	Sherkole 2ndry School	B.Gumuz	Sherkole	10.2470°N 34.6320°E
6	Homosha 2ndry School	B.Gumuz	Homosha	10.2070°N 34.5990°E
7	Poinyudo #1 2ndry School	Gambella	Pinyudo	7.8600°N 34.5640°E
8	Poinyudo 2ndry School	Gambella	Pinyudo	7.8700°N 34.5600°E
9	Gambella 2ndry School	Gambella	Gambella	8.2500°N 34.5900°E
10	Eley 2ndry School	Gambella	Eley	8.1370°N 34.6280°E
11	New Land 2ndry School	Gambella	New Land	8.1870°N 34.6130°E
12	Bonga 2ndry School	Gambella	Bonga	7.2790°N 34.5660°E
13	Jewi 2ndry School	Gambella	Jewi	8.1860°N 34.6500°E
14	Kule 2ndry School	Gambella	Kule	7.7800°N 34.5700°E
15	Terkdi 2ndry School	Gambella	Terkdi	7.2300°N 34.6300°E
16	Jigjiga 2ndry School	Somali	Jigjiga	9.3550°N 42.7900°E
17	Abdulahi Bedie 2ndry School	Somali	Jigjiga	9.3700°N 42.8230°E
18	Sheder 2ndry School	Somali	Sheder	9.2400°N 43.1670°E
19	Bokolomayo 2ndry School	Somali	Bokolomayo	4.5580°N 42.0730°E
20	Dolloado 2ndry School	Somali	Dolloado	4.1840°N 42.0720°E

Table 2. List of Universities and their Grid References

Site Code	Project Site	Regions	Cities	Grid References
1	Assossa University	B. Gumuz	Assosa	10.089°N 34.5589°E
2	Jijiga University	Somali	Jijiga	9.357°N 42.8238°E
3	Semera University	Afar	Semera	11.803°N 40.9902°E
4	Debark University	Amhara	Debark	13°07'20.8"N 37°53'16.8"E
5	Gambella University	Gambella	Gambela	8.2379°N 34.6147°E

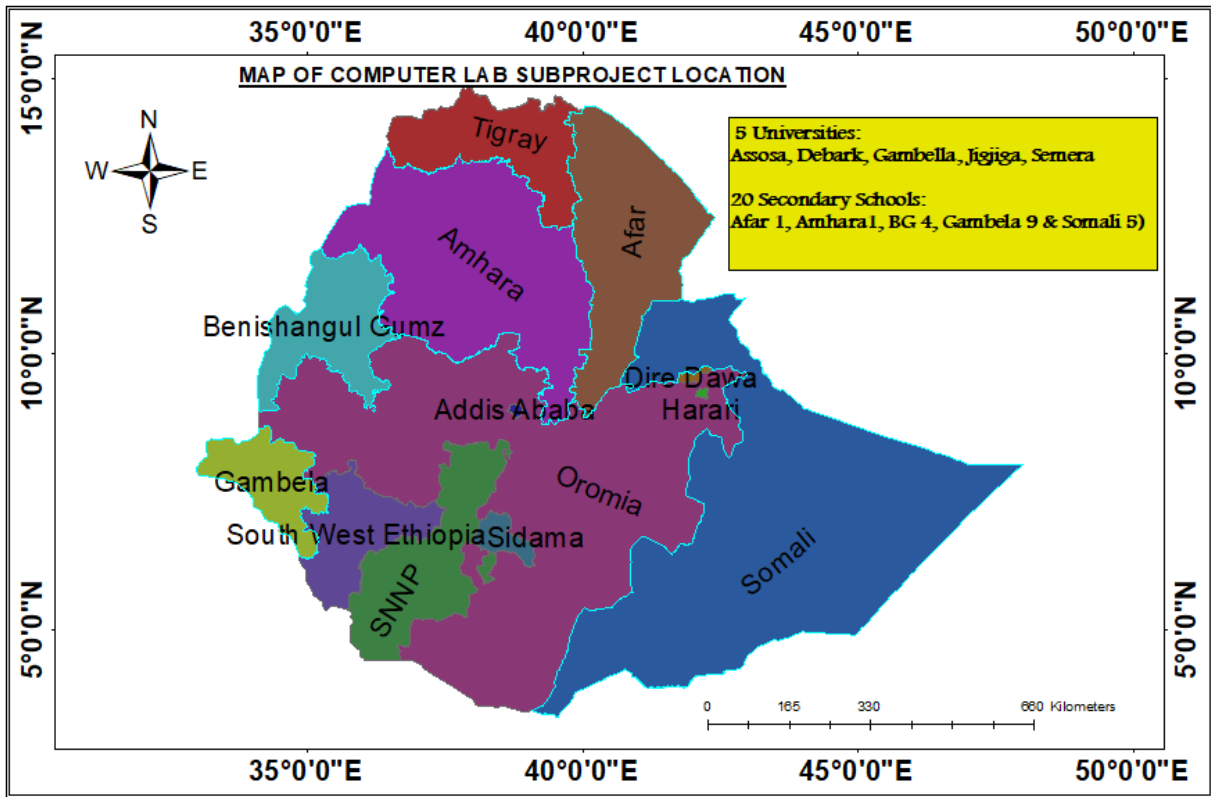


Figure 1. Location Map of the subproject

6. Applicable Laws and Regulations

This Environmental and Social Management Plan (ESMP) was prepared with due consideration of the following legal frameworks. The plan covers the subproject's activities, including establishing computer labs with internet access in refugee and host community schools and providing access to locally cached resources and digital content.

6.1 Environmental Policy of Ethiopia (1997)

This policy provides a framework for sustainable development; ensuring environmental considerations are integrated into development projects. It promotes responsible use of natural resources, pollution control, and environmental impact assessments.

6.2 Environmental and Social Impact Assessment Proclamation (299/2002)

This law mandates that projects with potential environmental impacts undergo Environmental and Social Impact Assessments (ESIA). It ensures that risks are identified and mitigated before implementation.

6.3 Guideline for Environmental and Social Management Plan (2022)

The guidelines were developed to give directions on the structure and effective or correct implementation of the Environmental and Social Management Plan (ESMP). The guideline depicts the necessary measures for the preparation of an Environmental and Social Management Plan (ESMP) for proposed subproject in Ethiopia and the institutional arrangements for the implementation of ESMPs.

6.4 FDRE National Occupational Safety and Health Policy and Strategy (2014)

This policy aims to promote workplace safety and protect workers' health. It establishes guidelines for risk assessment, hazard prevention, and compliance monitoring in various industries, including technology projects.

6.5 Environmental and Social Impact Assessment Procedural Guidelines Series (2003)

These guidelines provide detailed procedures for conducting ESIA, outlining how projects should assess and mitigate environmental risks.

6.6 Labor Proclamation (1156/2019)

This proclamation provides various statements on working conditions and occupational health and safety conditions. The proclamation obliges that an employer should take the necessary measures to adequately safeguard the health and safety of the workers.

6.7 Electrical and Electronic Waste Management and Disposal Council of Ministers Regulations (425/2018)

This regulation aims to establish a framework for the environmentally sound management of electrical and electronic waste (e-waste), including its handling, collection, transportation, recycling, and safe disposal.

6.8 Pollution Control Proclamation (300/2002)

This law sets pollution control measures to prevent environmental degradation. It is relevant to the project's data center and electronic infrastructure.

6.9 Solid Waste Management Proclamation (513/2007)

The Proclamation promotes community participation to overcome the adverse effects from the disposal of waste and to enhance benefits resulting from solid waste. The provisions in the Proclamation require the preparation of solid waste management action plans by respective urban local governments and project activities that produce solid waste.

6.10 Hazardous Waste Management and Disposal Control Proclamation No.1090/2018

The main objectives of the proclamation are to create a system for the environmentally sound management and disposal of hazardous waste; and to prevent damage to human or animal health, the environment, biodiversity, and property due to the mismanagement of hazardous waste.

6.11 The World Bank Environmental and Social Frameworks (2018)

This framework provides environmental and social standards for projects funded by the World Bank, ensuring sustainable development, stakeholder engagement, and human rights protections.

7. Impact Assessment

The Environmental and Social Management Plan (ESMP) is a crucial tool for ensuring that all subproject activities comply with the World Bank's Environmental and Social Standards (ESSs) and Ethiopia's national environmental regulations. It addresses potential environmental and social impacts throughout the subproject lifecycle, from preparation to maintenance.

For subprojects involving computer labs for higher education and secondary schools, the associated risks are generally limited, reversible, and site-specific. The Project Implementation Unit (PIU) safeguard team conducted an initial screening, which determined that the subproject's environmental and social risks fall under Schedule III of Ethiopia's national legislative requirements (ESIA Proclamation No. 299/2002).

The triggered ESSs for this subproject are ESS1, ESS2, ESS3, ESS4, and ESS10. In accordance with ESS1 (Assessment and Management of Environmental and Social Risks and Impacts), each site's environmental and social risks were evaluated using a World Bank screening checklist. The assessment concluded that the expected impacts are low and can be effectively mitigated through a site-specific Environmental and Social Management Plan.

7.1 Analysis of Positive Impacts

Establishing computer labs in higher educational institutions and secondary schools offers a wide range of benefits, positively impacting students, educators, and the broader community. The potential positive impacts of these subprojects include:

7.1.1 Bridging the Digital Divide

Providing access to computers and the internet ensures that all students, regardless of their socioeconomic background, can acquire essential digital skills. This is particularly important in regions where personal computer ownership is not widespread.

7.1.2 Enhancing Learning and Academic Performance

Computer labs offer a structured environment for focused learning. Students can utilize educational software, access online resources, conduct research, and work on assignments, which can lead to a deeper understanding of subjects and improved academic outcomes.

7.1.3 Developing Digital and Technical Literacy

Students gain hands-on experience with various software applications, operating systems, and internet tools. This foundational knowledge is critical for success in the 21st-century workforce and for navigating an increasingly digital world.

7.1.4 Fostering Collaboration and Communication

Computer labs are ideal spaces for group projects and peer-to-peer learning. Students can work together on presentations, research, and coding projects, developing crucial teamwork and communication skills.

7.1.5 Providing Access to Specialized Software and Career Exploration

Labs can be equipped with powerful computers and specialized software (e.g., for graphic design, coding, data analysis, or video editing). This exposure allows students to explore potential career paths and build practical skills that are in high demand.

7.1.6 Empowering Educators

Teachers can use the labs to integrate technology into their curriculum, create more engaging lessons, and leverage digital tools for classroom management and assessment. This helps them become more effective facilitators of learning.

7.1.7 Promoting Critical Thinking and Problem-Solving

Using computers for research, data analysis, and creative projects encourages students to develop critical thinking and problem-solving abilities. They learn to evaluate information, troubleshoot technical issues, and think logically.

7.1.8 Community Empowerment

Equip the local community with digital literacy skills that will help them access better opportunities for education and employment.

7.2 Assessment of Adverse Impacts

Potential subproject impacts were identified through environmental and social screening of the project sites. Assessment of the impacts considered the size of the area to be affected by “type, reversibility, extent, nature, magnitude and significance” of the impacts.

7.2.1 Biophysical Impacts

A. Loss of trees/ tree branches

The installation of the computer lab requires minimal land clearing, which will be limited to small, linear areas. This activity may lead to the loss of some trees or branches, but the overall impact on vegetation is expected to be minimal.

B. Solid Waste Generation and Disposal

Waste is produced from the materials used in installation and their packaging material, and other general waste is produced by the workers on the site.

C. Generation of E-waste

Computers have a limited lifespan, and as technology rapidly advances, older models become obsolete. In Ethiopia, a "throw away culture" is developing due to the low quality of some electronic goods, high repair costs, and the availability of cheaper new products. This leads to the accumulation of a significant volume of obsolete electronic items.

D. Land Pollution

Spills of oils and fuels from construction machinery and generators may contaminate the land.

E. Dust emissions

Drilling for the computer lab and digging trenches for fiber optic cables will generate dust. In the short term, vehicle movement and speeding during the delivery of materials and equipment may also contribute to dust in the subproject area.

F. Noise pollution

Noise and vibration levels in the project area should be minimally affected. The noise from activities like drilling, mounting access points, digging for fiber cables, and using generators and work vehicles will be temporary and intermittent, resulting in a low overall impact.

7.2.2 Socioeconomic Impacts

A. Accidents from power tools (drilling machines)

Mounting of access points on the building walls will involve the use of drilling machines which may pose a potential risk of injury to workers.

B. Exposed to electricity

Employees may face the risk of injury due to electric shocks (working on live equipment or encountering exposed cables).

D. Communicable Diseases

There is a potential risk of transmitting HIV/ AIDS if employees participate in sexual relations with the local community.

C. Preferential recruitment, worker harassment, and marginalization

Workers may experience preferential treatment, harassment, and marginalization in the workplace because of gender and other social disparities.

D. Child labour

The recruitment of children under the age of 18 during the construction of the computer labs is a potential risk and considered Violence against children (VAC). It is not allowed to employ underage children to be engaged in casual tasks at the project work sites.

E. Online Vulnerabilities

Students may be targeted by scams, trafficking networks, or exploitative practices due to their unfamiliarity with digital safety.

F. Cultural and Social Isolation

Dependency on Digital Tools: Excessive focus on digital engagement may reduce face-to-face interactions, weakening community bonds and traditional forms of support.

Cultural Erosion: Over-reliance on globalized digital platforms may overshadow local traditions, languages, and cultural practices.

G. Psychological and Emotional Strain

Stress of Learning: students with poor computer skill may feel overwhelmed by the pressure to acquire digital skills.

Digital Exclusion: Those unable to adapt to digital advancements may feel excluded or stigmatized, leading to feelings of inadequacy or isolation.

8. Evaluation of Environmental and Social Impacts

During the ESIA/ESMP process, it is essential to evaluate and rank the potential impacts. This is done by assessing the significance of each identified impact based on key parameters such as its Type, Reversibility, Extent, Nature, Magnitude, and overall Significance. Table 3 summarizes the impacts and their associated consequences specifically to "establish computer labs with Internet access at Refugee and Host Community Schools and Universities" subproject.

Table 3. Evaluation of Environmental and Social Impacts

S/N	Potential Impacts	Type		Reversibility		Impact Extent		Nature		Magnitude	Significance
		Beneficial	Adverse	Reversible	Irreversible	Local	Trans	Temporary	Permanent		
1	Positive Impacts										
1.1	Bridging the digital divide	x				x	x		x	Very high	Very high
1.2	Enhancing Learning and Academic Performance	x			x	x	x		x	Very high	Very high
1.3	Developing Digital and Technical Literacy	x			x	x	x		x	High	High
1.4	Fostering Collaboration and Communication	x			x	x		x	x	High	High
1.5	Providing Access to Specialized Software & Career Exploration	x			x	x	x	x	x	High	High
1.6	Empowering Educators	x			x	x	x	x	x	High	High
1.7	Promoting Critical Thinking and Problem-Solving	x			x	x	x	x	x	High	High
1.8	Community Empowerment	x			x	x	x	x	x	High	High
2	Adverse Impacts										
2.1	Biophysical Environment										
2.1.1	Loss of trees/ tree branches		x	x	x	x		x	x	Very low	Very low
2.1.2	Solid Waste Generation and Disposal		x	x		x		x	x	High	High
2.1.3	Generation of E-waste			x		x	x	x	x	High	High
2.1.4	Land Pollution		x	x		x		x		Low	Low
2.1.5	Dust emissions		x	x		x		x		Low very	Very low
2.1.6	Noise pollution		x	x		x		x		Low	Low
2.2	Socioeconomic Environment										
2.2.1	Accidents from power tools		x	x	x	x		x	x	Low	low
2.2.2	Exposed to electricity		x	x	x	x		x	x	Low	Low
2.2.3	Communicable diseases		x	x		x	x	x		High	High
2.2.4	Preferential recruitment, harassment, & marginalization		x	x		x		x		Low	Low
2.2.5	Child labor		x		x	x		x		Low	Low
2.2.6	Online vulnerabilities		x	x	x	x		x	x	High	High

2.2.7	Cultural and social isolation		x	x	x	x	x	x	x	High	High
2.2.8	Psychological and emotional strain		x	x	x	x	x	x	x	High	High

9. Environmental and Social Management Plan

The Environmental and Social Management Plan (ESMP) guides the project in mitigating adverse impacts. This document outlines potential adverse effects, the measures to address them, responsible parties, monitoring indicators, and associated costs.

The ESMP is a critical tool for ensuring the project complies with environmental standards set by the World Bank (WB) and the Federal EPA. Future audits will assess whether the ESMP was implemented correctly. Therefore, the project should consult with professional and technical experts during the design, construction, and operation phases. A well-designed ESMP will enhance project implementation by reducing conflicts and avoiding crises. The total estimated cost to implement the ESMP is birr 4,299,000, as shown in the table below.

Table 4: Environmental and Social Management Plan

Environmental and Social issues	Proposed Mitigation and Enhancement Measures	Responsible Institution	Monitoring method and parameters	Schedule for implementation of mitigation measures	Estimated Cost (Birr)	
Loss of trees/ tree branches	<ul style="list-style-type: none"> • Ensure that all excavation and clearing activities are strictly confined to the project's specified limits. • Provide adequate oversight to prevent any unnecessary removal of trees or other plant life. • Replant new trees to compensate for any vegetation that is removed during the process. 	Contractor	<ul style="list-style-type: none"> • Physical observation, 	<ul style="list-style-type: none"> • Design • Construction • Decommissioning 	600,000	
Solid waste generation and disposal	<ul style="list-style-type: none"> • Provide appropriate waste bins at every work site 	Contractor	<ul style="list-style-type: none"> • Check the availability of waste bins • assessment of solid waste status on and around the project area 	Commencement Construction Operation	500,000	
	<ul style="list-style-type: none"> • Aware workers to avoid littering and dumping wastes in designated waste bins. 				100,000	
	<ul style="list-style-type: none"> • Reduce waste by reusing some of the packaging material. 				210,000	
	<ul style="list-style-type: none"> • Discard waste material in approved disposal areas. 				200,000	
Noise and Vibration	<ul style="list-style-type: none"> • Conduct the installation activities during normal working hours. 	Contractor	<ul style="list-style-type: none"> • Random site inspection • Review of filed grievances • Review of timesheets of workers 	Design Construction Operation	200,000	
	<ul style="list-style-type: none"> • Reduce noise and vibration impacts during construction. • Avoid vehicle movements at night. 				Construction	200,000
	<ul style="list-style-type: none"> • Provide earplugs or muffs for the workers in noisy areas 					Commencement
	<ul style="list-style-type: none"> • Inform the universities and schools community about noise where necessary. 					
Generation of E-waste	<ul style="list-style-type: none"> • Store the e-waste in secured containers until a disposal site is identified, 	Contractor	<ul style="list-style-type: none"> • Site visit 	Construction Operation	300,000	

Environmental and Social issues	Proposed Mitigation and Enhancement Measures	Responsible Institution	Monitoring method and parameters	Schedule for implementation of mitigation measures	Estimated Cost (Birr)
	<ul style="list-style-type: none"> Implement waste management plan 			Decommissioning	200,000
Air emissions	<ul style="list-style-type: none"> Regularly maintain and service vehicles Use fewer polluting fuels Use emission control techniques 	Contractor	<ul style="list-style-type: none"> Physical observation, Auditing 	Construction Operation	200,000
Pollution to land from diesel and oil spills	<ul style="list-style-type: none"> Dispose of waste oil and oil-contaminated soils in place allowed to do so 	Contractor	<ul style="list-style-type: none"> Physical observation 	Construction Operation	220,000
Child labour	<ul style="list-style-type: none"> Not employ or engage a child under the age of 14 unless the national law specifies a higher age (the minimum age). All employees must have genuine identification to prove that they are 18 years old and above. Implement labor proclamation. Implement GRM 	Contractor	<ul style="list-style-type: none"> Check workers recruitment procedures Visual inspection Discussion with workers 	Recruitment/ commencement Construction	400,000
Community health and safety	<ul style="list-style-type: none"> Develop and implement OHS management plan Provide PPE (Dust masks, goggles, gloves, harnesses, overalls, and safety boots) for workers. Report incidents and accidents occurring at the workplace to the contractor Ensure all H&S-related incidents on site are recorded and followed properly. 	Contractor OHS expert	<ul style="list-style-type: none"> Random site inspection Check incident/accident records 	Commencement Construction Operation	800,000
Accidents from power tools	<ul style="list-style-type: none"> Ensure only trained or skilled personnel carry out the activities. Ensure safe and well-maintained equipment is used. 	Contractor	<ul style="list-style-type: none"> Random site inspection Check 	Construction Operation	400,000

Environmental and Social issues	Proposed Mitigation and Enhancement Measures	Responsible Institution	Monitoring method and parameters	Schedule for implementation of mitigation measures	Estimated Cost (Birr)
	<ul style="list-style-type: none"> Ensure workers are adequately supervised during work activities. 		incident/accident records		
Exposed to electricity	<ul style="list-style-type: none"> Ensuring workers to have proper equipment 	Contractor	Check accidents/injuries occurred	Construction	300,000
Dust and particulate matter emission	<ul style="list-style-type: none"> Provide dust masks to workers and ensure they use them. 	Contractor	<ul style="list-style-type: none"> Visual inspection 	Construction Operation	200,000
	<ul style="list-style-type: none"> Spray water on dusty areas regularly to suppress the dust Rehabilitate sites after construction works. 				
Communicable disease	<ul style="list-style-type: none"> Promote awareness creation and education campaigns concerning HIV/ AIDS, distributing condoms Consistent with the national HIV multi-sector approach, devise mechanisms to empower local administrations to develop advocacy for improved access to HIV counselling and testing. Initiate and coordinate distribution of anti-retroviral treatments at nearest health center, etc. and promote systematic blood test and treatment activities, etc. 	Contractor	<ul style="list-style-type: none"> Assessment of health status of project workers through test, discussion 	Construction Operation	300,000
Preferential recruitment, harassment, & marginalization	<ul style="list-style-type: none"> Aware workers of the Codes of Conduct and enforce their use. Ensure that all employees sign the Workers' Code of Conduct 	Contractor	Assessment of SE/A	commencement Construction Operation	150,000
			Assessment of violences	Commencement Construction Operation	150,000
Gender-Based Violence (GBV) and Violence Against Children	<ul style="list-style-type: none"> Implement a GBV, SEA/SH Action Plan 		Assessment of violences	Commencement construction Operation	150,000
	<ul style="list-style-type: none"> Aware communities of GBV and VAC risks of the project before implementation of the project. Sensitize the community on the grievance redress 				

Environmental and Social issues	Proposed Mitigation and Enhancement Measures	Responsible Institution	Monitoring method and parameters	Schedule for implementation of mitigation measures	Estimated Cost (Birr)
(VAC)	<p>mechanism (GRM) before the implementation of the project.</p> <ul style="list-style-type: none"> • Ensure that Codes of Conduct are signed and understood by all contractor staff; 				
Total ESMP Cost					6,060,000

10. Environmental and Social Monitoring/ Inspection Plan

The monitoring/ inspection plan will be designed to assess the effectiveness of the Environmental and social management plan. The monitoring frequencies and parameters for each issue will be indicated. Periodic monitoring and assessment of remedial action on mitigation measures of the Environment and Social management plan will be carried out. Accordingly, operation of the subproject will be managed and monitored by the environmental and social management team/ focal points/ contractor social experts, with monthly, Quarterly, six-month, and annual performances reported to the PIU and the concerned regulatory organ.

Periodical monitoring will be made to:

- Decide whether the performances comply with environmental and social rules and regulations as well as the planned activities.
- Ensure the effectiveness of the planned preventive and corrective environmental and social management plans.
- Take corrective measures based on the environmental and social monitoring findings, conclusions, and recommendations.
- Recommend future follow-up and environmental and social monitoring plans, etc.
- Stick to the policies, guidelines, and other laws that are pertinent to the environment and social aspects of the subproject.

The monitoring plan for this subproject should be implemented to address all activities that have been identified to have potential impacts on the environment, during normal operations and upset conditions.

Monitoring frequency should be sufficient to provide representative data for the parameter being monitored. Monitoring should be conducted by E&S focal points, PIU E&S and gender specialists following monitoring and record-keeping procedures. Monitoring data should be analysed and reviewed at regular intervals and compared with the operating standards of the EPA and the WB so that any necessary corrective actions can be taken. The major types of monitoring include:

- **Baseline Monitoring:** the measurement of environmental and social parameters during a representative pre-project period to determine the nature and ranges of natural variation and where possible to establish the process of change.
- **Impact/effect Monitoring:** it involves the measurement of parameters (performance indicators) during project construction and operation to detect and quantify environmental and social change that may have occurred because of the subproject.
- **Mitigation Monitoring:** it aims to determine the suitability and effectiveness of mitigation and enhancement measures designed to minimize the adverse impacts of the subproject.

The monitoring program should describe briefly the phase of subproject activity, responsible institution and means of monitoring, frequency of monitoring and other activities and estimated cost.

The monitoring activities may be conducted during the design, construction, operation, and maintenance phases of the project, as indicated in table 5 below.

Table 5: Environmental and Social Monitoring/ Inspection Plan

Impacts	Proposed Mitigation/ Enhancement Measures	Responsibility for monitoring	Means of monitoring	Monitoring frequency	Cost (ETB)
Loss of trees	Limit vegetation clearing and excavation activities to the specified areas indicated in the designs to avoid unnecessary loss of vegetation.	Contractor PIU	Visual Inspection	Design Construction Operation Decommissioning	400,000
	Provide sufficient oversight to prevent the unnecessary removal of trees.				100,000
	When trees are lost, replace them by planting new trees				300,000
Generation of waste	Provide appropriate waste containers at every work site	Contractor Site Supervisor PIU	Visual inspection	Commencement Construction Operation	200,000
	Aware workers are to avoid littering and dump wastes in designated waste receptacles				300,000
	Reduce waste by reusing some of the packaging material.				500,000
	Discard waste material in approved disposal areas.				100,000
Noise and vibration	As much as possible, carry out the construction and installation activities during normal working hours.	Contractor Site Supervisor PIU	Random site visit Discussion with workers	Design Construction Operation	350,000
	Provide earplugs or muffs for the workers in noisy areas;				
	Adhere to normal hours of operation and schedule noisy tasks for periods of low occupancy near the project sites.				
Generation of e-waste	Store the e-waste in secure containers until a disposal site is identified,	Contractor Site Supervisor PIU	Random inspection on e-waste disposal Check e-waste management plan implementation	Construction Operation Decommissioning	700,000
Air emissions from delivery vehicle exhausts	Regularly maintain and service vehicles.	Contractor Site Supervisor PIU	Supervise vehicle service records	Construction	500,000
	Use emission control techniques				

Pollution to land from diesel and oil spills	Maintain/service vehicles and machinery regularly as recommended by the dealers;	Contractor Site Supervisor PIU	Site visit	Construction Operation	250,000
	Dispose of waste oil and oil-contaminated soils in approved disposal areas, in collaboration with the Local Authority.				
Child labour	All employees must have genuine identification to prove that they are 18 years old and above.	Contractor Site Supervisor PIU	Check recruitment files Visual inspection Discussion with workers	Construction	200,000
Gender Based Violence (GBV) and Violence	Aware communities of GBV and VAC risks of the project before implementation of the project and the grievance redress mechanism (GRM) before implementation of the project	Contractor Site Supervisor PIU	No. of records on GBV issues No. of GBV issues resolved	Design Construction Operation	250,000
	Ensure that Codes of Conduct are signed and understood by all contractor staff.				
Occupational safety and health impacts	Contractor develops and implements an OHS management plan.	Contractor Site Supervisor PIU	Arrange meeting with project workers	Construction operation	550,000
	Provide PPE (Dust masks, goggles, gloves, harnesses, overalls, and safety boots) for workers.				
	Report incidents and accidents occurring at the workplace				
	Use certified and well-maintained platforms and ladders and train operators in their use.				
	Provide protective wear to workers including harnesses, helmets, and safety boots.				
Accidents from power tools	Ensure that only trained or skilled personnel carry out the work.	Contractor Site Supervisor PIU	Random site inspection Check incident/accident records	Construction operation	400,000
	Ensure workers are adequately supervised during work activities.				

Dust emission	Provide dust masks to workers and ensure they use them.	Contractor Site Supervisor PIU	Random site visit Discussion with workers	Construction operation Decommissioning	250,000
	Spray water to dusty areas regularly to suppress the dust.				
	Rehabilitate sites after construction works;				
Exposed to electricity	Ensuring workers to have proper equipment	Contractor Site Supervisor PIU	Check accidents/ injuries occurred	Construction Operation Decommissioning	300,000
Spread of HIV and AIDS	Employ local people as much as possible.	Contractor Site Supervisor PIU	Discussion with workers No. of workers aware about HIV Regular test	Construction Operation	250,000
	Provide civic awareness on unplanned pregnancies, STIs, and HIV and AIDS to workers and the communities;				
Sexual exploitation and abuse (SE/A)	Aware the workers of the Codes of Conduct and enforce to use them	Contractor Site Supervisor PIU	Signed Code of Conduct Grievance register	Construction	300,000
	Ensure that all employees sign the Workers' Code conduct.				
Gender Based Violence (GBV) and Violence Against Children (VAC)	Aware communities on GBV, VAC risks and GRM prior to implementation of the project.		No. of employees trained No. of risks registered No. of risks solved	Construction Operation	250,000
	Ensure that Codes of Conduct are signed and understood by all contractor employees.				
Audit	Internal Audits	PIU MoE-EthRNet	Physical observation Performance report review Discussion with campus community	Operation	500,000
	Total				6,950,000

10.1 Role and Responsibilities

For the successful implementation of the Environmental and Social Management Plan (ESMP), the following parties are responsible:

10.1.1 The Project Implementation Unit (PIU)

The PIU, the Ministry of Education's EthERNet, RRS and respective regionals bureaus of education are responsible for the overall administration, implementation, and enforcement of the ESMP. Their responsibilities include:

- Holding contractors accountable for any non-compliance under their supervision.
- Conducting regular internal monitoring on a quarterly basis and a yearly environmental and social audit.
- Advising on the setup and function of the Grievance Redress Mechanism (GRM).
- Monitoring compliance with both the ESMP and Environmental and Social Standards (ESS).
- Facilitating training.
- Preparing reports on environmental and social performance.

10.1.2 Regulatory Organizations

Various regulatory bodies, including the Environmental Protection Authority, the Women and Social Affairs Bureau, Health Offices, and other relevant institutions, are responsible for ensuring the ESMP's implementation. Their roles include:

- Inspecting, monitoring, and auditing the subproject's implementation.
- Providing technical and administrative assistance, giving feedback, and enforcing legal measures for non-compliance.

10.2 Budget and Reporting Mechanism

10.2.1 Environmental and Social Cost

The Environmental and Social Management Plan, Environmental and Social Monitoring Plan, and Training need a budget to mitigate adverse impacts as indicated in the management plan (Table 4), monitoring plan (Table 5), and training (Table 6).

10.2.2 Training Budget

Training is needed for stakeholders who will undertake environmental and social issues.

Table 6: Training Budget

No.	Item	No. of trainers	No. of trainees	No. days	Cost
1	Trainer's fee	5	-	10	32,500
2	Seminar and training at Project Site	-	250	5	812,500
3	Project staff training	5	125	5	422,500
4	Community awareness creation at the local level	3	357	1	234,000
5	Preparation of training materials	-	-		300,000
Total		11	130		1,801,500

10.2.4 Budget Summary

The total cost of all Environmental and management accomplishments is indicated below.

Table 7: Total Cost

No.	Description	Cost (Birr)
-----	-------------	-------------

1	Management Plan	6,060,000
2	Monitoring Plan	6,950,000
3	Training	1,801,500
Total		14,811,500

10.2.5 Reporting Mechanism

A system of reporting the subproject’s environmental and social achievement is essential. The Environmental and Social Management Unit (ESMU) of the subproject is expected to have all necessary records of the subproject. Based on the data collected, the following reports are expected.

Quarterly Site Inspection Report

Environmental and social monitoring of site activities must be undertaken, and the findings are reported with the quarterly activities report. The Quarterly Inspections Report (QIR) must include:

- Description of the planned environmental and social management activities.
- Summary of environmental and social performance for the quarter.
- Summary of environmental and social actions taken.
- Identified new unforeseen environmental and social concerns and recommended actions,
- Amendments to the planned Environmental and Social Management Plan or any other required plans.

In addition, environmental and social issues must be reported and discussed on the quarterly progress reports and meetings. Any unresolved concern shall be carried over to the next reporting period until the issue has been resolved. This allows addressing environmental and social aspects of the subproject.

Site Environmental and social Management Plan Report

The site environmental and social management plan report provides information on how the planned environmental and social measures were adopted at the site and gives their performances. The development of these plan forms the basis for continued improvement of environmental and social performance.

Record Keeping and Reporting

A complete set to handle and manage data and information generated from the management plan and other monitoring activities will be established. Therefore, the Environmental and Social Management Unit (ESMU) must have all necessary records of significant environmental and social matters, including monitoring data, environmental and social audits of the subproject. An annual summary of the information must be reported and distributed to essential bodies.

10.2.6 Auditing Services

Environmental and social Audit is a tool used by management to systematically and periodically evaluate the performance of the Environmental and Social Management System (ESMS), procedures and equipment. All the subproject facilities shall be

regularly audited once the operation commences. This audit shall check the prediction of the Environmental and social Assessment Report and assess the general performance of the subproject to ensure that environmental standards are maintained, and the project policies and environmental and social management guidelines are strictly maintained.

11. Stakeholder Consultations and Grievance Redress Mechanism (GRM)

11.1 Stakeholder Consultation

11.1.1 Approach and Methods

- a) **Communication and Briefing** Before consultations began, participants were briefed on the subproject's scope, scale, and potential impacts. This included a discussion of both the beneficial and adverse biophysical and socioeconomic effects.
- b) **Focus Group Discussions (FGDs)** We conducted FGDs with different stakeholder groups, including:
 - Regional-level representatives from Innovation and Technology, Women and Social Affairs, and the Environmental Protection Authority (EPA).
 - University-level representatives from the President's office, ICT department heads, and gender affairs.
 - Secondary school representatives, including directors, gender representatives, and teachers.

The feedback and recommendations from these discussions were incorporated into the Environmental and Social Management Plan (ESMP). Overall, the participants supported the proposed subproject.

11.1.2 Summary of Key Findings from Stakeholder Consultations

a) Consultation Participants

Consultations were conducted with key stakeholders, including representatives from the regional Environmental Protection Authority (EPA), the Innovation and Technology Office, and the Bureau of Women and Social Affairs. Participants from the university and secondary school communities, such as staff from IT and gender departments, also took part in the discussions.

b) Summary of Feedback

Stakeholder feedback has been categorized into three main areas: perceived benefits of the project, concerns about potential adverse impacts, and requests for future expansion.

c) Perceived Project Benefits

Participants were supportive of the subproject, noting that it will:

- **Resolve infrastructure gaps** by restoring and improving digital connectivity damaged during the recent conflict.
- **Expand wireless access** across the institutions, with a strategic focus on enhancing service in female dormitories.
- **Improve educational quality** by providing students and researchers with reliable access to digital learning materials and services.

d) Concerns Raised and Responses Provided

Participants raised several concerns about potential adverse impacts. These points, along with the responses provided by the project team, are summarized below.

Table 8. Major concerns and responses during stakeholders’ engagement

Concerns raised	Responses from the project team
<p>Environmental Management: Concerns about waste generation and disposal, as well as potential noise and air pollution from construction and operations.</p>	<ul style="list-style-type: none"> • The project's Environmental and Social Management Plan (ESMP) will include a comprehensive waste management system. • The ESMP will also outline mitigation measures to minimize noise and pollution, using modern, low-impact technologies.
<p>Socio-Cultural Impacts & Labor: Concerns regarding the social impact of subproject workers, including potential health risks (e.g., HIV/AIDS), negative cultural interactions, and the need for local employment.</p>	<ul style="list-style-type: none"> • The project will enforce a strict Worker's Code of Conduct (COC) to manage interactions with the community. To maximize local benefits, the project is committed to prioritizing the recruitment of local labor where possible. • The contractor will be contractually obligated to adhere to fair labor practices.
<p>Grievance Procedures: Questions about the formal process for raising complaints or expressing dissatisfaction with the project.</p>	<ul style="list-style-type: none"> • A strong Grievance Redress Mechanism (GRM) is in place. For this sub-project, the existing Grievance Redressal Committees (GRCs) at each university will be utilized to provide a direct and accessible channel for resolving any complaints.

11.2 Grievances Redressing Mechanism related to the subproject

This sub-project utilizes a Grievance Redress Mechanism (GRM) to effectively identify, assess, and resolve any complaints arising from the computer labs establishment.

Grievances will be managed locally through the existing Grievance Redressal Committees (GRCs) at each university and secondary school. A designated focal person at each institution will coordinate with the local GRC.

Complaints that cannot be resolved at this level will be escalated to the Project Implementation Unit (PIU) at the Ministry of Innovation and Technology.

12. Conclusion and Recommendations

12.1 Conclusion

This report presents an Environmental and Social Management Plan (ESMP) for establishing computer labs with internet access in selected refugee and host community secondary schools and universities across the Afar, Amhara, Benishangul-Gumuz, Gambela, and Somali regional states. The ESMP's primary purpose was to identify sensitive environmental and social components potentially affected by the subproject, evaluate its impacts, and develop mitigation and enhancement measures. Our methodology involved data collection, document review, field observations, stakeholder consultations, and impact analysis. The resulting environmental protection, monitoring, and management plans align with both national ESMP guidelines and the World Bank Environmental and Social Standards (ESSs).

12.2 Recommendation

These following recommendations have been forwarded:

- The ESMP for the subproject must be implemented with an appropriate budget allocation, and
- Maximum care should be taken in disposing of solid and liquid wastes during installation, and operation of the sub-project, and proper waste management practices ((including E-wastes) must be adhered to.

13. References

- MinT (2025), Environmental and Social Management Plan (ESMP) for the Supply and Implementation of Wireless Networks for Higher Education Institutions, Addis Ababa, Ethiopia.
- MinT (2025), Environmental and Social Screening for Establish Computer Labs with Internet access at Refugee and Host Community Schools and Universities, Addis Ababa, Ethiopia.
- MinT (2024), Environmental and Social Screening for Supply and Implementation of Wireless Networks for Higher Education Institutions, Addis Ababa, Ethiopia.
- MinT (2023), Environmental and Social Management Framework for Eastern Africa Regional Digital Integration Project (REARDIP SOP-2), Addis Ababa, Ethiopia.
- EPA (2022), Environmental and Social Management Plan Guideline, Addis Ababa, Ethiopia.
- EPA (2000), Environmental Impact Assessment Guideline, Addis Ababa, Ethiopia.
- FDRE (2002), Federal Democratic Republic of Ethiopia: Environmental Impact Assessment Proclamation. Proclamation No 299/2002, Addis Ababa, Ethiopia.
- FDRE (2000), Federal Democratic Republic of Ethiopia: Environmental Pollution Control Proclamation. Proclamation No 300/2002, Addis Ababa, Ethiopia.
- FDRE (April 1997), Federal Democratic Republic of Ethiopia: Environmental Policy of Ethiopia, Addis Ababa.
- FDRE (1995), Constitution of the Federal Democratic Republic of Ethiopia Proclamation No.1/1995, Addis Ababa, Ethiopia.

14. Appendices

14.1 Environmental and Social Screening Data Sheet

Appendix 1: Environmental and Social Screening Data Sheet

Sub Project Name: Establish computer labs with internet access at refugee and host community schools and provide access to locally cached resources and digital content		District/City:						
Sub Project Location: 5 universities and 20 schools in Afar, Amhara, B. Gumuz, Gambela, Somali regional states		Nature/Size:						
Type of activity: (e.g. new construction, rehabilitation, periodic maintenance):								
Name & Signature of Evaluator: 1. W/ro Meklit Degu 2. W/ro Munit Mekuria 3. Ato Genzeb Ayaye				Date of Field Evaluation:				
		Appraisal	Risk / Significance rating					
		Yes/No	None	Low	Moderate	Substantial	High	unknown
1	Environmental Screening (ESS -1, ESS-3 & ESS-6)							
	Will the project generate the following impacts?							
1.1	Loss of trees	Yes		✓				
1.2	Soil erosion/siltation in the area	No						
1.3	Pollution to land-diesel, oils	Yes		✓				
1.4	Dust emissions	Yes		✓				
1.5	Solid and liquid wastes	Yes		✓				
1.5	Borrow pits and pools of stagnant water	No						
1.6	Rubble/heaps of excavated soils	Yes		✓				
1.7	Demolishing waste from buildings	Yes		✓				
1.8	Long-term depletion of water	No						
1.9	Nuisance from noise or smell	Yes		✓				
1.11	Incidence of flooding	No						
1.12	Cross through, located within, or nearby environmentally sensitive areas (e.g. national parks, intact natural forests, wetlands, etc.)?	No						
1.13	Cause poor water drainage and increase the risk of water-related diseases such as malaria or bilharzias?	No						
1.14	Will certain ES risks and adverse impacts be difficult to avoid, minimize, or mitigate because (i) the project involves a technology that is new and/or complex, and the risks and/or impacts of this technology are	No						

	not fully understood, and/or (ii) the project involves (a) complex mitigation measure(s) that its implementation success is not fully assured?							
1.15	Does the scale of the project have the potential to cause diverse and multiple ES risks and impacts extended over a large area? This applies to both direct and indirect risks and impacts.	No						
1.16	Does the project have associated facilities (as per paras.11 of ESS 1) that could lead to wide-ranging ES risks and impacts? Does the project design take into consideration such associated facilities?	No						
1.17	Generation of e-waste such as used gadgets, routers, computers, and other e-materials that require proper disposal	Yes		✓				
1.18	Pollution of spillage of oils and fuel products from construction machinery, and operation of generators	Yes		✓				
1.19	Visual Impact	Yes		✓				
1.20	Located or crossing near environmentally sensitive areas (National Parks, forests, wetland areas etc.)	No						
1.21	Heap of excavated Materials	No						
1.22	Does the project have an impact on associated facilities? <input type="checkbox"/> The renewable power resources that the subproject uses: Hydro <input checked="" type="checkbox"/> Solar <input type="checkbox"/> Wind <input type="checkbox"/> Geothermal <input type="checkbox"/>	Yes		✓				
1.23	Air emissions from vehicular traffic resulted in the discharge of GHGs (Sulphur, Nitrogen, and CO ₂)	Yes		✓				
1.24	Do the project activities use a backup diesel generator for construction and operation?	Yes		✓				
1.25	Air emissions from vehicular traffic resulted in the discharge of GHGs (Sulphur, Nitrogen, and CO ₂)	Yes		✓				
1.26	Can the project cause disruption of wildlife migratory routes?	No						
1.27	Does the project bring alien species or GMOs	No						

	to the area							
1.28	Will the project involve extraction, diversion or containment of surface or groundwater?	No						
1.29	Will construction, operation or decommissioning of the project involve physical changes, such as topography or land use (e.g., construction camps, housing, etc.)?	No						
1.30	Will the project implementation have an impact on traffic control and monitoring system?	Yes		✓				
1.31	Does the project have impact on natural disaster risks can be: landslides, flooding, erosion, etc.?	No						
2	Labour and Working Conditions and Community safety (ESS2 and ESS4)							
2.1	Risk of exposing the workers to extremely hazardous working conditions including concerns of structural safety.	No						
2.2	Will the development of the project have the potential for immigration of workers and persons seeking employment (e.g., seasonal, transient)? Is there potential for employment of community workers?	Yes		✓				
2.3	Is there any institutional impediment to fair treatment, non-discrimination, and/or equal opportunity?	Yes		✓				
2.4	Is there risk or potential for the employment of child labor and/or forced labor?	Yes		✓				
2.5	Could the project expose communities to emergency events or hazards that involve health or safety risks and impacts?	No						
2.6	Are project activities, civil works or buildings located in areas prone to natural disasters or extreme weather events?	No						
2.7	Will the project result in potential traffic and road safety risks to workers, communities, and road users throughout the project life cycle?	Yes		✓				
2.8	Does the project involve a potential for community exposure to water-borne, water-based, water-related and vector-borne diseases, and communicable and non-communicable diseases?	No						
2.9	Risk of workers to extreme exposure for GBV	Yes		✓				
2.10	Spread of HIV/AIDS and other STIs	Yes		✓				
3	Resettlement Screening (ESS-5)							

	Will the project generate the following negative social and economic impacts?							
3.1	Loss of land to households	No						
3.2	Loss of properties –houses, structures	No						
3.3	Loss of trees, fruit trees by households	No						
3.4	Loss of crops by people	No						
3.5	Loss of access to river/forests/grazing area	No						
3.6	Conflicts over the use of local water resources	No						
3.7	Disruption of important pathways, footpath/roads	No						
3.8	Loss communal facilities –churches	No						
3.9	Loss of livelihood system	No						
4	Cultural Heritage Screening							
4.1	Impact heritage site, graveyard land	No						
4.2	Will the project activities involve excavations? demolitions, earth movements, flooding, or changes to the physical environment that could affect cultural heritage values?	No						
4.3	Are project activities likely to affect tangible and/or intangible cultural heritage as defined under ESS 8 (e.g., archaeological sites that comprise any combination of structural remains, artifacts, human or ecological elements, and may be located entirely beneath, partially above, or entirely above the land or water surface)?	No						
4.4	Are project activities located in legally recognized and/or legally protected areas or defined buffer zones designated for the protection of cultural heritage?	No						
4.5	Will the project activities affect cultural heritage in non-designated or legally recognized areas or protection zones?	No						
4.6	Will the project affect cultural heritage assets that are movable (i.e., rare books, manuscripts, paintings, etc.) that could be endangered by the project?	No						
5	Gender, Vulnerable and disadvantaged group screening							
5.1	Does the project present risks to and impacts on individuals or groups whom, because of their circumstances, may be disadvantaged or vulnerable due to their: <ul style="list-style-type: none"> • Age, gender, ethnicity, or race • Religion and belief systems • Socio-cultural grouping or nationality 	Yes		✓				

	<ul style="list-style-type: none"> Sexual orientation and identity Climate change and seasonal factors 							
5.2	Is the project likely to affect disadvantaged or vulnerable individuals or groups including SSAHUTLCS as indicated in ESS7 who would require specialized approaches to participation or consultation for the project?	No						
5.3	Is the project likely to face any barriers to information disclosure, transparent sharing of project information among stakeholders, or other aspects that could affect meaningful consultations?	Yes		✓				
5.4	Is there a potential for prejudice or discrimination in accessing project benefits for those who may be disadvantaged or vulnerable?	Yes		✓				

Categorization and Recommendation

After compiling the above, determine which risk category the subproject falls under based on the environmental and social categories of High, Substantial, Moderate, and Low risk. If the subproject falls under “Substantial, Moderate, or low” risk categories, proceed to identify the category of the subproject (as Schedule I, II, or III) based on the National ESIA procedural guideline issued by EPA.

a. World Bank ESF categorization

	High Risk	If the subproject falls under “High Risk” shall be excluded
	Substantial Risk	If the subproject falls under “Substantial Risk” the Environmental and Social Assessment of the subproject should be conducted by National law and any requirements of the ESSs that the Bank deems relevant to such subprojects
	Moderate Risk	Environmental and Social Assessment or Environmental and Social Management Plan of the subproject should be conducted by National law and any requirements of the ESSs that the Bank deems relevant to such subprojects.
✓	Low Risk	Sub-project is not subject to environmental and social impact (ESIA) assessment as no potential impacts are anticipated. However, the preparation/inclusion of site-specific ESMP or Environmental Guidelines for Construction Contractors will be acceptable.

Conclusion:

- Under the National ESIA procedural guideline, the impact of the sub-project falls under the Schedule III,
- With the WB ESF categorizations, the sub-project falls under the Low-level Risk.
- The proposed sub-project does not fall within the mandatory requirement for an ESIA.

Therefore, the sub-project demands site-specific Environmental and Social Management Plan (ESMP) that will be prepared by the EARDIP Risk Management Team.

14.2 List of Schools and Universities

14.2.1 List of Selected Schools and their Regions

Site Code	Project Site / School Name	Region	Cities	Grid References
1	Mohammed Hanfere 2ndry School	Afar	Logiya	11.7370°N 40.9750°E
2	Dabat #1 2ndry School	Amhara	Dabat	13.1585°N 37.8986°E
3	Womba 2ndry School	B.Gumuz	Womba	9.0700°N 34.5340°E
4	Bambasi 2ndry School	B.Gumuz	Bambasi	9.7490°N 34.7320°E
5	Sherkole 2ndry School	B.Gumuz	Sherkole	10.2470°N 34.6320°E
6	Homosha 2ndry School	B.Gumuz	Homosha	10.2070°N 34.5990°E
7	Poinyudo #1 2ndry School	Gambella	Pinyudo	7.8600°N 34.5640°E
8	Poinyudo 2ndry School	Gambella	Pinyudo	7.8700°N 34.5600°E
9	Gambella 2ndry School	Gambella	Gambella	8.2500°N 34.5900°E
10	Eley 2ndry School	Gambella	Eley	8.1370°N 34.6280°E
11	New Land 2ndry School	Gambella	New Land	8.1870°N 34.6130°E
12	Bonga 2ndry School	Gambella	Bonga	7.2790°N 34.5660°E
13	Jewi 2ndry School	Gambella	Jewi	8.1860°N 34.6500°E
14	Kule 2ndry School	Gambella	Kule	7.7800°N 34.5700°E
15	Terkdi 2ndry School	Gambella	Terkdi	7.2300°N 34.6300°E
16	Jigjiga 2ndry School	Somali	Jigjiga	9.3550°N 42.7900°E
17	Abdulahi Bedie 2ndry School	Somali	Jigjiga	9.3700°N 42.8230°E
18	Sheder 2ndry School	Somali	Sheder	9.2400°N 43.1670°E
19	Bokolomayo 2ndry School	Somali	Bokolomayo	4.5580°N 42.0730°E
20	Dolloado 2ndry School	Somali	Dolloado	4.1840°N 42.0720°E

14.2.2 List of Universities

Site Code	Project Site	Regions	Cities	Grid References
1	Assossa University	B. Gumuz	Assosa	10.089°N 34.5589°E
2	Jijga University	Somali	Jijiga	9.357°N 42.8238°E
3	Semera University	Afar	Semera	11.803°N 40.9902°E
4	Debark University	Amhara	Debark	13°07'20.8"N 37°53'16.8"E
5	Gambella University	Gambella	Gambela	8.2379°N 34.6147°E

14.3 Appendix B. List of Participants and Photos captured during consultation

14.3.1 Benishangul-Gumuz

Date 19/03/2025









Stakeholders engagement with Regional Science,
Information Communication Agency, Regional EPA,

No.	Name	Institution	Mobile	Sig.
1.	Gensab Ayaye	EARDIP	0910017479	
2.	Wahabiel Bezab'h	STICA	0917179004	
3.	Ayichew Sisay	STICA	0919170509	
4.	Seid Yimer	EFRPA	0912709839	
5.	Biressaw Mekonnen	EFRPA	0912124842	
6.	BELAY HABTE	STICA	0917427847	
7.	Yasmin Awel	BOWSA	0920440459	
8.	Munt Meru	EARDIP	0911487566	
9.	HAYMAMOT GIRMA	ETHERRATE	0938046623	

Assosa University

Date 19/03/2024

Attendance




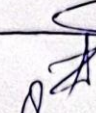
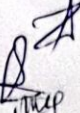
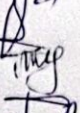

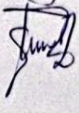
No.	Name	mobile	sig.
1.	Genzeb Atye	091009479	
2.	Muhammed Tekone	0911487566	
3.	Haymanot GIRMA	0938046623	
4.	Weshembel Berabih	0917179004	
5.	Tokere Asraw	0938640819	
6.	Ayalew Negvo	0911013367	
7.	Ayicheew Siray	0917170509	
8.	Melkamu Dereessa	0930309320	

DATE 11-07-2017 E.C

Date : 11/07/2017

Wamba Secondary School
Attendance

20/03/2025

<u>NO.</u>	<u>Name</u>	<u>Position</u>	<u>Phone</u>	<u>Sign</u>
1.	Ayichew Sisaay	STJCA	0917170509	
2.	Birara GUANGUL	IT-Teacher	09-15-91-40-02	
3.	Tesfaye Seman	English Teacher	0917173654	
4.	Amdem Tare	director	0982820835	
5.	Genzeb Myye	SMS-EADDP	0910017079	
6.	Munit Mekuri	Gender sp.	0911482586	
7.	HAYMANOT Girma	Software eng	0938046623	
8.	Yeshambel Bezabih	STJCA	0917179004	

AT

Homoska 2nd school

DATE: 20/03/2023

Attendance

<u>No</u>	<u>Name</u>	<u>Position</u>	<u>Phone</u>	<u>SSGN</u>
1	Ayichew srsay	STICA	0917170509	Signature
2	Yeshambel	Bezeb STICA	0917179004	Signature
3	Melkre	Yematew Gender	0932216193	Signature
4	Banchirmou	Berkaru ICT	0955098602	Signature
5	Muluwas	Bekete School principal	0913683977	Signature
6	Munit	Tekumei Gender special	0911487566	Signature
7	HAYMORAT	GIRMA software engineer	0938048623	Signature
8	Genzeb	Ayamo OMS - GARDP	0910017479	Signature







14.3.2 Afar

Regional EPA, WOSA & BINT

09/04/2025

Attendance Sheet for
Meeting with regional Science, Innovation & Technology Commission, regional Environment & Social Protection Agency (Bureau), women & Social inclusion affairs office etc.

S.N	Full name	sex	Institute	Department & profession	Phone No.	Email
1	Genzeb Ayaye	M	MinT EARDIP	SEM	0910017479	genzebayaye@gmail.com
2	BHS ZAB	F	10/09/17/17		0911712729	abdofazia91@gmail.com
3	YUSUF Mohammed	M	Lease Africa	Environment	0910261059	YMH081015@gmail.com
4	Abdo Hantuta	M	Innovation	ICT directorate	0904341924	abdi20165e@gmail.com
5	Tewolde Birhan G/Minist	M	Innovation	ICT officer	0911540154	tewolde77@gmail.com
6	Abdalla Mustafa	M	Innovation	System Dev & Tester	0914144444	abamustaf@gmail.com
7	Mohammed Hassan	M	Innovation	Commissioner	0922391678	mdhassan1021@gmail.com
8	Mohammed Habel	M	Innovation Innovation Deputy Commissioner	Deputy Commissioner	0914659835	Smmohammed110@gmail.com
9	Engy Seid Mohammed	M	Science Innovation Technology Engineer	Commissioner	091176275	seidmohammed03@gmail.com
10	sette kifre		MinT	Regional coordination	0929969782	sette.kifre@gmail.com

Semera University

10/04/2025

Attendance Sheet for
Meeting with Semera University

S.N	Full name	sex	Institute	Department & profession	Phone No.	Email
1	Genzeb Ayaye	M	MinT-EARDIP	SEMS	0910017479	genzebayaye@gmail.com
2	Mohammed Habel	M	Innovation	Deputy Commissioner	0914659835	Smmohammed110@gmail.com
3	Abdulwaleed Ase	M	Semera Uni	Field Demos Lab Director	0921080247	afiyaaabdu@gmail.com
4	Abdo Hantuta	M	Semera Uni	ICT Director	0911701428	abdi20165e@gmail.com
5	Abdo Hantuta	M	Innovation	ICT Directorate	0904341924	abdi20165e@gmail.com
6	Tewolde Birhan	M	Innovation	ICT officer	0911540154	tewolde77@gmail.com
7	sette kifre	F	MinT	Regional coordination		
8	Adem Aji Kalo	M	Semera Uni	Research & Technology V/P	0912127133	ademaji@su.edu.et
9						
10						

Mohammed Hassan Elta hpi school.

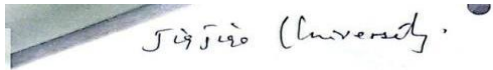
11/4/202

Attendance Sheet for
Meeting withhigh school (Afar regional state)

S.N	Full name	sex	Institute	Department & profession	Phone No.	Email
1	Momit Mekuria	F	MINT	EALDP Gender specialist	0911487566	abmunamex@gmail.com
2	seyte kifle	F	MINT	personal coordinator	0949969882	
3	Genzeb Ayane	M	MINT-ERDDIP	STMS	0910017475	geizebayak@gmail.com
4	Eng'r Seid Mohamed	M	Afar science innovation and technology	Commissionary	0911176275	seidmohammed03@gmail.com
5	Jewald Birhan Ghirma	M	Innovation	ICT OFFICER	0911541104	jewald@gmail.com
6	Habib Yussif	M	Wanawesum Mahamed	School Director	09127376523	habib.yussif@gmail.com
7	Meklit Degu	F	MINT-PIV	EALDP - Env't specialist	0912458929	meklitdegu4@gmail.com
8						
9						
10						



14.4.3 Somali



Stakeholder Engagement Meeting: Attendance Sheet

Date: 02/01/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Murik Mekuni	F	Graduate ^{English} Pw	PIW	MINT	0911487566	abtinamuk@gmail.com	
2	medina muu	F	Gender	SOCIETY	ID	0960830484	-	
3	MANASSIRO ABADI	M	cyber security	IT	BIAT	0946429696	manassiro@biat.com	
4	Mexit Degu	F	SRM-Specialist	FARDIP	MINT	0912458929	mexitdegui@gmail.com	
5	Genzeb Ayayo	M	SRM-Specialist	FARDIP	MINT	0910019479	genzebayayo@gmail.com	
6	Abel Gossaye	M	Lab	JOT	JJU	0976579490	ZewduAbel16@gmail.com	
7	Tofan Ahmed	M	JCT	JCT	JJU	0966866741	Tofanahmed@ju.edu.jo	

Stakeholder Engagment Meeting: Attendance Sheet

Shauk Abdurrahman Secondary School

Date: 02/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Muhammad Mekum	F	G/Specialist	EXPERT/EP PIU	MINT	0911487566	abmunamek@gmail	
2	Mexit Degu	F	FRM-specialist	FARDIP	MINT	0912458929	mexitdeguy@gmail	
3	MANASIR ABADI	M	Cyber security	IT	BIANT	094642464	manasir.01@gmail	
4	Tewodros Engize	M	V/Direct	Chemis	sh-Atkela sch	0915207434		
5	Melamed A/ber Zegeye	M	V/Direct	Academic	sh/Chela	0915008632	Melamed.zegeye@gmail	
6	Waldie Zegeye	M	Unit UC	Langmu	sh/A. Fardip	0913767244	Melamed.zegeye@gmail	

Stakeholder Engagment Meeting: Attendance Sheet

Jigjiga Secondary School

Date: 02/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Muhammad Mekum	F	G/Specialist	EXPERT/EP PIU	MINT	0911487566	abmunamek@gmail	
2	Mexit Degu	F	FRM-specialist	PIU	MINT	0912458929	mexitdeguy@gmail	
3	Genzebe Ayaye	M	SRMS	PIU	MINT	0910017479	genzebayye@gmail	
4	farhan Mohamed	M	BT. Affairs		Jigjiga Seco mdey	0911554603		

14.3.4 Gambela

Innovation & Technology Commission

Stakeholder Engagement Meeting: Attendance Sheet

Date: 28/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Munit Mekuria	F	Gender Specialist	EARDIP-PIU	MIT	0911487566	abmunitamer@gmail.com	
2	Mexita Degu	F	ERM	EARDIP	MIT	0912458929	mexitadegu@gmail.com	
3	Genzeb Ayaye	M	SPMS	EARDIP	MIT	0910017479	genzebayaye@gmail.com	
4	Behailu Abraham	M	ICT	MTE	MOT	0910588167	behabu@gmail.com	
5	Desabign Biru	M	V/head	TATG	IT Gambella	0917804618	desubiru2011@gmail.com	
6	profer HOW	M	U/solutor	Innovation	Innovation	093533046	60thompson@gmail.com	
7	Nigus Hmarida	M	ICT Infrastructure Director	ICT	Gambella Inno Tech	0991442257	nigus-hmarida@gmail.com	
8	Chunna Lero	M	ICT Infrastructure Director	ICT & EARDIP regional focal	Gambella Inno Tech	0935150765	chunnalero@gmail.com	

Gambella University

Stakeholder Engagement Meeting: Attendance Sheet

Date: 28/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Munit Mekuria	F	Gender Specialist	EARDIP-PIU	MIT	0911487566	abmunitamer@gmail.com	
2	Chunna Lero	M	ICT Office	EARDIP regional focal	Gambella Innovation	0935150765	chunnalero@gmail.com	
3	Pithano meknonne	F	Gender	U.A.M	Gambella	0917940336		
4	Mexita Degu	F	ERM-PIU	EARDIP	MIT	0912458929	mexitadegu@gmail.com	
5	Opiew Ochalla	M	Ex-Officio	Envit	GBU	0925234002	Opiew99@gmail.com	
6	Muoch Tongyik	M	Dean COBE	Accounting	GUMU	0919341626	Muochton9117@gmail.com	
7	Genzeb Ayaye	M	SPMS	EARDIP	MIT	0910017479	genzebayaye@gmail.com	
8	Tefera Lalebo	M	ICT Gam	ICT	Gambella University	0912464321	Lalebo2003@gmail.com	
9	Behailu Abraham	M	ICT	MOT	MOT	0910588167	behabu@gmail.com	

Gambella 2nd School ✓

Stakeholder Engagement Meeting Attendance Sheet.

Date - 28/05/2025

No	Name	Sex F/M	Position	Department	Organization	Phone no.	Email address	Signature
1	Munit Mekuria	F	Gender specialist	EAROZP-PIU	MINT	0911487566	abmunamek@gnail.com	[Signature]
2	Genzebe Ayate	M	SPMS	EAROZP	MINT	0910017479	genzebayate@gmail.com	[Signature]
3	Chunna Lejo	M	ICT Infrastructure Director	EAROZP regional focal person	Gambela Innovation	0935550765	chunnalejo@gmail.com	[Signature]
4	Gatluak Reach	M	Vice principal of the school	Vice Director	Gambella Secondary School	096185315	19gatluakreach@gmail.com	[Signature]
5	Alemteshay Chaka	F	Teache. girls club	Amharic	G.I.H.S	0910148469	alentshay101@gmail.com	[Signature]
6	Behaiku Abrehan	M	Tej	MOE	MOE	0910588167	behaikuabrehan@gmail.com	[Signature]
7	Mekit Degu	F	ERM-spec	MAHEARDIP	MINT	0912458929	mekitdeguit@gmail.com	[Signature]
8	Wasihun Dejene	M	Principal	G.I.S/S	G.I.S/S	0912320163	dejenuse19@gmail.com	[Signature]

የገቢያ ስኬት ስራ ማኅበር ማኅበር
Elay Secondary school.

Stakeholder Engagement Meeting: Attendance Sheet

Date: 28/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	መኒት ሜኪሪያ	ቤ	ጾታ ስራ ማኅበር	EAROZP-PIU	MINT	0911487566	abmunamek@gmail.com	[Signature]
2	ገቢያ ስኬት ስራ ማኅበር	ቤ	ምክርቤት	EDPM	ELAY	0989740130	-	[Signature]
3	ገቢያ ስራ ማኅበር	ቤ	ምክርቤት	EDPM	ELAY	0912131981	-	[Signature]
4	ሜኒት ደግ	ቤ	ERM-ምክርቤት	PIU	MINT	0912458929	mekitdeguit@gmail.com	[Signature]
5	ቸታ ሌጅ	ቤ	ኢንፎርሜሽን ቴክኖሎጂ	EAROZP	Gambela Innovation	0935550765	chunnalejo@gmail.com	[Signature]
6	ገቢያ ስራ ማኅበር	ቤ	ምክርቤት	EDPM	Combon	0917164338	Abrahamot@gmail.com	[Signature]
7	ገቢያ ስራ ማኅበር	ቤ	IT	IT	Gambella	0935118645	84awola@gmail.com	[Signature]
8	ሜኒት ስራ ማኅበር	ቤ	IT	MOE	MOE	0910588167	com	[Signature]
9	ገቢያ ስራ ማኅበር	ቤ	SPMS	EAROZP	MINT	0910017479	Genzebayate@gmail.com	[Signature]

Gambela Regional State - Newland High School ✓

Stakeholder Engagement Meeting: Attendance Sheet

Date: 29/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1.	Munit Mexuma	F	Gender Specialist	EARDIP-PIU	MIAT	0911487566	abmunamex@gmail.com	
2.	Latjor Lam	M	Vic Principle	EPPM	NEW LAND	0944466616	latjora79@gmail.com	
3.	Alemnesh endashaw	F	Teacher		NEWLAND	0991613108		
4.	Mitiku Halejo	M	Teacher	IT	V	0927318772	mitikuhalejo8772	
5.	Peter Gony Thiary	M	PTA/Chairperson		-	0917833968		
6.	Stephen Khor	M	Vice Adm.	EPPM	Newland	0917485673	khorchu@deal@gmail.com	
7.	Genzeb Ayaye	M	SRMS	EARDIP	MIAT	091007479	genzebayaye@gmail.com	
8.	Behaia Abraham	M	JET	MOE	MOE	0910888167	behaabraham@gmail.com	
9.	Chunna Lero	M	ICT infrastructure director	EARDIP regional focal	Gambela Technion	0935150765	chunnalero@gmail.com	
10.	Chiepp Dzel	M	Director	EPPM	G/town	0917914076	chieppdzel	
11.	Meklit Degu	F	Env't Specialist	EARDIP	MIAT			

Stakeholder Engagement Meeting: Attendance Sheet

Jewi Refugee camp

Date: 29/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Munit Mexuma	F	Gender Specialist	EARDIP-PIU	MIAT	0911487566	abmunamex@gmail.com	
2	Chunna Lero	M	ICT infrastructure director	EARDIP regional focal	Gambela Innovata	0935150765	chunnalero@gmail.com	
3	Meklit Degu	F	ERM	EARDIP	MIAT	0912458929	meklitdeguu@gmail.com	
4	Genzeb Ayaye	M	SRMS	EARDIP	MIAT	091007479	genzebayaye@gmail.com	
5	Behaia Abraham	M	JET	MOE	MOE	0910888167	behaabraham@gmail.com	
6	Addisalem feleku	M	officer	Education	DICAC	0917804812	addisalemfeleku@gmail.com	
7	Testame Adam	M	program	Adm.	RRS	0911906990	testameadams@gmail.com	

Tixesti RRS - SID Meeting

Gambela Regional State

Stakeholder Engagement Meeting: Attendance Sheet

Date: 30/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1.	Munit Mekuri	F	Gender Specialist	EARDIP-PIU	MINT	0911487566	abmenam@gnatc	
2.	Chunna Lero	M	ICT initiative directorate	EARDIP regional focal person	Gambela Innovation	0935150765	chunna@gnatc.com	
3.	Amisau Leisa	M	Comptroller		KRS	0913242516	Amisau.L@krs.gov.et	
4.	Genzeb Ayay	M	SRMS	EARDIP	MINT	0910017279	genzeb@gnatc.com	
5.	Abebe		ICT expert	Innovation & Tech Unit				
6.								
7.								
8.								
9.								
10.								
11.								

Bonga high school, 5

Stakeholder Engagement Meeting: Attendance Sheet

Date: 30/05/2025

No	Name	Sex (M/F)	Position	Department	Organization	Contact Address		Signature
						Phone No.	Email Address	
1	Munit Mekuri	F	Gender	EARDIP	MINT	0911487566	abmenam@gnatc	
2	Behastu Abraham	M	MOB	MOB	MOB	0910588/67	behastu@gnatc.com	
3	Chunna Lero	M	ICT INITIATIVE	EARDIP regional focal person	Gambela Innovation	0935150765	chunna@gnatc.com	
4	Ashenafte Abebe	m	Director		Bonga secondary school	0918058990		
5	Abera Haile	m	V/Dire		CC	0916302528		
6	mexis Degu	F	FRM	EARDIP	MINT	0912458928		
7	Genzeb Ayay	M	SRMS	EARDIP	MINT	0910017279		







14.4 Appendix D. Clearance/ Approval Letter issued by the Competent organ (EPA)



በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ የአካባቢ ጥበቃ ባለስልጣን
The Federal Democratic Republic of Ethiopia Environmental Protection Authority

*T/C/Ref.No 9/1.1/9208/17
*Date 7/8/2017

በኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

ለኢኮኖሚክስና ቴክኖሎጂ ሚኒስቴር

አዲስ አበባ

ጉዳይ: የአካባቢ ማህበራዊ ዳሰሳ ምድብ /Environmental and Social Impact Assessment Category/ ይመለከታል።

ማንኛውም ፕሮጀክት ባለቤት የልማት እንቅስቃሴው ወደ ስራ ከመግባቱ በፊት የአካባቢና የማህበረሰብ ተፅዕኖ ግምገማ የማስጠናት ግዴታ እንዳለበት በአዋጅ ቁጥር 299/2002 ተደንግጓል።

በዚህ መሰረት በኢኮኖሚክስና ቴክኖሎጂ ሚኒስቴር፣ Eastern Africa Regional digital Integration ፕሮጀክት በስሩ ለሚተገበሩ ፕሮጀክቶች የአካባቢና የማህበረሰብ ተፅዕኖ ግምገማ ጥናት ለነድ ከማስጠናቱ በፊት የአካባቢና ማህበራዊ ዳሰሳና ማጥለል ስርተ ምድብ እንዲሰጠው ለውሳኔ መጠየቁ ይታወሳል።

በዚህ መሰረት የEstablish Computer labs With internet access at refugee and host Community schools and Universities የአካባቢና ማህበራዊ ዳሰሳ ምድብ low - level risk በመሆኑም ለፕሮጀክቶቹ የአካባቢና ማህበራዊ ተፅዕኖዎችን በጥንቃቄና በዝርዝር በመገምገም የአካባቢና ማህበራዊ ዳሰሳ ምድብን ለይተን ማጽደቃችን ታውቆ የአካባቢና የማህበረሰብ አያያዝ ዕቅድ/ ESMP/ በገለልተኛ ህጋዊ አማካሪ ድርጅት በማስጠናት የጥናት ለነድ የይሁንታ ፈቃድ አግኝቶ ወደ ስራ መግባት የሚችሉ መሆኑን እናሳውቃለን።



ከሰላምታ/ጋር
በፊት ነጋሽ ቤሩ
የአካባቢና ማህበረሰብ ተፅዕኖ ግምገማ
አና ፈቃድ መሪ ሥራ አስፈላጊ

ግልባጭ
> ለአካባቢ ቁጥጥር ዘርፍ
የአረጋጋ ለአካባቢ ጥበቃ ባለስልጣን



+251-(0)11-170-4060 +251-(0)11-170-4158 12760 Website
+251-(0)11-170-4039 +251-(0)11-170-4145 www.epa.gov.et

አዲስ አበባ፣ ኢትዮጵያ
Addis Ababa, Ethiopia