Federal Democratic Republic of Ethiopia
Ministry of Labor and Skill (MoLS)

Ethiopia Education and Skills for Employability Project

Final

Social Assessment and Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) Prevention and Response Plan

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Abbreviations and Acronyms

CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CESMP	Contractor's Environmental and Social Management Plan
CoC	Code of Conduct
CSO	Civil Society Organization
E&S	Environmental & Social
EASE	Ethiopia Education and Skills for Employability Project
EHS	Environment, Health and Safety
EHSG	Environmental Health and Safety Guidelines
EIA	Environmental Impact Assessment
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESF	Environmental and Social Framework
ESIA	Environment and Social Impact Assessment
ESS	Environmental and Social Standards
FDRE	Federal Democratic Republic of Ethiopia
FPIC	Free, Prior and Informed Consent
GDP	Gross Domestic Product
GBV	Gender-Based Violence
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
ICT	Information and Communication Technology
IDP	Internally Displaced Person
ILO	International Labor Organization
LMP	Labor Management Plan
M&E	Monitoring and Evaluation
MOLS	Ministry of Labor and Skills
NAPGE	National Plan of Action for Gender Equality
NGO	Non-Governmental Organization
NSPP	National Social Protection Policy
OHS	Occupational Health and Safety
PAD	Project Appraisal Document
PCU	Project Coordination Unit
PDO	Project Development Objective
PIU	Project Implementation Unit
PMT	Proxy-Means Test
PMU	Project Management Unit
POM	Project Operations Manual
PPE	Personal Protective Equipment
PSEA	Prevention of Sexual Exploitation and Abuse
PTC	Polytechnic College
PDW	Person with Disability
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan

SH	Sexual Harassment
SIP	Strategic Investment Plans
SRA	Security Risk Assessment
SSAHUTC	Indigenous peoples/Sub-Saharan African historically underserved traditional local communities
TA	Technical Assistance
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
WB	World Bank

1. Introduction

Harnessing the potential of Ethiopia's young population will be critical for the country to achieve its growth and transformation aspirations. The labor market in Ethiopia is experiencing strong demographic pressure with more than 2 million youth entering the labor market every year. Unemployment rates are rising across the country, with the burden falling disproportionally on the youth. This challenge will likely only increase in severity. Between 2020 and 2050, the number of youth aged 15 – 29 is expected to increase from 34 million to almost 54 million. Inactivity and unemployment among Ethiopia's youth has become a major policy concern over the past decade and is likely to continue to stay prominent for the foreseeable future. Moreover, there are large regional disparities, with the emerging states of Afar, Somali, Benishangul-Gumuz and Gambella (which make up 37 percent of population) having worse youth outcomes. There is strong evidence that disadvantaged youth run the risk of continuous labor and social exclusion if they are not able to improve their employability by acquiring skills and work experience at a crucial time when they should be accumulated.

Providing market-relevant skills to the large cohort of Ethiopian youth will be essential to achieve the economic vision of the government. Investing in public polytechnics to improve their quality and relevance is a key priority of the government. The proposed Ethiopia Education and Skills for Employability (EASE) Project aims to support Ethiopian youth to attain relevant skills for employability. The Project intends to target youth 18-30 years of age and will provide opportunities for them to attain a range a skills to prepare them for the job market. These include foundational skills (literacy and numeracy), soft skills, entrepreneurship skills and technical skills. The Project also aims to transform the skills ecosystem by creating incentives for employers to engage more systematically in the governance and management of training institutions to promote stronger linkages between the demand and supply of skills in Ethiopia.

It also supports the Government priorities in the skills development sector. The proposed project will support the Ministry of Labor and Skills (MoLS) Technical and Vocational Education and Training (TVET) strategic shift and the National Plan of Action for Jobs Creation (NPAJC) skills development strategies to integrate technology, enhance gender-sensitive training provision, promote green programs, and ensure more competent, demand-driven skills training programs. It aims to improve the quality and relevance of skills development programs through labor market responsive short-term training to produce a competent workforce and strengthening the supply and demand side linkages to reduce skills mismatch, ensure proficiency in soft, technical and ICT-based skill sets.

The project social risks have been categorized as moderate. They include weak stakeholder consultation and participation/engagement due to the instability in the country; risk related to the vulnerable groups who will be trained not finding jobs in the intended sectors; and lack of a functional grievance mechanism to address grievances. Furthermore, Sexual Exploitation and Abuse / Sexual Harassment (SEA/SH) is a risk. The project targets rehabilitation and upgrading of polytechnic colleges as a result, there will be proximity between workers and students in the colleges to be rehabilitated and upgraded.

To assist in the mitigation of risks and impacts and to comply with the World Bank's Environmental and Social Framework and Ethiopian legislation, the recipient has prepared this Social Assessment, Social Development Plan and Sexual Exploitation and Abuse (SEA) and Sexual Harassment Prevention and Response Plan, alongside the Environmental and Social Management Framework (ESMF) including Labor Management Procedures (LMP), a Stakeholder Engagement Plan (SEP), as well as a Security Risk Assessment and Management Plan (SRAMP).

1.1. Project Components

The **Project Development Objective** (PDO) is to support Ethiopian youth, especially women and marginalized groups, to attain relevant skills for employability. The Project consists of the following components:

Component 1: Strengthening public polytechnic colleges for improved labor market outcomes: This component will strengthen selected polytechnic colleges (PTC) to produce high-quality skilled graduates that meet the industry's needs in priority sectors of the economy. The PTCs have been selected following transparent criteria which consider geographical coverage and labor market relevance. At least one polytechnic has been selected in each region to ensure national coverage (see list of selected colleges in the table below). The PTCs submitted detailed proposals which were reviewed by an independent evaluation committee. The PTCs will develop strategic investment plans (SIP) in close collaboration with industry/employers to upgrade their institutes as comprehensive training hubs offering, in conjunction with surrounding industries, formal TVET alongside needs-based short duration reskilling and upskilling training programs that respond closely to market demand to enhance enrollment while improving the employability of trainees. The SIPs, which will provide a blueprint for upgrading the PTCS to Centers of Excellence, will be financed by the project.

Table 1 Public Polytechnic Colleges supported by the project

	Name of PTC	Region
1	Misrak PTC	Addis Ababa
2	Akakai PTC	Addis Ababa
3	Entoto PTC	Addis Ababa
4	Adalade PTC	Afar
5	Debre Markos PTC	Amhara
6	Debre Tabor PTC	Amhara
7	W/ro Sehin PTC	Amhara
8	Assosa PTC	Benishangul Gumuz
9	Ethio Italy PTC	Dire Dawa
10	Adariat PTC	Federal
11	Opa Pano PTC	Gambela
12	Harrar PTC	Harari
13	Wolliso PTC	Oromia
14	Jimma PTC	Oromia
15	Sebeta PTC	Oromia
16	Daye PTC	Sidama
17	Wolita PTC	South Ethiopia
18	Jinka PTC	SNNP
19	Worabiye PTC	SNNP
20	Jijjiga PTC	Somali

21	Bonga PTC	South West
22	Tepi PTC	South West
23	Axum PTC	Tigray
24	Shire PTC	Tigray

The Strategic Investment Plans will focus on: strengthening governance and management of the PTCs; assessments and capacity development; introducing training programs that meet the needs of the industry; training of trainers; upgrading existing college facilities and equipment; tracer studies partnership agreements with industry. The SIPs will include specific activities that promote use of technology to improve the delivery of TVET programs. By combining technological tools such as virtual reality, augmented reality, and other immersive technologies, students can be provided hands-on and engaging experiences, and practical exercises that allow multiple repetitions without posing additional risks in various fields ranging from auto-mechanics, healthcare, welding, or any other technical or vocational field.

Introduction of green skills programs, the "greening" of the economy necessitates a concomitant greening of employment, which in turn necessitates the consideration of skills required and TVET necessary to deliver those skills. To address the ongoing environmental concerns, TVET is essential. It has the potential to lead the necessary changes by providing everyone with the knowledge, skills, and behaviors needed to transform workplaces and communities. TVET not only supports the green transformation of our societies and economies but helps in ensuring a resilient recovery. It is essential to ensure a just and smooth transition to a green economy. The project will support mainstreaming greening of TVETs through introducing occupations that directly impact environmental challenges such as wind turbine installations, solar panels, environmental sustainability, eco-tourism, renewable energy, waste management etc. Moreover, the project will introduce systematic revision, innovation and introduce digital elements of all curricula and qualifications so that it responds to greening of the TVET system. Interventions include innovative approaches to teaching and learning, equipping learners with skills like critical thinking, problem-solving, adaptability and collaboration and introducing new ways of delivering TVET such as learner-centered approaches and pedagogical innovations such as project-based learning.

The project will also incentivize polytechnics to increase their share of female students and graduates through various interventions included expanding their course selection, facilitation of female graduates, outreach to local secondary schools and developing and implementing plans for addressing gender-based violence in polytechnics.

Component 2 will support short-term skills programs through a competitive and performance-based financing model that links payments to the employment outcomes of participants. This component will promote establishment of new training programs or expansion of existing programs for in-demand skills that demonstrate potential for high employment outcomes. Programs to be supported will cater to the needs of the local economies and deliver relevant foundational skills, soft-skills, green skills, digital skills, and entrepreneurship skills, in addition to sector-specific technical skills. Private, public and not-for-profit NGO training providers—will be able to submit proposals to train youth. Training providers will be competitively selected and will be paid following a performance-based model, on the basis of milestones achieved and verified—including the employment outcomes of program graduates. Approximately 100,000 employed and unemployed youth in the age group 15-29 years old including Grade 12 or lower education, with priority for women (at least 55 percent), will benefit from wider access to certified short-

term skills training programs through this component. In addition, rural, IDP, PWD and conflict-affected populations will be targeted.

Component 3: System Strengthening: This component will address the information, coordination, and capacity deficits in the TVET system that make it less dynamic in responding to the evolving technical skill needs in the economy. The recent establishment of MoLS, which brings under its umbrella the mandates for Labor, Employment, and Skills, provides an opportunity to effectively bring together key players to ensure a cohesive approach to addressing skills for jobs. The main challenge to realizing this promise are lack of information among actors, inadequate mechanisms for coordination, limitation in capacity, and weak incentives for engagement. The Project will address these issues through the following three subcomponents:

Sub-component 3.1. Information for decision-making: Create a system aggregating existing data collection systems to enable skills analysis and forecasting systems to close the gaps between skills supplied by the TVET system and those demanded by employers. The project will support MoLS build capacity and systems for regular skills demand analysis and forecasting in key sectors and overseas job markets and generate information to assess the performance of the training system. Creating a skills management information system (SMIS) would integrate the available skills supply and demand information for decision-making at the local, woreda, and regional levels to the national level, including overseas markets. The SMIS would create a unifying language to assess the labor market for the priority sectors to quantify demand for training programs and map jobs and skills across the priority sectors to assess current and forecast future skills demand and identify mismatch. It would also enable targeting and profiling mechanisms to ensure the participation of women, rural and urban unemployed, persons with disabilities, and IDPs. As part of the SMIS, the Project will conduct tracer studies to set the baseline for employment outcomes of TVET institutions across the country.

Sub-component 3.2. Strengthened system coordination: Establish formal coordination mechanisms to ensure alignment of the skills supply and demand for improved employment outcomes. This project will support MoLS in establishing formal coordination mechanisms that bring together employers, the public sector (e.g., Ministry of Education, Ministry of Industry), and training institutions to ensure that skill demand and supply are aligned. The projects aim to establish skills development and planning coordination mechanisms. Such mechanisms would resolve fragmented decision-making amongst the different public and private actors to improve capacity, increase labor productivity, continuously adjust to changes in market demands and trends, and build an enabling skills ecosystem.

Subcomponent 3.3 Strengthened system capacity for policymaking: Address challenges with the lack of a skills policy framework and governance to integrate employers and jobseekers and bring coherence between relevant stakeholders. This project will support MoLS in creating an enabling policy environment for sustained reforms in the skills development sector. Also, the need to have clear institutional arrangements with defined roles and responsibilities, updated industry-led occupational and assessment standards for training and certification to meet the skill demands in the priority sectors, and incorporated incentives for industry and private sector engagement. Ensure inclusiveness of disadvantaged and marginalized groups (women, unemployed rural and urban, persons with disabilities, IDPs, returnees, refugees and host communities, and immerging regions, etc.) linked to skills training and employment through greater industry involvement for skills certification. The Project will support the new TVET policy reform through the formulation and implementation by building the capacity of the ministry, regions, and woredas to ensure a resilient, adaptive, inclusive, and sustainable skills ecosystem.

1.2. Project Beneficiaries and Geographical Locations

For Component 1, a series of public polytechnic colleagues have been selected, including: Addis Ababa, Afar, Amhara, Benishangul Gumuz, Dire Dawa, Gambela, Harare, Oromia, Sidama, SNNP, Southwest and Tigray. Component 2 and Component 3 activities may be implemented across the country, with no particular location selected as yet.

1.3. Objective of Social Assessment, Social Development Plan and SEA/SH Prevention and Response Plan

The objective of the SA was to assess the potential impacts of the proposed subprojects and interventions supported by the Project on the social environment, especially on more underserved, vulnerable and disadvantaged groups in the project target areas. The assessment was focused on identifying the key disadvantaged and vulnerable groups including in the underserved regions of Ethiopia (including Gambella, Afar, Somali, and Benishangul Gumuz), as well as Tigray and Amhara Regional States of the project area, the socio-economic characteristics of the population, the potential social impact of the project on vulnerable and disadvantaged groups and propose mitigation measures to minimize the negative impacts. A Social Development Plan was prepared to mitigate the identified adverse impacts and challenges.

The Social Assessment further included an assessment of the Gender-Based Violence, SEA and SH situation in the Project areas in order to assess and mitigate the risks of SEA/SH that are project-related. The SEA/SH Prevention and Response Plan includes measures for mitigating SEA/SH risks, responding to GBV cases reported in relation to the project, and ensuring effective management of GBV related grievances, (see Annex 1).

1.4. Approach and Methodology

The methodology used to implement the Social Assessment included a literature review as well as qualitative data collection at selected field sites and stakeholder consultations.

The literature reviewed included the following:

- Literature on social, economic and cultural dynamics in the Project areas
- E&S documents of similar projects in the region financed by the WB;
- Ethiopia's policies, laws, procedures, regulatory and administrative frameworks to determine the relevant legal requirements for the project;
- ESSs of the WB in order to determine their applicability to the project;
- Existing documents related to the project, such as the Environmental and Social Commitment Plan - ESCP, Stakeholder Engagement Plan - SEP, the Concept Stage ESRS, and the Project Appraisal Document (PAD);
- The following Good Practice Notes: Addressing sexual exploitation and abuse and sexual harassment (SEA/SH) in investment projects financing involving in major civil works, 2020; Addressing Gender-Based Violence in Investment Project Financing involving major civil works, 2018; Gender, 2019; Road safety, 2019; Assessing and managing the risks and impacts of the use

of security personnel, 2018; Managing the risks of adverse impacts on communities from temporary project induced labor influx, 2016

Consultations were held with Polytechnic College Staff at the Sebeta, Misrak, Jigijiga, Assosa, W/ro Sehne, Jinka, Ethio-Italy PTC and with local communities in each of the twenty two (22) Polytechnic Colleges (Sebeta, Misrak (Addis Ababa), Jigijiga, Assosa, Dessie, Jinka and Diredawa city residences), in June 2023.

For further field studies, the team selected seven Polytechnic Colleges in different Regions. This covered 50 percent of the Project regions. In these seven areas, resource persons were selected, including representatives of vulnerable groups. Tools for qualitative data collection included discussions, interviews, FGDs, and observations.

The summary of the participants of the community consultations, FGDs and interviews is presented in the following Table.

Table 2: Summary of participants of consultations and interviews

PTCs	Community Participants		College staff and leadership		College trainees		Regional Officials/officers		Total
	F	M	F	M	F	M	F	M	
W/ro Sehin	1	11	12	33	7	2	2	3	**71**
Ethio Italy	3	8	4	17	5	6	2	1	**46**
Jinka	9	1	4	17	2	2	3	1	**39**
Sebeta	2	5	7	10	4	3	2	1	**34**
Misrak	1	5	4	7	6	5		1	**29**
Jigjiga	7	2	2	7	12	16	1	2	**49**
Assosa	4	3	3	9	3	4	3	5	**34**
Total	**27**	**35**	**36**	**100**	**39**	**38**	**13**	**14**	**302**

1.5. Summary of Stakeholder Consultations Conducted During Project Preparation

During the project design and preparation of the ESRM instruments, including Social Assessment and GBV/SEA/SH Prevention and Response Action Plan, a series of consultations were undertaken by MoLS and the World Bank with different stakeholders, including government counterparts, employers, public and private training institutions, students, development partners and diversified community groups (including vulnerable and disadvantaged) to discuss key project objectives and activities. Focus Group Discussions (FGDs) were held to discuss constraints women face in accessing TVET. Local community group discussions were held with local communities of Sebeta, Misrak (Addis Ababa), Jigijiga, Assosa, Dessie, Jinka and Diredawa cities.

During the discussions, system strengthening that prioritizes skills development for youth, Internally Displaced Persons (IDPs), Persons with Disabilities (PWDs), and other marginalized youth in Ethiopia was emphasized. Stakeholders from polytechnics and TVET institutions agreed that improving the quality and relevance of TVET in partnership with the industry is critical to meeting the needs of the market and enhancing employability of the trainees. Stakeholders agreed with an equitable distribution of

polytechnics across the country and to ensure inclusion of institutions in conflict-affected areas. Priority shall be given to proposals that focus on creating strong linkages with employers, offering training in green skills, addressing training needs and employability of women and vulnerable groups, and strengthening soft skills among others. Consultations further allowed identifying some of the current efforts by polytechnics and TVET institutions on improving inclusion with respect to gender, people with disabilities, refugees, and IDPs as well as climate-change adaptation and mitigation. Discussions with stakeholders further revealed the need to create a system that aggregates existing data sources and identify additional sources that can close the data gap on both the demand and supply of skills in Ethiopia. A skills analysis and forecasting system will be necessary to close the gaps between skills supplied by the TVET system and those demanded by the employers.

Consultations on constraints for women indicated that there is an understanding that STEM can be hard for women, especially, heavy-duty mechanics, commercial vehicle driving – "male-dominated fields". This can be overcome by changing this norm through setting a goal of increasing female enrollment in selected "male-dominated" fields from 5 percent to 30 percent. The main constraints for women are that they come with pre-conceived preferences of course choices – IT, secretarial science; they are influenced by family and friends that discourage them from joining hard sciences; and during course selection, given limited time to decide, students do not have a chance to process info provided during orientation, to think and re-think. Most of the time they do not get the information needed for courses available and opportunities after. Actions that could be taken to overcome these concerns include awareness raise activities. Provide information about "male-dominated" sectors and opportunities; invited families to colleges and take them to workshops – to see that other girls do mechanics; and instead of a one-day orientation and registration, make it a one-week orientation. Consultations also revealed that workplace harassment is an issue as well – female students raised this issue.

2. Policy and Legal Framework

2.1. National Legislation and Policies

Constitution of the Federal Democratic Republic of Ethiopia (FDRE) (Proc. № 1/1995):
The 1995 Constitution of the FDRE is the highest policy and legal document that lays the basis for all laws and policies in the country. The Constitution recognizes the presence of different socio-cultural groups, including historically disadvantaged and underserved communities, pastoralists, and minorities, as well as their rights to socio-economic equity and justice. The Constitution provides a number of basic and comprehensive principles that consider social protection and management in the country including sustainable development. The relevant articles with environmental and social provisions are listed here:

Article 25: Rights to Equality: All persons are equal before the law and are entitled without any discrimination to equal protection by the law. In this respect, the law shall guarantee all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status.

Article 29: Right of Thought, Opinion and Expression: Everyone has the right to freedom of expression without any interference. This right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any media of his choice.

Article 35: Right of Women: Women shall, in the enjoyment of rights and protections provided for by this Constitution, have equal right with men.

- Women have the right to full consultation in the formulation of national development policies, the designing and execution of projects, and particularly in the case of projects affecting the interests of women.
- Women have the right to acquire, administer, control, use and transfer property. In particular, they have equal rights to men with respect to use, transfer, administration and control of land. They shall also enjoy equal treatment in the inheritance of property.

Article 36: Right of Children: Every child has the right not to be subjected to exploitative practices, neither to be required nor permitted to perform work which may be hazardous or harmful to his or her education, health or well-being.

Article 37: Rights of Access to Justice: Everyone has the right to bring a justifiable matter to, and to obtain a decision or judgment by, a court of law or any other competent body with judicial power.

Article 41: Economic, Social and Cultural Rights: Article 41 states that every Ethiopian has the right to access publicly funded social services. Sub Article 5 stipulates, the state, within available means, should allocate resource to provide rehabilitation and assistance to physically and mentally disabled, the aged and to children who are left without parents or guardians.

Article 42: Rights of Labor: Article 42(2) stipulates that 'workers have the right to a healthy and safe work environment', obliging an employer (be it government or private) to take all necessary measures to ensure that workplace is safe, healthy and free of any danger to the wellbeing of workers.

Article 43: The Right to Development: The Peoples of Ethiopia as a whole, and each nation, nationality and people in Ethiopia have the right to improved living standards and to sustainable development. Nationals have the right to participate in national development and, in particular, to be consulted with respect to policies and projects affecting their community.

Article 90: Social Objectives: To the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security. Education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices.

Article 26: The right to work: Sub article (1): Every recognized refugee and asylum-seeker shall have the right to engage in wage earning employment in the same circumstances as the most favorable treatment accorded to foreign nationals pursuant to relevant laws. Sub article (5): Without prejudice to the provisions of sub-Article (4) of Article 26, the use of agricultural and irrigable land shall be made in accordance with national land use law, and in agreement with regional states using a land lease system, subject to payment of a lease price, for a period renewable every seven years. Sub article (7): There shall not be any discrimination between recognized refugees or asylum-seekers and Ethiopian nationals who are engaged in activities stipulated under this article.

Ethiopian Laws on Pastoralists and Minority Groups

The Constitution recognizes the rights of pastoral groups inhabiting the lowlands of the country. The Constitution under article 40 (4) stipulates "Ethiopian pastoralists have a right to free land for grazing and cultivation as well as a right not to be displaced from their own lands". The Constitutions under Articles 41(8) also affirms that "Ethiopian Pastoralists have the right to receive fair prices for their products, that would lead to improvement in their conditions of life and to enable them to obtain an equitable share of the national wealth commensurate with their contribution. This objective shall guide the State in the formulation of economic, social and development policies." Whilst government policies have strengthened, and resource allocations have been increased over the last decade, pastoralist areas are still amongst the least served in terms of basic services. Article 89 (2) of the Ethiopian Constitution stipulates: "The Government has the obligation to ensure that all Ethiopians get equal opportunity to improve their economic situations and to promote equitable distribution of wealth among them". Article 89 (4) states: "Nations, Nationalities and Peoples least advantaged in economic and social development shall receive special assistance".

Regulations on Persons with Disability and Vulnerable Groups: Article 41 of the Constitution of FDRE, (Economic, Social and Cultural Rights) states that every Ethiopian has the right to access publicly funded social services. Sub Article 5 of the same article stipulates, the state, within available means, should allocate resource to provide rehabilitation and assistance to physically and mentally disabled, the aged and to children who are left without parents or guardians.

Various policies and plans of action have been formulated to protect people with disability and the elderly. The most relevant are mentioned below;

- National Plan of Action for Persons with Disabilities addresses the needs of persons with disabilities for comprehensive rehabilitation services, equal opportunities for education, skills training and work, as well as full participation in the life of their families, communities and the nation.
- Proclamation No. 568/2008, Rights to Employment for Persons with Disabilities, makes null and void any law, practice, custom, attitude and other discriminatory situations that limits equal opportunities for persons with disabilities. It also requires employers to provide appropriate

environment for work, training and take affirmative measures particularly when employing women with disabilities.

- Building Proclamation, No. 624/2009 and Regulation 243/2011, puts as requirement accessibility for the elderly and physically impaired persons in the design and construction of public building.

National Social Protection Policy of Ethiopia: Ethiopia has formulated a National Social Protection Policy in 2012 with a general objective to create an enabling environment in which citizens (including that people with special need and other vulnerable groups have the right to equitable access to all social protection services that will enhance their growth and development). Ethiopia's social protection policy is a central public policy component for addressing poverty, vulnerability and inequality. The following are among the objectives of Social Protection Policy of Ethiopia:

- Protect poor and vulnerable individuals, households, and communities from adverse effects of shocks and destitution;
- Increase access to equitable and quality health, education and social welfare services to build human capital thus breaking the intergenerational transmission of poverty;
- Guarantee a minimum level of employment for the long term unemployed and under-employed;
- Enhance the social status and progressively realize the social and economic rights of the excluded and marginalized;

The policy has designed instruments to reach long and short term objectives including conditional and unconditional social transfer, expansion of public works; providing technical support and financial services; mandatory social insurance and community based health insurance; establishment of social work system, services for people with disabilities, the elderly and mobility constrained persons; enhance abuse and exploitation prevention communication, provide protective legal and policy environment, support for survivors of abuse and exploitation and drop in centers and hot lines.

The National Social Protection Policy (NSPP) and Strategy (NSPS)

Recently, the GoE has put in place a strong policy foundation for the social protection sector, with the approval of the National Social Protection Policy (NSPP) 2014 and National Social Protection Strategy2016. This policy envisions "to see all Ethiopians enjoy social and economic wellbeing, security and social justice "and recognizes the contribution of social protection to the development goals of the country. It further indicates that the Government will commit human and financial resources to reducing poverty and provide social protection to its poorest and most vulnerable citizens. The SocialProtection Policy has a broad objective of providing an overall Social Protection system and creating an enabling environment in which Ethiopian citizens have equitable access to SP service that will enhance inclusive growth and development. Overall, the policy commits the government to move beyond the partial, and fragmented, provision of Social Protection to establish a comprehensive SocialProtection system (MoLSA 2014).

The policy has five integrated focus areas, which includes 1) Promote Productive safety nets, 2) Promote employment opportunities and improve livelihood, 3) Promote social Insurance, 4) Enhancing equitable access to and use of basic services, 5) Providing legal protection and support services for those vulnerable to violence and abuse. Across these areas, the both policy and strategy seek to bring together a variety of existing programs into a national social protection system for supporting vulnerable Ethiopians. The fourth area of focus that aimed to enhance access to health, education and other social services introduced specific strategies among others: 'health fee waivers and health insurance subsidies, services for the elderly and labor-constrained, establishing a social work system and school feeding (MoLSA 2014; 2016). The policy serves as a framework for collaboration and coordination system of social protection in order to provide different services by different organization at all level.

National Policy of Women (1993): With the announcement of the National Policy of Women in 1993 and the promulgation of the new Constitution in 1995, the Ethiopian Government declared its commitment to the equitable socio-economic development of women. The National Policy on Ethiopian Women aims to institutionalize the political, economic and social rights of women by creating appropriate structures in government offices and institutions so that public policies and interventions become gender-responsive in order to ensure equitable development for all Ethiopians. The policy has the following major objectives:

- Laws, regulations, systems, policies and development plans issued by the Government should ensure the equality of men and women, special emphasis should be given to the participationof rural women;
- Economic, social and political policies and programs, as well as cultural and traditionalpractices and activities should ensure equal access of men and women to the country's resources and to the decision making process;
- The central government and regional administrations should ensure that women participate in and benefit fully from all activities carried out by central and regional institutions; and
- Development institutions, programs and projects should ensure women's access to and involvement in all interventions and activities.

The Labor proclamation no. 1156/2019 provided women with a special attention. This proclamation is aware of the fact that women are marginalized historically and hence genuine equality will not be maintained only by the principle of non-discrimination on the basis of sex rather women should also be given with a special treatment, affirmative action. In 2005, the Women's Affairs Ministry was established to coordinate women's activities and translatethe policy objectives. In 2006, the Ministry of Women's Affairs issued the National Plan of Action for Gender Equality (NAPGE) for the period 2006 – 2010. Its goal is "to contribute to the attainment of equality between men and women in social, political and economic development".

National Cultural Policy of Ethiopia: The main objectives of the policy are to protect and promote culture and heritage, to improve infrastructural development of cultural institutions, to ensure human resource development, and ease financial and regulatory shortcomings. The policy is to enable the cultural assets and heritage of Ethiopia, nationalities and peoples to play a key role in creating one economic and social policy for their preservation, development and use it as inputs in all development sectors.

National Policy on Ethiopian Youth: The policy argues that an age-based definition of youth is 'most suitable for research and policy purposes' and defines youth as people between 15 and 29 years. The national youth policy envisions 'creating an empowered young generation' with values incorporating a democratic outlook, knowledge, professional skills, organized engagement and ethical integrity. The objectives of the policy include: to 'bring about active participation of youth' in socioeconomic, political and cultural activities; and 'enable youth to fairly benefit from the results'.

Education and Training Policy (1994): The Ministry of Education addressed gender parity in access to education and training, along with mainstreaming gender equality in national curricula. As well as addressing access, relevance, quality and equity in education and training for girls and boys, it includes gender responsive principles such as mainstreaming gender equality in national curricula (Article 3.1.3).

2.2. International Declarations

Ethiopia is a member State of the African Union and of the United Nations (UN), and has human rights obligations at both the regional and universal levels. Ethiopia has ratified a number of international human rights treaties, including the Convention on the Rights of the Child (ratified by Ethiopia in 1991), the African Charter on the Rights of the Child (1999), and the Convention on the Elimination of Discrimination against Women (CEDAW). Most recently, the African Union Convention Governing Specific Aspects of Refugee Problems in Africa and the Sustainable Development Goal 5 target to eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation.

Universal Declaration of Human Rights: According to the Universal Declaration of Human Rights, attaining equality between women and men and eliminating all forms of discrimination against women are fundamental human rights and United Nations values. Women around the world nevertheless regularly suffer violations of their human rights throughout their lives, and realizing women's human rights has not always been a priority. Achieving equality between women and men requires a comprehensive understanding of the ways in which women experience discrimination and are denied equality so as to develop appropriate strategies to eliminate such discrimination. thus, the Universal Declaration of Human Rights (1948) stipulates;

- ✓ Article 1: that "all human beings are born free and equal in dignity and rights" that "everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion.
- ✓ Article 2: all rights and freedoms equally to men and women and prohibits discrimination on the basis of sex. These freedoms and rights include equal pay for equal work, the right to health and the right to an education for all
- ✓ Article 7: all are equal before the law and are entitled without any discrimination to equal protection of the law.
- ✓ Article 16: Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and its dissolution, and to found a family; marriage shall be entered into only with the free and full consent of the intending spouses; and the family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
- ✓ Article 25: everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Convention on the Elimination of all Forms of Discrimination against Women (CEDAW): CEDAW is one of the UN's nine core conventions and was adopted by the United Nations General Assembly in 1979. It states that discrimination against women is an offence against human dignity and calls on States to "abolish existing laws, customs, regulations and practices which are discriminatory against women, and to establish adequate legal protection for equal rights of men and women".

The Committee on the Elimination of Discrimination against Women's general recommendation No. 25 (2004) clarifies that the term "special measures" can encompass a wide variety of legislative, executive, administrative and other regulatory instruments, policies and practices, such as outreach or support programmes, allocation and/or reallocation of resources, preferential treatment, targeted recruitment, hiring and promotion, numerical goals connected with time frames, and quota systems. They should be adopted with a view to achieving substantive gender equality, which is required by the Convention.

The Convention guarantees women equal rights in deciding "freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights" (art. 16). It also specifies that women's right to education includes "access to specific educational information to help to ensure the health and wellbeing of families, including information and advice on family planning" (art. 10). Furthermore, sexual and reproductive health is considered to be a vital element of the right to the highest attainable standard of physical and mental health.

The Convention defines discrimination in its article 1 as "… any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field." Such discrimination encompasses any difference in treatment on the grounds of sex which:

- Intentionally or unintentionally disadvantages women;
- Prevents society as a whole from recognizing women's rights in both the private and the public spheres;
- Prevents women from exercising the human rights and fundamental freedoms to which they are entitled.

The Convention also specifies the different ways in which State parties are to eliminate discrimination, such as through appropriate legislation prohibiting discrimination, ensuring the legal protection of women's rights, refraining from discriminatory actions, protecting women against discrimination by any person, organization or enterprise, and modifying or abolishing discriminatory legislation, regulations and penal provisions. The Convention foresees that achieving equality may require positive action on the part of the State to improve the status of women. To accelerate women's actual equality in all spheres of life, States are permitted to use temporary special measures for as long as inequalities continue to exist. The Convention thus reaches beyond the narrow concept of formal equality and aims for equality of opportunity and equality of outcome. Temporary special measures are both lawful and necessary to achieve these goals. In principle, these measures should be removed once equal status has been achieved.

African Charter on Human and People's Rights: The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (the Maputo Protocol) is the main legal instrument for the protection of the rights of women and girls in Africa. It stated that:

- ✓ Article 14.1.a), b) and c): the right to exercise control over one's fertility, decide one's maternity, the number of children and the spacing of births, and choice of contraceptive methods.
- ✓ Article 14.1.f): the right to family planning education: State parties are required to provide complete and accurate information which is necessary for the respect, protection, promotion and enjoyment of health, including the choice of contraceptive methods.
- ✓ Article 14.2 a): the right to adequate, affordable health services at reasonable distances, including information, education and communication programs for women, especially those living in rural areas.
- ✓ Article 14.2 c): the right to safe abortion in cases of sexual assault, rape, incest and when the pregnancy endangers the mental and physical health of the mother or the life of the mother or the fetus.
- ✓ Article 15.1.b) of international Covenant on Economic, Social and Cultural Rights (ICESCR) states that every individual must benefit from scientific progress and its applications. Women see themselves denied the right to benefit from the fruits of this progress as soon as they are denied the means to interrupt an unwanted pregnancy safely, using effective modern services.

- ✓ Article 5 of the African Charter prohibits cruel, inhuman and degrading treatments, a prohibition reiterated in Article 4 of the Protocol. State parties must ensure that women are not treated in an inhumane, cruel or degrading manner when they seek to benefit from reproductive health services such as contraception/family planning services or safe abortion care, where provided by national law and Specific obligations of the State

2.3. World Bank Environmental and Social Standards

Projects supported by the World Bank through Investment Project Financing are required to meet the Environmental and Social Standards (ESS) defined in the Environmental and Social Framework (ESF). The ESS are designed to help recipients to manage the risks and impacts of a project, and improve their environmental and social performance, through a risk and outcomes-based approach. Recipients are required to manage environmental and social risks and impacts of the project throughout the project life cycle in a systematic manner, proportionate to the nature and scale of the project and the potential risks and impacts.

The ESF places the emphasis of environmental and social risk management on achieving better development outcomes. It prescribes adaptive management of project risks and impacts, which utilizes feedback from project monitoring to change project design and/or environmental and social risk management as necessary throughout implementation.

The most relevant ESS for the Social and GBV assessment and risk mitigation planning were the following: *ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities* that have collective attachment to the project area, and *ESS10 Stakeholder Engagement and Information Disclosure (the SEP prepared as part of this project provides general coverage of ESS10).* Other ESSs are also relevant, including ESS1, which provides overall guidance on E&S assessments, including the need for this assessment, ESS2 on labor and working conditions, including community workers, ESS4 on Community Health and Safety, including social risk aspects, and ESS8 on Cultural Heritage.

The objectives of ESS7 are:

- To ensure that the development process fosters full respect for the human rights, dignity, aspirations, identity, culture, and natural resource based livelihoods of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities.
- To avoid adverse impacts of projects on Indigenous Peoples/ Sub-Saharan African Historically Underserved Traditional Local Communities, or when avoidance is not possible, to minimize, mitigate and/or compensate for such impacts.
- To promote sustainable development benefits and opportunities for Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities in a manner that is accessible, culturally appropriate and inclusive.
- To improve project design and promote local support by establishing and maintaining an ongoing relationship based on meaningful consultation with the Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities affected by a project throughout the project's life cycle.
- To recognize, respect and preserve the culture, knowledge, and practices of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to

provide them with an opportunity to adapt to changing conditions in a manner and in a timeframe acceptable to them.

The main objectives of ESS10 are:

- To establish a systematic approach to stakeholder engagements that will help borrowers identify stakeholders and build and maintain a constructive relationship with them, in particular project-affected parties.
- To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account in project design and environmental and social performance.
- To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them.
- To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format.
- To provide project-affected parties with accessible and inclusive means to raise issues and grievances, and allow Borrowers to respond to and manage such grievances

As part of the principles and requirements of ESS10, this Social Assessment, including the Social Development Plan as well as SEA/SH Prevention and Response Action Plan (Annex 1) is developed, consulted, and disclosed prior to EASE Project Appraisal.

3. Social and GBV Assessment Results

3.1. Socio-Economic Context

The country experienced one of the world's fastest-growing economies which grew at an average of 9.8 percent per year between 2009/10 and 2018/19.[1] However, the country remains one of the poorest countries in Africa, with a GDP per capita of US$1067[2] in 2022 and high inequality with a Gini coefficient of 0.35. It has made significant steps in poverty reduction, with the national poverty rate decreasing from 30.8 percent to 25.1 percent between 2009/10 and 2018/19.[3] Due to multiple shocks (including the impact of the COVID-19 pandemic and natural disasters and internal conflicts) poverty reduction is at risk, and economic growth slowed down to an estimated 6.4 percent in 2021/22.[4]

According to the World Bank,[5] the COVID-19 crisis has aggravated the extent of the country's vulnerability, particularly among poor and urban populations. Employment rates plunged in the early days of the pandemic, particularly in urban areas where the rate dropped from 80 percent pre-COVID-19 to 65 percent, with changes noted more prominently in female-headed households. Estimates suggest that the rate of poverty has increased by 33.2 percent in urban areas since 2018/19, compared to an increase of 9.4 percent in rural areas over the same period. Moreover, phone survey data suggests that firm revenues were significantly depressed, and at the household level, nearly a quarter of surveyed households reported their income either declined or completely disappeared.[6] These effects are closely linked to the low skill profile of the Ethiopian labor force and to the structure of its economy and labor markets. The pandemic disproportionately affected the lowest productivity sectors, had a particularly pernicious effect on self-employed and low-skilled workers, and has negatively affected the sectoral reallocation of labor during the recovery phase. The tourism sector is most affected economy due to COVID-19. The negative economic effect of COVID-19 on the service and industrial sectors means that the urban economy is highly affected as compared to rural economy (the agricultural sector).

Concerning the humanitarian situation in Ethiopia, a UNICEF report[7] reveals that multiple overlapping and recurring emergencies including conflict, insecurity, social tension, drought, flood, and the COVID-19 pandemic have continued to affect over 29.7 million people throughout Ethiopia, of which over 12.4 million are children across multiple regions. The emergencies have led to increased displaced populations and disruption of access to essential services, leaving communities vulnerable and in need of humanitarian assistance.

The 2021-2030 Ethiopian Ten-Year Development Plan (2021-2030) aims to accelerate growth by enhancing productivity and competitiveness and diversifying the economy with particular focus on priority sectors including agriculture, manufacturing, mining, tourism, and information and communication technology as sources of growth.[8]

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[1] World Bank. Macro Poverty Outlook for Ethiopia: April 2023 (English). Macro Poverty Outlook (MPO) Washington, D.C.: World Bank Group.

[2] https://data.*worldbank*.org/indicator/NY.GDP.PCAP.CD?locations=ET

[3] The *World* Bank, 2023.

[4] The *World* Bank, 2023.

[5] Wieser et al. 2021 and Ambel et al. 2021 and World Bank estimates based on the High-Frequency Phone survey (HFPS) of households

[6] Phone Survey Data: Monitoring COVID-19 Impact on Firms and Households in Ethiopia. World Bank, 2020.

[7] UNICEF Ethiopia Humanitarian Situation Report No. 6: Mid-Year Report including Northern Ethiopia and Drought responses, Jan-Jun 2022.

[8] Federal Democratic Republic of Ethiopia, 2021.

Ethiopia is the second most populated country in Africa with a total population of 112 million and a 2.4% growth rate in 2019[9] showing substantial demographic and spatial transitions which results in large projected increases of working-age population and rural-to-urban migration. The labor force and migration survey reveal that unemployed person in the country the unemployment rate is of 8.0 percent. In terms of sex, female unemployment rate is 11.7 percent) is more than double the male (5.0 percent) at national level[10].The rate of unemployment in urban areas is 17.9 percent, with a higher unemployment rate amongst females (25.4 percent). Urban unemployment is a predominant problem of urban areas more than rural areas. Survey result indicate that between 2020 and 2050, the number of youths aged 15-29 is expected to increase from 34 million to almost 54 million.[11] High population has effect increasing unemployment has emerged as a key policy challenge.

The 2021 Labor Force and Migration Survey indicated that 17.1 percent of the population (not including Tigray region) are internal migrants in Ethiopia. Women tend to migrate more frequently than men, given that 15.1 percent of males are migrants compared to 19.1 percent of females[12]. People move from place to place for different socioeconomic reasons. In term of interregional migration, Addis Ababa had the highest net gains of lifetime migrants (292 persons per 1,000 population), while Amhara and SNNP region are the only regions experiencing a net loss of lifetime migrants[13] (with 56 and 33 persons per 1000 population), respectively. Benishangul Gumuz region had the highest (26 persons per 1000 population) net loss of recent migrants, whereas Dire Dawa had the highest (31 persons per 1000 population) net gain of recent migrants.[14]

According to the 2021 Labor Force and migration survey, Net Recent Migration (out of 1000 Population), the net gain is 31.3 for DireDawa, 16.3 for Addis Ababa, 23 for Harari, 2.4 for Gambella, 0.6 for Sidama and Somali, 0.8 for Oromia, 0.7 for Amhara and 5.8 for Afar.[15]

Though Ethiopia has a very low level of urbanization 21.2% in 2019, It has fast urbanizing countries in sub-Saharan Africa. The annual urban growth rate of 4.5% is faster than Sub-Saharan Africa average of 4% and expected to continue at faster rate of 5.4%.[16]

Ethiopia has a diverse geography, languages, and cultures. Currently, the country has eleven regional states with two city administrations (Addis Ababa and DireDawa).

3.2. Vulnerable Groups in the Project Areas

ESS7 contributes to poverty reduction and sustainable development by ensuring that projects supported by the Bank enhance opportunities for Indigenous Peoples/Sub-Saharan African Historically Underserved

[9] United Nations (2019). "World Population Prospects 2019: Highlights". Department of Economic and Social Affairs, Population Division, (ST/ESA/SER.A/423).
[10] CSA, Ibid
[11] Labor Force Survey 2021
[12] CSA Ibid
[13] CSA Ibid
[14] CSA Ibid
[15] CSA Ibid P.14
[16] World Bank Group (2015). "Ethiopia Urbanization Review: Urban Institutions for Middle - Income Ethiopia". World Bank Other Operational Studies 22979. The World Bank

Traditional Local Communities to participate in, and benefit from, the development process in ways that do not threaten their unique cultural identities and well-being.

Key requirements under ESS7 include that the World Bank determines whether indigenous peoples/Sub-Saharan African historically underserved traditional local communities are present in, or have collective attachment to the project area; and that the borrower develops a rigorous consultation strategy and identifies means through which the borrower undertakes effective consultation with people identified for purposes of ESS 7 on the project design and implementation.

A significant number of the communities in the project areas meet the criteria of SSAHUTC, as they have distinct identities and aspirations and are often disadvantaged by traditional models of development.

Vulnerable or Disadvantaged Groups: refers to those individuals or groups who, by virtue of, for example, their age, gender, ethnicity, religion, physical, mental or other disability, social, civic or health status, sexual orientation, gender identity, economic disadvantages or indigenous status, and/or dependence on unique natural resources, 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 (Bank Directive - Addressing Risks and Impacts on Disadvantaged or Vulnerable Individuals or Groups, 2016).

According to various other sources, different categories of groups are considered vulnerable or disadvantage in the project areas. These include women, children, minority groups, and older persons, persons with disabilities (PWD) and Historically Underserved People and Regions. These segments of the population have less social, economic and political power and are less represented in formal leadership structures. Internally displaced people are also parts of these segments of the population, mainly young IDPs, especially girls, often experience particular pressure and difficulties as they can be subject to discrimination along the lines of gender and suffer from gender-based violence. More attention must be paid also to the elderly, who are often traumatized by the loss of their home and community identity.

There are a number of potential key drivers of vulnerability that include but not limited to: lack of or limited access to political power and representation (marginalization, exclusion), lack of or limited social capital including social networks and connections, lack of access to basic services, regional and historical inequalities, power sharing and contestation among political parties and elites as well as lack of social cohesion.

Internally displaced people (IDP) and other affected populations have a right to participate actively in decisions that affect them. This is due to the fact their interest, benefit may be overlooked, and they may not be treated accordingly. If they are part of the decisions, the IDPs have a chance to reflect their concerns and interests regarding the project identification, planning and implementation in a way that suits them. Moreover, they may be disproportionately impacted or further disadvantaged by the project as compared with any other groups due to their vulnerable status, and usually require special arrangement to ensure their equal representation in the consultation and decision-making process associated with the project.

In the Ethiopian context, Afar, Ethiopian Somali, Benishangul-Gumuz Gambella as well as pastoralists and semi-pastoralist in parts of Oromiya and former SNNPR Regional States are categorized as Historically Underserved People (HUP), that meet the criteria set under ESS7.

3.3. Socioeconomic Characteristics of Historically Underserved Regions and other Project Target Areas

Afar Regional State is situated in the northeastern part of Ethiopia with an area of around 150,000 km^2 that stretches into the lowlands covering the Awash valley and the Dankil depression. Geographically, the region is situated longitudinally between 39°34' and 42°28' East and Latitudinal between 8°49' and 14°30' North. The region is bordered to the northwest by Tigray region, to the southwest by Amhara region, to the south by Oromia region and to the southeast by the Somali region of Ethiopia. It is also bordered to the east by Djibouti and to the northeast by Eritrea. Administratively, the region is divided into 5 zones, 32 *Woredas* and 401 *Kebeles*. Afar people belong to the Cushitic-speaking language groups in Ethiopia and the society is structured into clans and sub-clans.

Afar regional state is characterized by an arid and semi-arid climate with low and erratic rainfall that has frequently been affected by drought. The northeastern part of the region is chronically water insecure due to a lack of perennial rivers, leaving the people of Afar largely dependent on ponds and traditional wells for their water supply.

According to Ethiopia Humanitarian Situation Report No. 6, July 2021, in Afar, the situation has become increasingly complex as result of the conflict in the northern part of Ethiopia. The conflict in the Hari Resu zone was unexpected, and it has added to the region's already precarious humanitarian situation. Furthermore, 18 woredas along the Awash River Basin in Afar get flooded every year. Communities that were impacted by the 2020 floods are still recovering and are at risk of new flood catastrophe. An estimated 90,000 individuals would be impacted, with up to 54,000 people expected to be displaced.

The Afar People are engaged in pastoral and agro-pastoral (along the Awash riverbanks) economic activities as their main source of livelihoods. They draw their main livelihood from rearing animals such as camels, cattle, sheep, goats and donkeys. In some Woredas where there is access for water, they practice both crop farming and livestock rearing to support their livelihood. The agro-pastorals in Afar region are located mainly in the Woredas adjacent to the neighboring highland regions, specifically in Argoba, Dulecha, Fursee, Semurobi, Abala and Afambo woredas, and their livelihood is based mainly on crop production (Sorghum, maize, teff and cotton along the riverbanks using traditional irrigation methods), honey production and livestock production. The communities are chronically food insecure. Furthermore, the region exhibit vulnerable characteristics in terms of the various forms of shocks, seasonality and trends affecting the lives and livelihoods of people. Water shortages, frequent drought, shortage of grass/fodder, outbreak of human disease, malaria and livestock disease, are among others. More recently, the war started in the neighboring region, Tigray that expanded to Afar has brought significant impacts on the people of Afar in general and the conflict affected woredas in particular.

The Afar Region is a home for the Afar ethnic group of Ethiopia that constitutes 90% of the people residing in the region. The Afar ethnic communities are differentiated from the neighboring communities because of their cultural features and customary lifestyle and the nature of their ecology. They are predominantly pastoral. The Afar communities have an original, distinctive information exchange system called Dagu and possess an oral, interpersonal communication, which they perform when one meets

another. In Afar region, Dagu is a common form of information sharing among various segments of the population.

Religion and clan/family membership are the key social ties keeping the social cohesion of the pastoral people. The communities are organized in clans (Mela), local community (Kaido), lineage group (Afa), extended family (Dahla) and the household (Burra). As one of the key clan based institution, marriage, divorce and resource sharing are governed by Islamic principles. The Kadis and Shekas implement Islamic religious rules, regulations and teach the faith.

The Afar practice exogamous marriage and polygamy in accordance with Islamic laws. Marriage, divorce and inheritance are determined by their religious beliefs. Women do not have equal rights over resources, during marriage and divorce, and inheritance at the death of their spouse. It is uncommon for women to speak and share concerns and life experiences in Afar without the permission of male clan members. They shy away from speaking as they consider their male counterparts as their spokespersons. This is also reflected in the leadership positions in formal and informal institutions, in the area of participation and memberships of clan institutions.

Benishangul-Gumuz Regional State is located in the Western part of Ethiopia. The region is bordered with the Amhara region in the north, Oromia region in the east and Gambella region in south. According to the 2017 Central Statistical Agency of Ethiopia (CSA) population projection, the Region has a total population of 1,066,001 of which 541,002 are men and 524,999 are women; 230,000 and 836,000 population of the region are Town and rural residences, respectively. There are 3 administrative zones in the region, (Asosa, Kamashi and Metekel), eighteen woredas and two special woredas (Mao and Komo and Pawe Special Woredas). The region is endowed with enormous natural resources, which include fertile land, water, forest and different minerals. The region consists of five ethnic groups, Berta (25.9%), Gumuz (21.1%), Shinasha (7.5%), Mao (1.8%) and Komo (0.96%). Other groups include Amhara (21.3%), Oromo (13.3%), and Agaw-Awi (4.2%). Main languages are the Berta (25.1 5%), Amharic (22.46%), Gumuz (20.59%), Oromo (17.69%), Shinasha (4.58%) and Awngi (4.01 %). Concerning religion, 45.4% of the population were Muslim, 33.3% were Orthodox Christians, 13.53% were Protestant, Catholic Christian (0.6%) and 7.09% practiced traditional beliefs.

Rain-fed agriculture and traditional way of crop production is the main livelihood earning activity of the people in the Benishangul-Gumz region. The farming activity is subsistence-oriented, but some cereal crops and horticultural products are being sold for cash. Maize, sorghum, sesame, haricot bean, niger, banana, pepper, mango, orange, sweet potato, coffee and chat are predominantly produced in the region. Livestock production, which is traditional and based on free grazing system, is the other source of income of the people. Some of the households in the region drive their income from off farm activities like petty trade, artisan, weaver and pottery activities. Gold panning is a predominant means of income generating activity in Homosha woreda of the region.

Somali Regional State is the second largest region in Ethiopia next to Oromia region, covering 350,000 km^2, situated in the southeastern part of the country. It is situated between latitude 4° and 11' N, and longitude 40° and 48' E. The area is arid, and mostly hot (18-45^oC), largely plain with its altitude ranging from 400-1600 meters above sea level. The average annual precipitation ranges from 150mm-650 mm and has bimodal precipitation. The area has perennial rivers such as Wabi Shebelle, Genale, Dawa and Weyib, and seasonal rivers such as Erer, Daketa and Fafen. Therefore, the area has irrigated and rain-fed potential for localized farming. However, the key constraints are low rainfall, high temperature, lack of infrastructure. The creation of irrigated farming in fertile areas of the above river basins and the

exploitation of perennial springs, seasonal floods and rainwater harvesting elsewhere in the region for the production of irrigated crops and pastures maybe taken into consideration. The use of drought-resistant crop varieties in the rain-fed areas along with soil and water conservation techniques will increase farm production.

Somali region has a population of 5.3 million with average household size of 6.6 according to CSA projection (CSA 2013). The zone consists of 11 zonal administration, 93 districts, 6 city administrations and 1,224 Kebeles. The people rely primarily on pastoralism. In the region, livestock is both considered a social reputation and a means of accumulating wealth. Therefore, the area has a livestock population of 30,536,000 million animals, including cattle (24%), goats (36.5%), horse (32.2%), camel (7.2%) and (1%) equine (CSA, 2014). The region has 17 rural livelihood zones, generally classified as pastoral, agro-pastoral, riverine, and sedentary farming. Livestock is the main livelihood pillar in the Somali region that supports around 86 per cent of the population. It provides home-consuming milk and meat, and live animals for sale.

Gambella Regional State (GRS) is one of the hottest regions in Ethiopia, which is located in the western parts and far from the national capital, Addis Ababa, about 780 kilometers. It is bordered with South Sudan in the west and southwest, SNNPR in the southeast, and Oromia region in the east and north east (GRS, Bureau of Finance and Economic Development, 2008). The region occupies an area of 25,294 km and 500 meters above sea level. Gambella region is divided into three zones (Anuak, Nuwer and Majangir), 13 woredas (one special woreda) and Gambella Town Administration. According to CSA (2007), the total population of Gambella region was 307,097, of which women account for 52% while men 48%. The region is a home to five native people, namely, Nuwer, Anyuak, Majangir, Komo and Oppo ethnic groups. The main ethnic groups living in the region include Nuwer (46.7%), Anuak (21.2%), Amhara (8.4%), Kaficho (5%), Oromo (4.8%), and Majangir (4%). Baro, Gilo, Alwero and Akobo are the four main rivers that travel from east to west across the Gambella region. Irrigated cultivation can be enhanced in the large fertile areas of the river basins of Baro, Gilo and Akobo and in the well spread streams and seasonal flooding. Hence, the region has irrigated and rain-fed agricultural potential suitable for grain, livestock, forest, wildlife and fish production as well as for the growth of wildlife and tourism. The use of improved varieties along with modern farming techniques will bring surprising development achievements in rain-fed agriculture.

The livelihood of the region depends on mixed farming (the Anyawa and Mejengir) and agro-pastoral among the Nuer people. The region has poor transportation network among the *Woredas* and telecommunication coverage is very low. Most of the potentially rich agricultural land is untapped since the farming practice is mostly monoculture, and as a result, the region is affected by recurring food shortage. The health, water, sanitation and hygiene coverage are very low. The mean annual rainfall in the region varies from Woreda to Woreda and ranges from 900-1500 mm in the lowland area and 1900-2100 mm in midland Woreda. The annual rainfall has uni-modal occurrence and erratic distribution. The main rainy season in the region is from mid-May to October. Moreover, the mean annul temperature varies from 17.3^{o} C in the mountains to 28.3^{o}C in the plains and the absolute temperature reaches up to 45-47^{o}C in mid-March (GRS, Bureau of Finance and Economic Development, 2008).

The regional state of Oromia is the largest region in Ethiopia, with a total land area of about 353,000 km.^{2} It borders on all regions of the country except Tigray. To the east, it borders on the Somali region; to the north, it borders on the Amhara region, the Afar region and the Benishangul-Gumuz region; to the west, it borders with South Sudan, the Gambella region and Southern Nations, Nationalities and Peoples Region. According to the national population projection data from 2014-2017, the region has an estimated

population of 32, 815,995 (CSA 2013). Non-Oromo ethnic groups (Amhara, Hadiya, Sidama, etc.) accounted for 12 per cent of the population in the region. Forty-eight percent of the region's population follows Islam, followed by 30 percent Orthodox Christians, 18 percent Protestants, 3 percent traditional believers, 0.5 percent Catholics, and others constitute one percent. Oromia Regional State's economy is dependent on agriculture, which contributes about 66 percent of regional GDP and provides more than 89 percent of the regional population with an opportunity for jobs. Mixed agriculture dominates the region's livelihood. The region accounts for 51.2 percent of crop production, 45.1 per cent of temporary crop area and 44 per cent of Ethiopia's total livestock population. Coffee, wheat, barley, teff, sorghum and oil seeds are the main crops grown in the area. Coffee is the main cash crop in the region. Administratively, the Region is divided into 18 administrative zones, 304 woredas (out of which 39 are towns and 265 rural woredas).

Amhara National Regional State is located between 9° N and 13° 45' North latitude and 36° to 40°30' East longitude. It is bounded by Tigray region in the north, Oromia in the south, Benishangul Gumuz in the west and Afar region in the east. The Regional State is divided into ten Zonal administrations. According to the 2007 census, 82.5% of the population of the Amhara Region was Ethiopian Orthodox; 17.2% were Muslim, and 0.2%, were Protestants. The ethnic groups found in the region are the Amhara, Agaw, Oromo, Qemant, Argobba and Tigre. According to CSA (2007), the region has a population of 17.2 million, 88 percent living in rural areas. As per the population estimates of the CSA, in July 2016 the Region's total population was estimated to be 20,769,985, which constituted 10,401,995 males and 10,367,990 females. In the same estimation, the rural population was estimated to be 83.2% whereas the urban population constituted 16.8%.

The region covers a total area of around 154,000 km^2. The plot size averages 0.3 ha/household. There are 105 woredas including three Special Woredas. The main crops grown in the Amhara region are cereals, pulses, and oilseeds. Crops include Teff, barley, wheat, maize, sorghum, and millet. The pulses include horse beans, field peas, beans, haricot, chickpeas and lentils. The region also possesses extensive livestock resources. Most parts of the region is on a plateau of highlands and characterized by rugged mountains, hills, valleys and gorges. As a result, the area has varied landscapes consisting of steep fault escarpments and adjacent lowland plains in the east, nearly flat plateaus and mountains in the middle, and landforms eroded in the north. Most of the western part is a flat plain that stretches to the lowlands of Sudan. The region's high population growth rate has brought extreme land scarcity and increasing depletion of natural resources.

Agricultural production in the Amhara regions is expected to have been disrupted since the spread of the conflict coincided with the farming and planting period of the *meher* season. According to the Ministry of Agriculture, 41 million quintals of crop (about 12 percent of FY21 *meher* grain production) are estimated to have been damaged in the Amhara region due to the conflict. The situation of water, sanitation and hygiene (WASH) in Amhara region also continues to worsen due to a shortage of resources and limited number of partners while multiple emergencies with influx of IDPs is being reported across the region. According to OCHA Situation Report updated on 17 March 2022, sporadic clashes continue to be reported along areas bordering Tigray in North Gondar, North Wollo and Waghemra zones.

Tigray region shares borders with Eritrea to the north, Afar and Amhara to the east and South, and Sudan to the west. The region has a total area of 53,000 km^2 consisting of 6 administrative zones and 35 woredas. CSA population census of 2007 indicated that there are 4.3 million people in the region. The average regional landholdings are estimated to be 0.5ha/household. In the Western lowlands, the kind of food crops produced are characterized by sorghum, maize, teff, barley, and wheat. Despite lower soil

fertility and rainfall, yields are usually lower than in the middle highlands. Tigray is home to a variety of special, original grain species in Ethiopia, especially various wheat and barley varieties adapted for shorter or longer rainy seasons.

In 2021, the region has been involved in escalating hostilities with the Federal Government of Ethiopia and the neighboring regions of Amhara and Afar. This has had disastrous impacts on the people and lead to displacements of millions including deaths, destruction of resources, GBV and left many of the people food insecure. According to UNHCR (2021) the Tigray conflict affects the overall security and the access situation remains complex and fluid, hindering effective delivery of humanitarian assistance to the most affected populations in Central, Southern Eastern, Eastern, North-Western and Southern Zones and left some 2.1 million internally displaced people in Tigray region. On November 2, 2023, a peace agreement was reached between the Government of Ethiopia and the regional party of Tigray.

3.4. Other Sociocultural and Vulnerability Dimensions in the Project Areas

Depending on the context and purpose, different people and organizations define vulnerable populations in different ways. All social groups that are disadvantaged because of a lack of access to socioeconomic benefits or the negative consequences of mainstream development measures are included in an all-inclusive definition of the notion. The central criteria is that these segments of a society are unable to handle the weight or conquer the obstacles of living; rather, they are vulnerable to livelihood challenges and calamities unless given special consideration and affirmative efforts. Vulnerability, thus, refers to the elements that expose people to the negative consequences of their living situations and make them less resilient to cope with these consequences. Economic poverty is a risk element; other risks include unexpected events like economic collapse or natural calamities (price hikes, sudden conflict or prolonged drought). Vulnerability factors also include a lack of proper understanding and awareness because of insufficient or inappropriate conveyance of information and ideas, as well as established societal and cultural attitudes and behaviors that discriminate against or favor particular persons on certain grounds (gender, age, ethnicity, religion, and occupation). The attitudes towards people manifesting certain behaviors, or reactions to people with certain conditions (people with disabilities) and can also be seen in terms of biophysical environment such as people who live in semi-arid lowland areas.

Other vulnerable groups are elderly people without family support, unemployed youth and landless, female-headed households, elderly heads of households, terminally ill heads of households, occupation groups, culturally distinct ethnic communities, and destitute households with large numbers of dependents, as well as internally displaced people. These groups, which have been recognized as individuals who are more likely to face hardship issues in their daily lives, may be severely impacted by development projects unless they are given specific attention and treatment.

Furthermore, there are several potential major drivers of vulnerability, such as a lack of or limited access to political power and representation (marginalization, exclusion), as well as a lack of or limited social capital, such as social networks and connections. A lack of essential services, regional and historical inequities, power sharing and contestation among political parties and elites, and a lack of social cohesion exacerbate vulnerability.

The issues discussed above concerning vulnerable and disadvantaged groups are in line with the ESS7 World Bank requirements Bank Directive on vulnerable and disadvantaged groups or individuals that consider historically underserved traditional local communities in the project implementation locations. This is due to the fact that Afar, Ethiopian Somali, Benishangul-Gumuz Gambella as well as pastoralists

and semi-pastoralist in parts of Oromia and former SNNPR Regional States are addressed in the context of ESS7. Coupled with vulnerability and being disadvantaged groups, displacement due to war will have disproportionate impacts on their overall living conditions. This relates to the food insecurity and loss of livelihood disproportionately impact vulnerable groups of the community. Though the exact number is unknown, the vulnerable groups in the project areas include women, women headed household, elders, children, unemployed youths, and disabled people significantly and disproportionately affected by the impact internal and external conflicts.

Customary Structures: Most local cultural contexts have customary institutions that are still highly important to its people, for example in Oromia, Amhara, Tigray, Afar, Gambella and Benishangul Gumuz. Customary norms and institutions regulate dispute resolution and provide support for vulnerable groups. These are particularly strong in pastoralist societies and religious institutions providing charity. Some of the support from customary institutions involve gifts or loans/credit of food (grain or among pastoralist groups milk), livestock (usually lactating cows, oxen to plough with, lactating camels or donkeys for transport), or cash at times of hardship (famine, loss of livestock, death of oxen) for weddings or funerals. The support may be provided to clan members, kin, family, children, friends, or to poor people, widows and orphans, with traditional fostering called *guddifacha* in Oromo society. Some forms of support may be expected or mandatory with sanctions for not providing it, and others may be voluntary at the discretion of individuals.

There are also common forms of labor sharing, often during planting, weeding or harvesting or for house building, that are either reciprocal, usually between two individuals or households, or festive, in exchange for food and drink - often called by wealthier households. Some of these are forms of religiously prescribed charity, as in the case of Zakat or Fidri gifts at the end of Ramadan in Islam, or gifts during Saints days in the Orthodox Christian tradition. Some local institutions have specific purpose, notably credit and saving (*eqqub*), pooling resources in turn (women's butter or spinning groups), or for burial (*iddir/kire/sera)*, which may also play a role of support for the vulnerable.

Many of the customary institutions are led by clan leaders and/or elders that are involved primarily in customary justice with different names and rules in different cultures. There are also customary institutions involved in natural resource management of land, particularly in pastoralist areas for pasture land, water for irrigation, water wells (notably in Borana), forest land, etc. Some of these institutions are said to have been weakened in part due to more "frequent natural hazards that deplete the social and physical assets of the community". The relationship of customary institutions with government structures is complex with elements of competition and cooperation, especially with the recent expansion of government institutions to lower levels below the Kebele, notably the development teams.

In different parts of the country, there are various forms of traditional conflict resolution mechanisms. These includes, for examples, in Oromia, *Jarsuma* (conciliation of elderly) which is under the bigger umbrella of the *Gada* system, in Afar, '*the mada'a'* (resolution by clan leaders) and in Amhara and Tigray, it is called *Shemgilna* (resolution by elderly people).

Livelihood Activities: The main livelihood activities of communities in the project areas depend on agriculture, livestock rearing, and mixed farming. Livestock production is the principal means of livelihood, for instance, to Somali, Afar and pastoral and agro pastoral parts of Oromia and former SNNPR regional states. This is to mean that there is a practice of traditional and extensive livestock rearing systems (cattle, camels, goats and sheep). The agro-pastoralists also make their livelihood from mixed agriculture, mainly those households residing along the permanent rivers. However, there have been vulnerabilities due to

recurrent drought, chronic water shortages, conflicts, market shocks (livestock and cereals price fluctuations), animal and human diseases. The livestock herd size per household is reducing radically because of shortage of pasture. Massive livestock death and reduced animal fertility rates have also become common trends in the Project implementing areas.

Livestock-based livelihoods are households that rely on rearing camels, cattle, sheep and goats. The survival, quantity and condition of these livestock determine a household's wealth and ability to continue their traditional livelihood patterns. Mobility and the ability to access natural resources such as pasture and water, are fundamental to the continuation of this livelihood and often called as 'pure' pastoralists.

Agro-pastoral livelihoods combine extensive livestock rearing and rain-fed cereal production (typically sorghum, wheat, and barley) for household consumption. The area under agricultural cultivation is mainly restricted by the availability of labor within the household. Mobility remains important for these households.

Sedentary farmers practice mixed farming, cultivating food crops (sorghum, wheat or other cereals) along with modest flocks of sheep and goats. Wealth is determined by land holdings and oxen ownership.

Ex-pastoralists are households who have lost their livestock and now depend largely on the 'sale' of family labour. Ex-pastoralists are settled on the periphery of major urban centers and in internally displaced person camps. The majority remain on the margins performing low-skilled labor-intensive activities value activities such as casual labour and the collection and sale of bush products.

3.5. Challenges of the PTCs

Vulnerable Groups: Trainees at all levels of the PTCS are admitted based on criteria set by the MoLS. Nevertheless, priorities are given to trainees with disabilities. In other words, there is no restriction for Persons with Disabilities (PWD) so long as they meet the basic requirement of admittance. In addition to PWD, vulnerable groups have priorities for training.

Girls and boys have equal opportunities for training while affirmative action is applied by PTCs as necessary. The number of girls covers nearly 50 percent of most PTCs.

Community involvement: Stakeholders indicated that the community plays a significant role in the smooth teaching-learning process of the PTC. CBOs organize their members into different committees to support the colleges. In collaboration with law enforcement groups, communities around PTCs also regulate houses harboring substance abuse. In addition, communities provide support to needy trainees coming out of the city. The community in Sebeta, for instance, provides shelter for girls who are not able to cover house rents in the area. The Police collaborate in organizing and providing training to the guards of the colleges. Additionally, the police officers undertake frequent supervision of and around the colleges to control illegal activities around the campuses.

In addition to mitigation measures in the colleges and collaboration of the surrounding community, the discipline of the trainees contributed. In the discussion, participants emphasized that trainees mainly engaged themselves in acquiring a skill that enables them competent in the labor market. The discussion points mainly focused on the relations between the surrounding community and the respective PTCs as well as the attitudes of the surrounding community towards the skill training provided within the colleges.

The colleges provide different services to the surrounding communities. Training is provided short-term and long-term training for unemployed youth. In addition, surrounding communities have most of the infrastructure of the colleges. For instance, the community uses plenary halls and sports fields as necessary.

The Children, Women, and Social Affairs Offices of the respective cities collaborate with PTCs in the provision of trainings on reproductive health, awareness on gender and related issues. The health offices of the respective cities also support the colleges in providing awareness on the pandemic, HIV and sexually transmitted diseases and reproductive health.

Civil Society Organizations (CSOs) in some cities provide training materials (Sebeta), sanitary material inputs for girls(all colleges), care and support for victims of GBV (Dessie and Dire Dawa), and technical support to some colleges.

Relations with Private Enterprises: Most of the PTCs have positive relations with the private enterprises in different manners. Most colleges and private organizations have platforms to exchange mutual interests where the college focuses on apprentices of the trainees. The colleges provide skill trainings needed to private enterprises.

SEA/SH: The PTCs organize an orientation program prior to the beginning of training. Organizing trainees into different clubs the other activity. The clubs use to mitigate the danger of SEA/SH. In the discussion, it was confirmed that SEA/SH are only manifested on the campuses of the PTCs. However, the threat of GBV, SEA, and SH are the major threats.

Land: Most of the PTCs were established in 1994. The PTCs have enough space for expansion, additional building and physical facilities whenever necessary. Construction of new building is ineligible for EASE. As a result PTCs don't need land outside their compound. Therefore, all of PTCs will not have resettlement and compensation issues. Therefore , there will no potential impact related to land acquisition in the vocational and technical training centers (beneficiary PTCs).

Positive Benefits of Project: The trainees from rural and urban areas get opportunities of vocational and skills training for wage and self-employment. As a result of this benefit the number trainees is increasing. EASE will diversify the types of skills from hard to soft skills. The college creates employment opportunities for the residents and the surrounding community.

The Colleges gives / will give more opportunities for training for employed people who want to enhance technical and vocational skills through attending during Tuesday and Sunday and at evening (night classes).

The trainees also creating income generation opportunities for the community and cities where PTCs are located through renting dooms from the surrounding community and buying food items and involvement in the services. As a result, trainees are sources of income generation for the community members.

EASE beneficiary PTCs (including the trainers and trainees) will contributes to the development of the cities and the surrounding community, regions and the Country. The EASE Project with additional investment, capacity building and technology will have immense contributions to development and

smart and greening technology. The PTCs will be center of creation and development of vocational and skills and automation, new businesses and entrepreneurship.
Unemployed female Youth: Due to economic, social and cultural factors, women are mostly marginalized from training, land, new technology, credit and employment opportunities.

Unemployed Youth: This includes both female and male rural unemployed youth and unemployed youth from poor families. As most of the skill training centers are located in urban areas, rural and poor unemployed youth don't have access to skill training, finance, new technologies and information.

Unemployed youth with disabilities: According to the World Bank World Report on Disability[17], there were an estimated 15 million PWD in Ethiopia, representing 17.6 percent of the population. A vast majority of PWD live in rural areas where access to basic services is limited and 95 percent of all PWD are estimated to live in poverty[18]. Unemployed youth with disabilities living in both urban and rural areas are the most vulnerable groups that need first priority in skill training and employment opportunities. Therefore at least 15 percent of project beneficiaries of EASE will be youth with disabilities (EASE PAD).

Internal displaced Youth : Ethiopia has faced forced displacement,[19] which is triggered by diverse factors including conflict and natural disaster over the last four decades. In Ethiopia's recent conflicts and mass displacement in Metekel, Wollega, and various villages in Tigray and Oromia regions, women and girls have faced violence and sexual abuse. The highest number recorded in 2021, over 5.38 million people were displaced. Moreover over 4.6 million people were forcibly displaced in 2022.

IDPs are significantly exposed to vulnerabilities. Women and children are the most vulnerable groups. More than 2.5 million IDP children's physical, social and psychological development has been severely affected by the conflict in Ethiopia[20]. It obvious that displacement exposes youth to unemployment and lack of means of income and training.

Risk of dropping out of trainees due to economic problem: The current high escalation of the prices of goods and services as well as house rent in Ethiopia worsen the living condition of the people. As a result, trainees from poor families are more likely to drop out because of financial constrain to cover their food and dormitory requirement. As most of the trainees are from poor households, they have serious economic problem. Those who live in a rented dormitory could be forced to leave if they cannot pay the rent timely. Female trainees might face problem with the purchase of personal sanitary material. Living in poor economic situations also exposes female trainees to risk of SEA/SH.

There are dormitories and accommodation services for short term trainees in the Jigjiga PTC. Therefore, in Somali region, regular trainees have 400-birr pocket money every month in Jigijiga PTCs. Though there is no such experience and facilities in the rest PTCs, it is important to consider such benefits to vulnerable groups in regions where there are historically underserved peoples or people who need special support to attend TVET. Community representatives participated in FGDs in Sebeta said there is demand for establishing some dormitories for trainees who serious economic problem.

[17] World Bank and World Health Organization: World Report on Disability, Washington, D. C., 2011
[18] Ministry of Labour and Social Affairs (MOLSA) 2010
[19] Bereket Tsegay and Kiya Gezahegne(July 2023) Internal Displacement in Ethiopia: Towards a New Policy and Legal Framework for Durable Solutions Heinrich Böll Foundation.
[20] Ibid Bereket Tsegay and Kiya Gezahegne

Risk of exclusion of PWD: PWD are a highly vulnerable group. A disability may be visible, such as seeing a person walking with a cane, or it may be invisible, such as in the case of an intellectual disability. PWD are not a homogeneous group. Each person is different. Even if they have the same type of disability or label, their abilities and needs can vary. For example, one person called visually impaired may be completely blind; another person can have low vision and be able to read large print. Others may be persons with physical disability and need wheelchairs. Some trainees might also have psycho-social disabilities. In the visited PTCs the following factors of exclusion were observed:

- Lack/ too sloppy ramps which causes difficulty of accessing training classrooms.
- In Sebeta there are 5 trainees with disabilities in the IT class. They have difficulties with entering and exiting from the classrooms. Total number of the trainees in the IT department is230 and 95 percent are females.
- Different types of barriers and constraints to the physical movement of PWD in the compounds of PTCs.
- Except Dire Dawa, in the rest PTCs there is not conducive condition for PWD.
- There are some sectors, such as tourism and hotel service and management that PWD will not be allowed to join.
- Transportation problems to or from the PTCs.

Conflict among trainees: Some conflicts exist due to competition for resources for computers and exercise with machines, miscommunication, and individual interest and attitude. Trainees enter into minor conflict due to limited resources such interest to take a new mattress, for example.

Sanitation: Poor sanitation facilities have negative impact for all trainees in general and female trainees in particular. Almost all visited PTCs have the following problems related to water, sanitation and health.

- Unclean toilets
- Shortage of water
- Lack of separation toilets for female trainees, which will seriously impact on their health and privacy.
- Lack of showers for female and male trainees and staff

Transportation problems: Most visited sites (Sebeta, Jig-jiga, Assosa) are in the outskirts of the cities which are some kilometers from the center of the city. This impacts transportation of staff, trainers and trainees. Due to security problem in Benishangul Gumuz, there is interruption transport and high cost of transport fee for the trainees outside of Assosa.

Complaints by trainees on selection criteria and quality of training. Complaints of trainees were recorded in regard to the fact that they could not join their priority skills, such soft skills (IT, computer and accounting etc.). The trainees have high interest to train in IT and Accounting. Trainees face restriction and quota in selecting a field of study and as a result trainees complain. There are no such complaints in other departments. Hard skills (such as metal, automotive departments etc.) are not preferred by most trainees in general and females in particular. There might be more complaints in the future when market demand for soft and digital skills will increase. There are also complaints on the selection criteria because the college has become the training place for trainees who fail in the 12th grade national exam. Private colleges do not accept them. The community feels that PTC become camps for students who failed 12th grade.

In most of PTCs the trainees complain about the quality of training, which is associated with age of the machines, low capacity and experience of trainers, and a mismatch of the number of machines with the number of trainees. Trainees might have the risk of failing COC and related competency examinations.
In most classes of the technical training the theoretical instruction and practical areas are within the same room which has noise impacts, impacting not only the health of the trainees and trainers, but onthe quality of the training by affecting the attention of the trainees and trainers.

Lack of day care in polytechnic Colleges: Workplace Day care is an important benefit for addressing gender needs of female employees, allowing them to spend more time with their children during the workday. The Ministry of Women and Social Affairs encourages the establishment of day care at workplaces in Ethiopia. Diredawa and Misrak PTCs have functional Day Care. The child day care has benefitted trainees and trainers who have a child and can attend the training without stress about the care of their child. However, Sebeta, Jigijiga, W/ro Sihin and Jinka PTCs do not have Child Day Care. Assosa has a secure room and facilities for day care, but it is not yet functional.

Lack of job opportunity after completing the Vocational and Skill Training: After completing the training there is a lack of wage employment, fund, credit and workplaces for involving in self-schemes. After graduation, the trainees might need land for income generation schemes, such poultry and fattening, which is the responsibility of the Woreda or city administration.

Exposure to hazards and health risks: The PTCs have to provide basic service such as occupational health and safety procedures and equipment. Lacking these, the labor force may be exposed to health and safety risks during vocational training and work. PTCs do not have first aid kits in most of the workshops and training rooms. Where they have some, the First Aid Kits are poorly equipped and do not contain the necessary materials and tools. Except Misrak, the rest of the visited PTCs do not have clinic within colleges.

There was also a lack of using personal protective equipment by trainees and trainers, inadequate /lack of fire extinguisher (Misrak has some) uncleanness of workshops and training classrooms (training rooms and workshop are relatively clean at Misrak PTC) that were observed. Unclean machines and facilities might expose the trainers and trainees to hazards.

During discussion with trainers and management of the PTCs, some minor accidents used to happen. For instance, in Assosa a trainer faced electric shock in 2013 due to carelessness. The training machines are too old and are not up to date in most colleges (Misrak PTC has better machines). The training college has many machines and trainees exercise and work on these machines, which have the potential for physical and chemical hazards.

Industries do not want to accept trainees for apprenticeship and exercising due to anticipation of potential accident, which would require them to pay compensation. Even those companies that accept trainees for apprenticeships, do not or resist to allow trainees to exercise on sensitive and essential machine while apprenticeship in these machines and facilities highly demanded.

In Misrak and Assosa PTCs, rainwater is dropping through the ceilings of the almost all buildings and training rooms. This exposes the trainees and staffs to falling ceilings, rust and damage of machines and electricity shock.

All Polytechnic Colleges have no institutionalized fire brigade except some fire extinguishers. Dire Dawa and Dessie have opportunities to use fire brigades for any uncertainties. Information from the respective

PTCs revealed that no fire accident occurred. Cities are requiring support from cities and institutions in the surrounding area. In any way, the fire is one of the probable incidents requiring due attention.
Information and Technology (IT) and commuter sciences trainees and trainers complain about the inconvenience of table and chairs of desktop/laptop computers, which may expose to harms. As a result of improper sitting position, the trainees and trainees are more likely to expose risk of back and neck pain, headaches, and shoulder and arm pain which are common computer-related injuries. Such muscle and joint problems can be caused or made worse by poor workstation (desk) design and bad posture.

Exposure to Substance Abuse: A person's environment can include many settings, including home, work, school, neighborhoods, recreation areas, and social events. If your environment is one in which harmful drugs (such as shisha) or alcohol are available and widely accepted, it can have a strong effect on trainees for abuse and addiction. Drug availability is a key theme when referring to the role that community, neighborhood or the urban environment play in drug use. Urbanization Effects of risk of Youth Drug Use/ Abuse. Substance abuse by peers (classmates and friends) and availability of Hashish and Shisha in the cities where the PTCs are located, might expose trainees to such risks. The presence of drugs may promote other criminal offences such as robberies and sexual abuse.

In some PTCs (for instance in Jig-jiga) some substance abuses were reported. Jigjiga PTC disciplinary measure took on 6 trainees who were found to attack each other and using ashish and shisha in 2014. As a result, they were disqualified from attending the training. In 2015 three male trainees in Jigjiga PTC were found concealing half of a kilo shisha under mattress, the case had been reported to police and punished 7 years of detention. Substance abuse (shisha, ashish and drink alcohol) sometimes result in conflict among male trainees within the college.

According to the Somali Women Affairs Bureau SEA/SH is exuberated by increasing exposure and use of harmful drug and substance in highly expanding urban centers (such as Jigjiga, Degahabur and Gode).

Substance abuse-exposing factors exist (available harmful drugs and substances) in all cities where PTCs are located. According to discussions with the police. Harmful substance and drug use is highly risky and happens frequently since 2012. There are cases of harmful substances (hashish and shisha) who have been found and arrested by police in Assosa. According to the Assosa city police commander harmful substances are brought in from Shashemene.

3.6. Gender-Based Violence

Gender-Based Violence (GBV) is a key concern within the communities affected by different emergencies in Ethiopia including conflicts, ethnic clashes/tensions, floods, and droughts. Conflicts and situations of instability exacerbate pre-existing patterns of discrimination against women and girls, exposing them to heightened risks of GBV and other harmful practices.

The other major factors and causes of violence are the economic dependency and lack of alternative income-generating skills and opportunities that push young girls and youth to migrate and cross borders illegally to different abroad countries. Local cities and town centers migration is another form to search for domestic work opportunities. Forced survival sex work is often time an easy task to find and engage in, which predisposes them to sexual, emotional, and physical violence and other reproductive health-

related problems. Substances abuse, social stigma, and discrimination, finally lead them to loss of personality and related mental health disorders.[21]

Extreme household poverty, walking distance to school, inadequate school resources, lack of sanitation facilities, child labor and marriage, and female genital cutting are among obstacles that prevent girls from education. Lack of education means girls forced into informal labor market at an early age.

Women and girls continue to suffer disproportionately from GBV and violations of basic rights due to conflict, insecurity, overcrowding in IDP sites, forced relocations and returns, lack of livelihood opportunities, lack of community awareness on women's rights as well as lack of access to response services. In addition, negative coping mechanisms expose them to GBV risks including SEA and survival sex.

Available information indicates that people are in need of GBV response services spread across the conflict, drought, and flood-affected regions. The escalation of the conflict in Northern Ethiopia has led to a marked increase in GBV, especially sexual violence across the affected regions in Tigray, Amhara, and Afar. GBV response needs are also high in Benishangul Gumuz, Somali, Oromia, and SNNP regions as a result of increased violence and drought.[22]

The different factors that can be sited in association with violence against women, girls and children, include the public deep rooted and long-lived traditional insights, socio-cultural beliefs, and limited access to information (knowledge and awareness) on violence and its health-related consequences. The number of women and girls accessing multi-sectoral GBV services remains low due to factors such as fear of stigma, access to services and low availability of services.

Some of the different forms of Gender-Based Violence (GBV) that are prevalent in Ethiopia include, among others, intimate partner violence (physical, emotional and sexual), domestic violence, female genital mutilation/cutting, sexual assault, rape, marriage by abduction, and child marriage.[23] These forms of GBV mainly encounter girls and women, which is rooted in unequal power dynamics between women and men, which hinder women's and girls' development, health, livelihood, and physical and mental well-being.

In view of the PTCs, SH has been reported by female trainees by teacher and student instructors. As per the discussion with the gender focal person, there are cases of SEA/SH in the high schools. Most cases are not reported. Only one case was reported in the Assosa PTC. The case was reported to the Women Affairs Office in previous fiscal calendar.

According to interviews with regional officials and officers and community members, SGBV is widely happening in the regions and cities where EASE beneficiary PTCs are located. Significant number of SGBV cases are recorded in Somali, Benishangul Gumuz regions, Dessie and Dire Dwa cities.

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[21] CSA (Ethiopia) Demographic and Health Survey 2016 Key Indicators Report. Ethiopians Water Sector Development Program (2016)

[22] Ministry of Women, Children and Youth Affairs MoWCYA). National Strategy and Action Plan on Harmful Traditional Practices (HTPs) against Women and Children in Ethiopia. 1–61 (2013)

[23] CSA (July 2017) The 2016 Demographic and Health Survey Addis Ababa Ethiopia

There are many reported cases of SEA/SH in Jigijiga city and in the Somali region. The Somali region has established a one stop center in Jigijiga and Gode to respond to GBV. The Jigjiga one stop center is located in Caramara Hospital. As per the report obtained from Somali National Regional State Women and children Affairs Bureau, cases of SGBV reported in 2014 (115 Cases) and 2015 (57 case within 6 months). Cases have been increasing recently due to the following factors:

- Rural and urban migration of the drought affected Somali people
- Increasing number of terrorists and war refugees in urban centers
- Increasing exposure and use of drug and substance in highly expanding urban centers such as Jigjiga, Degehabur and Gode.

3.7. Potential Social Benefits, Risks and Impacts of the Project

The Project is going to be implemented in existing 23 polytechnic colleges in Ethiopia. This is in itself a benefit to the population. Furthermore, trainees coming from rural and urban areas around project target locations will get an opportunity of vocational and skill training for wage and self-employment. The colleges will further create employment opportunity for residents and the surrounding communities. The trainees will also provide income generation opportunities to the community and cities where PTCs are located through accommodation requirements and subsistence needs. EASE beneficiary PTCs (including the trainers and trainees) will contribute to the development of the towns and the surrounding community and regions. the project has positive social impacts, it targets skills development to create job opportunities for unemployed youth, women and those who are disadvantaged like Internally Displaced Persons (IDPs) and youth in the emerging regions. In addition, the Project will benefit the large number of IDPs who are escaping conflict from different corners of the country, so they are able to obtain the skills needed to find gainful employment in their new surroundings. Specifically, the project targets,(i) equipping youth with labor-market demanded skills for the future of work to improve their employment prospects; (ii) reducing gender gaps in employment that will reduce the disparity of men and women in the service sector; (iii) benefitting the most vulnerable and disadvantaged groups in a society like the unemployed youth, girls, IDPs and those with disabilities; and (iv) building the capacity of implementing agencies for environmental and social risk management, research, analysis, forecasting and policy-making.

The adverse social risks and impacts related to the Project are listed in the ESMF. Additional Social risks related to the Project include the following. Mitigation measures and approaches are provided in the Social Development Plan below.

Risk of lack of consultation of vulnerable groups: Given the presence of the above vulnerable groups, the Project may not have the capacity to consult vulnerable people on Project modalities. Some live in remote areas, or some live a pastoralist lifestyle, which makes them difficult to reach.

Risk of dropping out of trainees due to economic problem: The current high escalation of the prices of goods and services as well as house rent in Ethiopia worsens the living conditions. As a result, trainees from vulnerable groups are more likely to drop out of the training programs because of financial constrain to cover their food and dormitory requirements. There are dormitories and accommodation services for short-term trainees in Jig-jiga PTC. Therefore, in Somali region regular trainees have 400-birr pocket money every month in Jig-jiga PTCs. Though there is no such experience and facilities in the rest of the PTCs, it could be important to consider such benefits for vulnerable groups in the regions where there are historically underserved peoples who may need special support to attend TVET. Community

representatives participated in focus group discussion in Sebeta indicated there is demand for establishing some dormitories for trainees who face serious economic problem.

Risk of exclusion of Persons with Disabilities (PWD): PWD are a highly vulnerable group, which is exposed to multiple impacts. In the visited PTCs the following risks of exclusion were identified: Lack of ramps for wheelchairs, causing lack of access; different types of barriers and constraints to the physical movement of PWDs in the compounds of PTCs; no conducive condition of citizens with visual impairments; transportation issues for PWD to and from the PTC.

Risk of conflict among trainees: Some conflicts due to competition for resources (e.g., computers) can cause conflict among trainees.

Sanitation-related risks: Poor sanitation facilities have health impacts **(**unclean toilets, shortage of water, lack of toilets for female trainees).

Transportation problem: In many places there is a transportation problem for trainees attending the colleges. Due to security problem in Benishangul Gumuz, for example, there is interruption of transport and high cost of transport fee for the trainees outside of Assosa.

Lack of transparent selection criteria: Trainees face restrictions and quotas in selecting their field of study.

Lack of quality of training: In most of PTCs the trainees complained that the quality of training lacks. This is associated with old equipment, low capacity and experience of trainers, mismatch of the amount of equipment with the number of trainees.

Lack of day care in Colleges: Workplace Day care is an important benefit for addressing practical gender needs of female employees. However, Sebeta, Jigijiga, W/ro Sihin and Jinka PTCs do not have Child Day Care facilities. Assosa has secure room and facilities for day care but yet not functional.

Risk of lack of job opportunity after completing the Vocational and Skill Training: After completing the training there is a lack of wage employment.

SEA/SH Related Risks: There are reports of SH in PTCs against female trainees, by teachers and student instructors. Generally, there are many reported cases of SEA/SH in Jigijiga city and the Somali region. The Somali region has established a one stop center in Jigijiga and Gode for responding and preventing GBV.

Exposure to hazards and health risks: Lack of occupational health and safety at the workplace is a risk. PTCs do not have first aid kits in most of the workshops and training rooms. Except Misrak, the other visited PTCs do not have a clinic within colleges. There is also a lack of personal protective equipment (PPE) by trainees and trainers, inadequate /lack of fire extinguisher (Misrak has some) unclean workshops and training classrooms (training rooms and workshop are relatively clean at Misrak PTC) that have been observed. Unclean machines and facilities might expose the trainers and trainees to hazards. No Polytechnic Colleges has institutionalized a fire brigade except some fire extinguishers.

4. Social Development Plan

The matrix in the following table summarizes potential social risks/impacts, along with recommended mitigation measures.

Table 3: Social Development Plan

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
Component 1. Strengthening Public Polytechnics for Improved Labor Market Outcomes	Lack of inclusion of vulnerable groups and historically underserved groups	✓ Provide priority to unemployed youth with disabilities (at least 15 percent of the beneficiaries of the EASE will be youth with disabilities) ✓ Selecting training skills for employability of youth with disabilities ✓ Provide special credit for unemployed youth with disabilities in the activities of promoting job creation (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Provide prior attention and opportunity for unemployed youth with disabilities during awareness creation and promote entrepreneurship. ✓ Ensure inclusion of PWDs, especially youth, in awareness creation and promoting entrepreneurship. ✓ Offer skills training and information for PWD, especially youth ✓ Grant priority to youth from historically underserved regions and vulnerable/ disadvantaged groups through project benefits ✓ Select training skills that are relevant in the cultural and socioeconomic and environmental context of vulnerable regions ✓ Provide special credit and access to land for youth from historically underserved groups and regions in the activities of promoting job creation (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Provide prior attention and opportunity for youth from historically underserved regions and vulnerable and disadvantaged groups, during awareness creation and promoting entrepreneurship. ✓ At least 15 percent of the beneficiaries of EASE will be IDP Youth ✓ At least 50 percent of the trainees will be from unemployed female youth	MoLS, MOF, MoUI, MoI, MoE, MoWSA, MoA, MoST , PTCs , CSO, Employers Association, youth Association Associations of PWD, women Association, national Regional states and concerned Bureaus,

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
		✓ Take measures that will enable unemployed female youth to have better access to training, land, finance, information and decision making. ✓ Provide priority for unemployed youth from rural and poor families ✓ Provide special credit for women to promote job creation (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Offer skill training and information, possibly specific classes for female unemployed youth ✓ In the enterprises that will be establish for job creation more than 50 percent of women will be in place in decision making and leadership. ✓ Providing credit opportunities for rural unemployed youth and youth from poor households (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Knowledge networks offering tailor-made information to female, rural unemployed youth and unemployed and landless youth from poor families ✓ Provide special support for accessing appropriate technologies and equipment to have reliable access to web-based and others means of information (in collaboration with relevant Government offices, NGOs and CSOs in the respective project target areas). ✓ Create conducive conditions for working places in relation to the skills that will be obtained through training ✓ Financial awards to create awareness and promote entrepreneurship and priority to women leadership in the enterprises established by TVET trainees	
	Risks of conflict among trainees/ Security risks	✓ Develop preemptive conflict preparedness plan and build capacity to reduce the effects of conflicts (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Conduct awareness creation and consultation with trainees and stakeholders. ✓ Resolve conflict amicably and use GRM ✓ Develop checklists of conflict sensitivity assessment and also consider sensitivity of local conflict dynamics and implement in a way to avoid escalating local tensions. ✓ The MOLS/ the EASE PCU, BOLS and PTCs shall alert the staffs and trainees on possible conflicts in the project areas.	MOLS/ the EASE PCU, BOLS and PTCs, police, security institution

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
		✓ Apply multicultural approaches to create cooperation among groups through training in extra curriculum activities, such as sport and recreational activities, organizing cultural forms and life skill training, community consultation forums ✓ Revise trainees CoC in the context of social safeguard to include rights, obligation and mechanisms of social cohesion, cooperation peace building and positive thinking.	
	Risk of exclusion of PWD	✓ Consider budget allocation to addressing physical barriers, making curriculum adjustments, reasonable accommodation. ✓ Include organization and association of PWD, non-governmental organizations, business and trade unions and other members of civil society in addressing the needs of trainees with disability ✓ Provide training to instructors on disabilities (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Involving qualified persons with disabilities in the training to model inclusion, participating trainees with disabilities, ✓ Assess physical environment, sensitizing influential persons in the community, such as employers, designing a special training programme for them and their families could improve the involvement of PWD in TVET. ✓ Make convenient buildings or facilities, classrooms: Chairs, equipment, tables, free space, washrooms, toilets, urinals, free space, leisure areas, drinking water faucets, Emergency evacuation routes and alarms, information technologies and computers, electric switches, Signage, labels and directions have to be conducive and disclosed to PWD. ✓ Review and design appropriate strategies to mitigate barriers of involvement PWD in TEVET. ✓ Employ or assign Social safeguard specialists /focal persons ✓ Arrange exposure visits and internships in workplace industries, businesses like a hotel or factory, so that trainees can see what the workplace and jobs are like.	MOLS/FPCU BOLSA, PTCs MOWSA/BoWSA, private and public TVET providers and Employers and respective regional and woreda levels responsible bodies,
	Sanitation-related Risks	✓ Allocate budget, controlling assign cleaners, designing strategies and mobilizing to the participation of staff and trainees. ✓ Establish separate toilets and shower for female trainees and staff. ✓ Give priority in supplying water to the colleges	MOLS/BoLS, FPCU, PTCs and BOH, City administration

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
	Transportation problem	✓ Arrange transportation services to the staff ✓ Consult Bureau of transport and city administration on accessibility and affordability of public and private transport facilities to the trainees (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas).	MOLS/ FPCU, City administrations, Bureau of transport and logistics, private and public transport institutions
	Complaints of the trainees on selection criteria and quality of training	✓ Review and progressively update clear cut selection criteria. ✓ Provide all relevant information to stakeholders. ✓ Implement GRM ✓ Follow transparency and strictly depend on selection criteria rather than setting restriction and using quota. ✓ Enhance the capacity of PTCs through supply modern training machines, curriculum development in line with the demand of the industries, short- and long-term training for trainers am trainees. ✓ Arrange separate training classrooms for technical practices and theoretical instruction	MoLS/BoLS, EASE/ FPCU steering and technical committee (MoF, MOE, (MOI), MO) and MOWSA) , private and public TVET providers and Employers
	Risk of dropping out of trainees due to economic problem	✓ Strengthen support mechanisms to vulnerable groups. ✓ Involve government, community, and private sector and NGOs to support vulnerable trainees including female, persons with disability, low income and underserved ethic groups. ✓ Establish boarding or cost sharing for highly vulnerable groups (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Strengthen community/kinship mutual support (in collaboration with relevant Gov. offices, NGOs, CSOs, religious leaders and local elders in the respective project target areas). Special care shall be given on the approach and methodology used for the purpose, in culturally appropriate manner.	EASE steering and technical committees, PTCs, GOs , NOGs, community ,
	Lack of day care in polytechnic Colleges	✓ Establish functional child day care within PTCs (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas).	MOLS, EASE/ FPCU, PTCs
	Risk of lack of job opportunity after completing	✓ Organize and arrange dialogue, assess challenges and opportunities of employability of graduates of TVET. ✓ Involve families, clan leaders (such as in Afar and Somali) (in collaboration with	MOLS, EASE/ FPCU steering and technical committee (MoF, MOE,

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
	the Vocational and Skill Training	relevant Gov. offices, NGOs, CSOs, religious leaders and local elders in the respective project target areas). ✓ Assessment on the quality of training ✓ Conduct tracer study on the employment situation of graduates. ✓ Conduct regular dialogue with stakeholders to develop strategies, and involve private sector, government and non-government institutions (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Link the trainees with the industry (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Facilitate local based feasibility income generating schemes, business plan and credit as well as a shade and workplace for graduates in consultation with Woreda and the city administration (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas).	(MOI), MO) and MOWSA) , PTCs, private and public TVET providers and Employers, Community leaders, Woreda and city administration
	SEA/SH Related Risks[24]	✓ Implement SEA/SH Prevention and Response Action Plan (see Annex 1 of this SA) ✓ Stakeholder consultations to inform those affected by the project of GBV risks ✓ Map out GBV prevention and response service providers. ✓ GBV sensitive channels for reporting in the Grievance Redress Mechanism (GRM ✓ Prepare CoC for staff and trainees and guidelines for prevention of SEA/SH	MOLS, FPCU, BOH, BoWSA, women's groups, Police, heath sector, BoWSA Justice and security institutions
	Exposure to health and safety risks	✓ Adopt and implement OHS measures (including computer related risks) ✓ Provide PPEs to trainees and trainers and prepare code of conduct on the utilization and reinforcing mechanisms to use regularly. ✓ Place well-equipped first aid kits (containing the necessary materials and tools) in all training rooms and workshops of the PTCs. ✓ Establish clinics in PTCs (whenever necessary in consultation between of MoLS and MoH	

24 See annex 1 for detail SGBV Risk Assessment and Mitigation Plan

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
		✓ Place fire extinguisher in well identified sites of the training building, training rooms and workshops ✓ Clean all facilities, machines, training rooms and works ✓ Maintain the ceilings of the building of Misrak and Assosa PTCs. ✓ Assess the situation of old machines and take measure based on the finding. ✓ Sign MoU with Ministry of Industry, Ministry of Tourism Ministry of trade on mechanisms linking trainees of PTCs with industries and manufacturing, and service sectors in apprenticeship (including hazard management) and demand-based skill and vocational training and employability of graduates.	
	Exposure to substance abuse	✓ Work closely and consult concerned stakeholders (MoH, MoE, MoWSA, police, justice) to identify social environment that expose the trainees to substance abuse ✓ Prepare manual for prevention and consequences of substance abuse ✓ Arrange and provide awareness raising, and training on the consequences and prevention of substance abuse ✓ Organize community consultations ✓ Access the public through different types of media	MOLS, EASE Coordination unit and PTCs, MoH, MoE, MoWSA, police, justice
Component 2: **Skills for Jobs**	Risk of lack of job opportunity after completing the Vocational and Skill Training	✓ Establish partnership with private and public training providers (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Organize and arrange dialogue, assess challenges and opportunities of employability ✓ Involve families, clan leaders (such as in Afar and Somali) ✓ Assessment on the quality of training, the extent of matching with vacancy and income generating schemes and workplaces. ✓ Conduct tracer study on the employment situation of graduates ✓ Conduct regular dialogue with stakeholders to develop strategies, and involve private sector, government and non-government institutions ✓ link the trainees with the industry (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ organize graduate of TVET in enterprises (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ facilitate local based feasibility income generating schemes, business plan and credit as well as workplace for graduates in consultation with Woreda and the city	MoLS, steering and technical committees, MoF, MOE, MOI, MoT MOA MoST and , PTCs

Component	Potential Social Risks/Impacts	Mitigation Measures	Responsible Body
		administration (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas).	
Component 3: **System Strengthening**	Weak coordinating and employability promotion capacity	✓ reform the skills development system to close the gap between the skills supplied by the TVET system and those demanded by the labor market (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Develop employment promotion policy framework to integrate employers (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Establish modern information system on skills demand and supply ✓ Improve occupational standards for skills training, ✓ Conduct labor market demand assessment ✓ Conduct regular tracer studies that advise the government on the state of graduate employment ✓ Establish platforms for systemic coordination among training providers and employers (in collaboration with relevant Gov. offices, NGOs and CSOs in the respective project target areas). ✓ Establish Communications linked to demand for skills and rebranding the image of skills as well as competency Assessment Centers through greater industry involvement for skills certification	MoLS, steering and technical committees, MoF, MOE, MO), MoT MOA , MoST, and PTC

5. Grievance Redress Mechanism

A GRM is proposed to address any complaints and grievances including GBV issues arising during the course of implementing the project. Members of the public may perceive risks to themselves or their property, or have concerns about the environmental performance of the project. Any concerns or grievances should be addressed quickly and transparently, and without retribution to the AP or complainant.

Primary principles are that all complaints and grievances are resolved as quickly as possible. It therefore follows that the resolution of complaints and grievances should be at the lowest possible level for resolution. All minor land or property related complaints that can be resolved, should be resolved immediately on the site. The focus of the GRM is to resolve issues in a customarily appropriate fashion at community level and record details of the complaint, the complainant and the resolution. Moreover, GRM are critical to ensure inclusion, transparency and accountability of the sub-project disbursement. For this reason, the project will put in place information and communication campaigns aimed at deepening public engagement and visibility of the project activities. A GRM will also serve to respond to public concerns from the project activities.

The general principles that guide GRM procedure are:

Fairness: Its procedures should be widely perceived as fair, especially in terms of access to information and opportunities for meaningful participation in the final decision. The GRM operates independently of all interested parties in order to guarantee fair, objective, and impartial treatment to each case. GRM officials have adequate means and powers to investigate grievances (e.g., interview witnesses, access records);

Accessibility: It should be accessible to everybody who would like to submit a complaint and should provide assistance to those who face barriers related to language, literacy, awareness, cost, or fear of reprisal. Procedures to file grievances and seek action are simple enough that project beneficiaries can easily understand them. Project beneficiaries have a range of contact options including, at a minimum, a telephone number (preferably toll-free), an e-mail address, and a postal address. The GRM is accessible to all stakeholders, irrespective of the remoteness of the area they live in, the language they speak, and their level of education or income. The GRM does not use complex processes that create confusion or anxiety (such as only accepting grievances on official-looking standard forms or through grievance boxes in government offices).

Predictability: It should offer a clear procedure with time frames for each stage and clarity on the types of results it can and cannot deliver;

Compatibility: Its outcomes should be consistent with applicable national and international standards and should not restrict access to other redress mechanisms;

Transparency: Its procedures and outcomes should be transparent enough to meet the public interest concerns at stake;

Capability: It should have the necessary technical, human and financial resources to deal with the issues at stake.

Gender responsive: It should ensure equitable benefits of women and men particularly for displaced female headed households and ensure the representation of the married household both by husband and wife throughout the GRM processes;

GBV responsive: It will provide survivor-centered responses to GBV cases/incidents **Feedback:** It should serve as a means to channel citizen feedback to improve project outcomes for the people;

Responsiveness and efficiency: It is designed to be responsive to the needs of all complainants. Accordingly, officials handling grievances are trained to take effective action upon, and respond quickly to, grievances and suggestions.

Speed and proportionality: All grievances, simple or complex, are addressed and resolved as quickly as possible. The action taken on the grievance or suggestion is swift, decisive, and constructive.

Participatory and social inclusion: A wide range of community members, members of vulnerable groups, project implementers, civil society, and the media are encouraged to bring grievances and comments to the attention of project authorities. Special attention is given to ensure that poor people and marginalized groups, including those with special needs, are able to access the GRM.

Grievance Handling Mechanisms

The Social Specialist at the NPCU will be assigned to follow up complaints related to the project. The complaint, to be filed, should be related to the project components and/or to its implementation and management. The grievance resolution process involves the following main steps:

- *Receipt of grievances*: anyone from the affected communities or believing they are affected by the Project can submit a grievance (written, verbal, telephone, etc. as appropriate for the complainant).
- *Registering the complaint*: the focal point who received the complaint will use the GRM logbook for registering.
- *Referral and examination of complaints:* a GRM Committee shall be established at each project implementation sites (comprising of members from MoLS-PCU, MoE, TVET PIU, PAPs, elders, a representative from Women and Children Affairs office, etc.) who will examine the complaint, resolve, or refer.
- *Notifying the complainant:* the decision/solution/action by the grievance committee shall be communicated to the complainant as per the stipulated timeline.
- *Closing the complaint*: where the decision/solution of the complaint is accepted by the complainant, or complaint that is not related to the project or any of its components, or a complaint that is being heard by the judiciary will be closed following the appropriate procedure.

All complaints received will be entered into a publicly accessible system that will allow complaints to be tracked and monitored. The system will also present a database showing:

- No of complaints received.
- No and % of complaints that have reached agreement.
- No and % of complaints that have been resolved.
- No and % of complaints that have gone to mediation
- No and % of complaints that have not reached agreement

MoLS, TVETs and other stakeholders have responsibility for addressing complaints related to the program on the basis of available legal systems and complaining redressing mechanisms (see the complaint handling flow chart in Table 13 below).

Table 4 EASE Project GRM Management Process

Process	Description	Time Frame	Other Information
Establishment of GRM Committees at all Project implementation sites	▪ GRM Committee will be established at the sub-project level comprising of members from local elders, beneficiaries (women and men), Woreda/ Kebele MoLS-NPCU representative, Women Youth and children officer, etc.	Before commencement of sub-project works	Training will be provided by the NPCU (E&S Specialists) for the GRM Committee members and beneficiaries
Reporting of grievance	▪ Face to face; telephone; letter; mail; e-mail; website; recorded during public/community interaction; others ▪ Any other convenient mechanism for the affected party, disadvantaged, vulnerable groups, etc.	Confirmation of registration within 1 day	Appropriately disclose telephone no., email address, etc.
Grievance assessed and logged	▪ Significance assessed and grievance recorded or logged (i.e. in a logbook). ▪ Grievances concerning SEA/SH should be treated as confidential. Only the nature of the complaint and the processing outcome should be recorded. Region/ Woreda/ Kebele, Children, and Youth Offices in the subcomponent implementation area will be responsible for handling SEA/SH grievances. The NPCU shall allocate budget to this office for capacity building and GBV grievance handling.	Assessment to be completed in 6 days	Significance criteria: Level 1 –one-off event; Level 2 – complaint is widespread or repeated; Level 3- any complaint (one-off or repeated) that indicates a breach of law/ policy
Grievance is acknowledged	▪ Acknowledgment of grievance through appropriate medium.	Within 3 days of filing of grievance	
Development of response	▪ Grievance assigned to the appropriate entity for resolution. ▪ Development of response with input from GRM Committee/relevant stakeholders.	Within 8 days of filing of grievance	
Response signed off	▪ Redress action approved at PCU	Within 10 days of filing of grievance	
Implementation/ communication of response	▪ Redress action implemented and update of progress on resolution communicated to the complainant.	Within 12 days of filing of grievance	

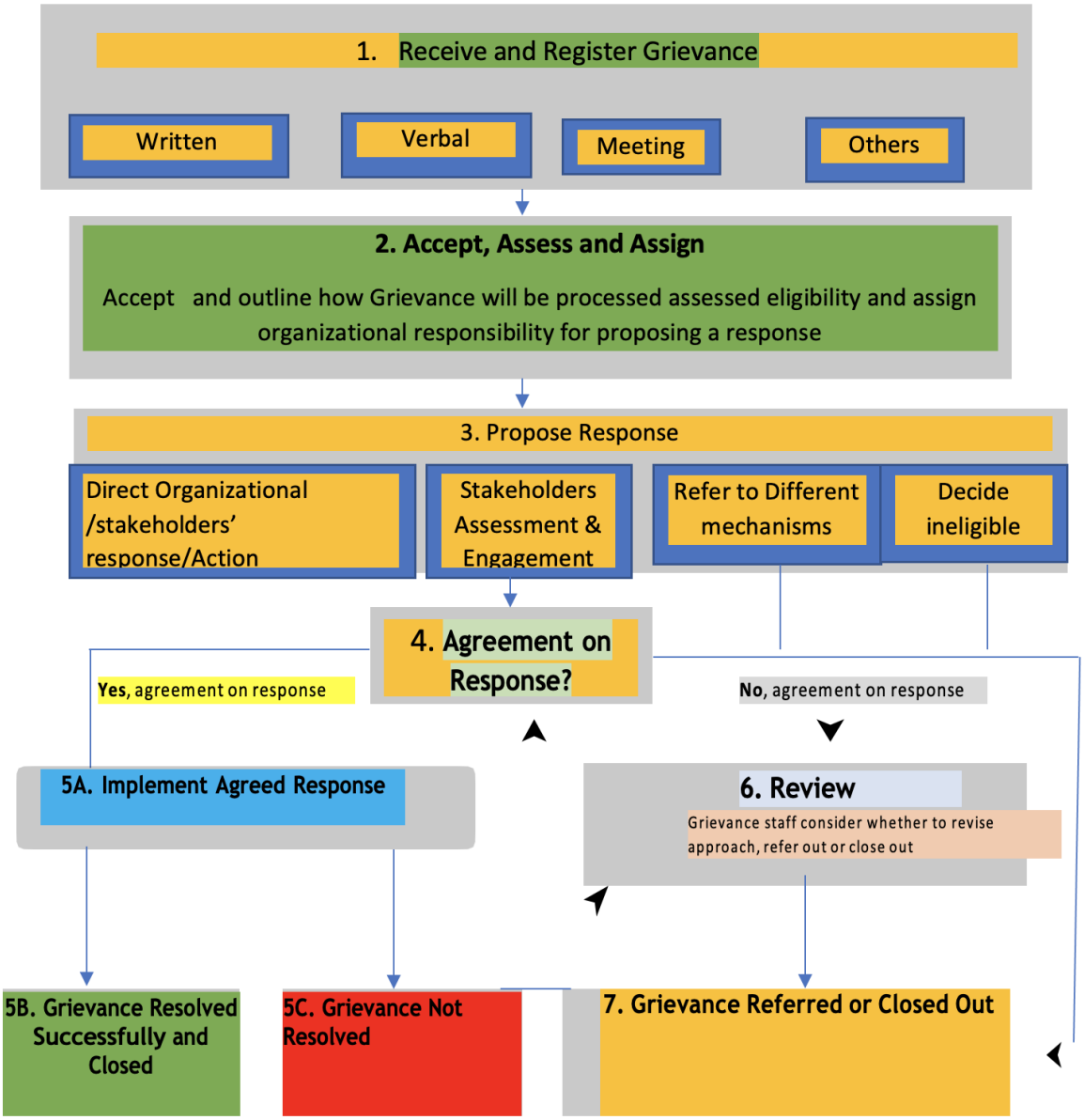

Figure 1 Flowchart of grievance response

World Bank Grievance Redress Service (GRS): If no response has been received from the World Bank Ethioian country office the grievance can be raised with the World Bank Grievance Redress Service email: grievances@worldbank.org. The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service.
For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

6. Institutional Arrangements for Implementation of the Social Development Plan

The Project will be implemented by the Ministry of Labor and Skills (MoLS). Established under the new government of the Federal Democratic Republic of Ethiopia in 2021, the Ministry is tasked with leading the jobs, labor and skills development sectors by bringing federal mandated institutions under its purview. MoLS has taken over the powers and functions of the former Ministry of Labor and Social Affairs, Jobs Creation Commission and the Federal Urban Jobs Creation and Food Security Agency. In addition, MoLS oversees TVET. The Federal TVET Institute, College of Agricultural Technical and Vocational Training Institute, Tourism Training Institute and EDI report directly to the MoLS.

The Ministry will coordinate with regional administrations on the implementation of project activities. Public polytechnics, other than the Federal TVET Institute, the College of Agriculture and Tourism Training Institute, are managed by their respective regional governments. MoLS will work closely with regional administrations to select and support the implementation of project activities in polytechnics in their jurisdiction (Component 1). In addition, MoLS will coordinate capacity support to regional administrations for improving the management and employer linkages of their TVET institutions.

MoLS will operate through the National Project Coordination Unit (PCU), which will include a functional environmental and social risk management organizational structure. The PCU will coordinate implementation, build capacity of the Ministry and regional teams for implementation, facilitate support for compliance with E&S requirements for the project, collect and compile data from the project results framework and manage communications for the project. This will include the implementation of the Social Development Plan and the SEA/SH Prevention and response Plan. It will consist of at least one social specialist deployed at the Ministry as a full time project staff. The Social Specialists will be responsible for the monitoring of the compliance with the two plans. Where necessary, he/she will discuss corrective measures with the PSC. Relevant requirements of the two plans will further be included in ESMPs for sub-projects. The team will prepare these instruments and submit them to the World Bank for clearance. The Social Specialists at the PCU will be responsible for the monitoring and supervision of the subproject-specific E&S instruments for all Project Components. The Social Specialist, in addition, will ensure the implementation of all stakeholder engagement requirements.

The Federal TVET Institute will be a key implementer of Component 1, under the oversight of the MOLS PCU. The Federal TVET Institute will establish a Project Implementation Unit (PIU) for this purpose. The PIU will also include one Social Specialist, dedicated to the E&S risk management of Component 1 in the selected regions. The Specialist at the PIU will also be responsible for the monitoring and supervision of the Plans. They will assist in the preparation of bidding documents for the rehabilitation activities and ensure that all subproject-specific social and GBV requirements are included in the bidding documents and that the construction companies have the respective capacity to implement the requirements. They will undertake field monitoring missions and review documentation in order to monitor the implementation of the E&S requirements, and they will train regional level government staff in monitoring efforts.

The PCU Social Specialist will receive monthly performance reports from the PIU for Component 1 and other Implementing Partners for the remaining Components, which will include performance of the E&S risk management plans developed for the project.

7. Monitoring and Reporting

The goal of monitoring activities is to measure the success of the activities described in the Social Development Plan and the SEA/SH Prevention and Response Plan, and determine whether interventions have prevented or mitigated adverse risks and impacts and to determine whether further interventions are required to mitigate adverse impacts or monitoring is to be extended in some areas. The goal of regular inspection activities is to ensure that sub-component activities comply with the plans and procedures laid out in this ESMF and in ESMPs prepared for specific sub-projects.

The main monitoring responsibilities and inspection activities will sit with the PCU, which will administer the overall project-related E&S monitoring and implementation as laid out in this ESMF. The PCU will have overall responsibility for the implementation of the mitigation measures, as well as for monitoring for compliance. The Social Specialist in the NPCU will handle all monitoring, inspection and reporting aspects. However, for Component 1 activities, the PCU will oversee the PIU. The PIU will be responsible for day-to-day monitoring and inspection of E&S mitigation measures in relation to rehabilitation works. E&S-related monitoring will focus on compliance by its contractors, sub-contractors and suppliers.

The PCU Social Specialists will assess progress of activities against the two Plans, and subsequent ESMPs, and will report any non-compliance to the PCU. Indicators will identified in the sub-project specific ESMP; they will be used as a baseline for assessing progress on the ESMF implementation.

Annex 1: SEA/SH Prevention and Response Plan

This SEA/SH Prevention and Response Plan has been developed to accompany the implementation of the Project and ensure that the project does not have any negative impacts or further promotes GBV, SEA or SH. It presents operational activities as well as recommendations for GBV, SEA and SH risk mitigation measures that build on existing mechanisms in Ethiopia. The Plan provides general procedures for grievances related to such abuse in project areas.

Definition of Terms

The Inter-Agency Standing Committee (IASC) defines **gender-based violence** (GBV) as "an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. GBV broadly encompasses physical, sexual, economic, psychological/emotional abuse/violence including threats and coercion, and harmful practices occurring between individuals, within families and in the community at large. These include sexual violence, domestic or intimate partner violence, trafficking, forced and/or early marriage, and other traditional practices that cause harm.

School-related gender-based violence (SRGBV) is defined as 'any act or threat of physical, sexual or psychological violence occurring in or around schools, committed based on gender, gender stereotypes or perceived gender identity and enforced by power dynamics'.

The United Nations defines **"sexual exploitation"** as any actual or attempted abuse of a 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. **Sexual abuse** on the other hand is "the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions." Sexual exploitation and abuse (SEA) is therefore a form of gender-based violence and generally refers to acts perpetrated against beneficiaries of a project by staff, contractors, consultants, workers and Partners.

Sexual harassment (SH) is defined as 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 offense 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. It occurs between personnel/staff and involves any unwelcome sexual advance or unwanted verbal or physical conduct of a sexual nature.

The project will be deploying external workers, including skilled and contracted workers, to conduct some of the rehabilitation works. This can expose communities to increased risks of sexual exploitation and abuse (SEA) or sexual harassment (SH) by project staff or contractors. This is particularly since the living arrangements of external workers contracted in the project across Ethiopia will be unregulated as they will live amidst communities.

The WB Guidance Note defines four key areas of GBV/SEA risks:

- SEA – exploitation of a vulnerable position, use of differential power for sexual purpose, actual or threatened sexual physical intrusion;

- Workplace sexual harassment – unwanted sexual advances; requests for sexual favors, sexual physical contact;
- Human trafficking – sexual slavery, coerced transactional sex, illegal transnational people movement; and
- Non-SEA – physical assault, psychological or physical abuse, denial of resources, opportunities, or services and IPV.[25]

In response to the potential risks implied in the findings of the social assessment and the discussion of the concepts above, the Project has adopted this Plan. The Plan details the operational measures that will be put in place to mitigate the risks of SEA/SH that are project-related, including ensuring that project-established GRM are in place to receive reports and refer survivors for further support safely and confidentially.

GBV Context

The government has created a conducive legal and policy environment to promote the rights of women and girls; however, implementation remains a challenge. In 2000 and 2005, Ethiopia adopted the Revised Family Law and the Revised Criminal Code, respectively. Other national instruments with provisions directly related to GBV include the Strategic Plan for an Integrated and Multi-Sectoral Response to Violence Against Women and Children and Child Justice in Ethiopia (2010) and the National Strategy and Action Plan on Harmful Traditional Practices Against Women and Children (2013). The newly merged Ministry of Women and Social Affairs (MoWSA) maintains a coordination, policy, and advocacy mandate for GBV prevention and response, and for abuse involving children. The Attorney General's Office, through a multi-sector steering committee – the National Coordinating Body on a Coordinated and Comprehensive Prevention and Response to Violence against Women and Children, and on Child Justice – manages and coordinates the provision of core services through OSCs, such as counseling, medical treatment, free legal aid, and survivor safety. OSCs further support judicial processes that bring perpetrators to justice. The Ministry of Health (MoH) provides medical services and emergency medications to survivors through the OSCs and through the health sector more generally. The Ministry of Education has been active in developing policies, procedures, and codes of conduct to tackle GBV in schools. Despite these progressive laws and policies, enactment and implementation remain a challenge, particularly at local levels, due, in part, to insufficient resources and poor coordination and action, as well as sensitivities and silence around the issue, which enable continued perpetration of violence.

Despite these initiatives, protection challenges in Ethiopia are generally pronounced and GBV presents a significant barrier to women's full engagement in social and economic life**.** The 2016 Ethiopia Demographic and Health Survey indicates that 26 percent of all women aged 15 to 49 reported having experienced physical or sexual violence in their lifetime, with 23 percent reporting physical violence and ten percent experiencing sexual violence.[26] This data, however, likely does not show the full extent of the challenge. A survey conducted by the UN Population Fund (UNFPA) in 2010 among youths between the ages of twelve and 24 in select regions indicates that GBV prevalence may be even higher[27], with 15 percent of young women reporting having experienced sexual violence in their lifetime.[28] Experience of

[25] WB 2018, p.3
[26] URL: https://dhsprogram.co*m/pubs/pdf/FR328/FR328.pdf*.
[27] Survey locations included the Addis Ababa, Afar, Amhara, Benishangul-Gumuz, Oromia, and SNNPR regions.
[28] Population Council and UNFPA, 2010. The age of the survey also highlights the lack of data in this area.

intimate partner violence is particularly pronounced; more than one third of women (34 percent) have experienced some form of spousal violence – physical, sexual, or emotional. The survey found that acceptability of use of violence at home was high with 63 percent of women and 27.6 percent of men believing that wife beating was justified for at least one specified reason.[29] Help seeking behavior of GBV survivors was found to be limited – only 23 percent of women who experienced physical and/or sexual violence sought help, while 66 percent of women never sought help nor told anyone about their experience. As in other countries, fear of stigmatization, retaliation, and rejection likely impede women from reporting experiences of violence or seeking care.

Recent conditions and compounding risks related to conflict and displacement, worsened by climate change, have exacerbated the incidence of GBV, including widespread reports of physical and sexual violence. The November 2021 report of EHRC and the OHCHR on human rights violations and abuses extending from the conflict in the Tigray Region found that GBV—including varying forms of physical and sexual assault, such as rape and gang rape, abduction, detention, and intentional transmission of HIV—has been a prominent feature of the recent violence, committed by all parties to the conflict.[30] The government has since established a task force to address the report's recommendations. Other reports estimate that more than 100 cases of sexual violence were reported daily between November 2020 and July 2021, while health facilities in the Tigray Region registered nearly 1,300 cases of rape between February and April 2021.[31,32] Displaced women and girls are further vulnerable to other forms of GBV, including harassment and separation from families; and while conflict-related sexual violence has predominantly affected women and girls, including women and girls with disabilities, men and boys have been targeted as well.[33] Women and girls are disproportionately vulnerable to the impacts of both climate change and conflict, the effects of which often compound one another, increasing the incidence of GBV. Experiencing GBV, in turn, reduces victims' capacity to effectively prepare for and manage any future shocks and stresses, climate-related or otherwise.

Access to health, social welfare, and judicial services for GBV survivors nationally and in conflict-affected regions is a challenge, and quality response services are limited. While government and humanitarian partners have scaled up GBV interventions to respond to the crisis in Northern Ethiopia, the availability of the basic pillars of GBV response services – case management, psychosocial support, medical care, legal support, and safety services—remain limited and quality of care provided across the country varies widely. There are some GBV response services in the country, including 34 One-Stop Centers (OSCs) in several urban centers, which provide multi-sectoral services to survivors (medical, legal, psycho-social, and police support). Reportedly, the functioning of OSCs across regions varies significantly and gaps are common in the capacity of staff and the availability of equipment. OSCs are also only available in urban centers, impeding the ability of survivors in more rural or remote locations from accessing care. There are legal aid centers around the country, including in several locations where humanitarian work is taking place, which provide legal aid to survivors. Provision of mental health and psychosocial support (MHPSS) has been

[29] Demographic and Health Survey, 2016.
[30] EHRC and OHCHR. 2021. Report of the EHRC/ OHCHR Joint Investigation into Alleged Violations of International Human Rights, Humanitarian and Refugee Law Committed by all Parties. Published 3 November 2021. URL: https://www.ohchr.org/Documents/Countries/ET/OHCHR-EHRC-Tigray-Report.pdf.
[31] UN-OCHA. 2021. Ethiopia – Tigray Region Humanitarian Update. Published 19 July 2021. URL: https://reliefweb.int/sites/reliefweb.int/files/resources/Situation%20Report%20-%20Ethiopia%20-%20Tigray%20Region%20Humanitarian%20Update%20-%2019%20Jul%202021.pdf .
[32] URL: https://www.amnesty.org/en/latest/news/2021/08/ethiopia-troops-and-militia-rape-abduct-women-and-girls-in-tigray-conflict-new-report/.
[33] UN-OCHA, 2021.

limited across the country even though it is critically needed by GBV survivors and by conflict-affected communities more broadly. The provision of mobile health services in the Tigray region by international partners and the regional health bureau seems to have provided positive yields in general health support, but it has not been adequately strong to provide more complex services beyond immediate referral, such as services related to GBV and MHPSS. There are, however, plans to expand these services, including by adding social workers to the mobile clinics.

Identified Project-related SEA/SH Risks

Project-specific risks that may exacerbate or create SEA/SH include the following:

- Location of project activities in a humanitarian/conflict-affected environment where rates of GBV are already likely to be high.
- High likelihood that protective services or GBV response options (health, police, legal, psychosocial, support and care) are not fully accessible in project locations, due in part to insecurity in locations.
- Inability to supervise all locations of the project.
- Several project activities, particularly under Component 1, will require contracting of construction companies, consultants, and service providers. This might create a power differential between project workers and project beneficiaries that may increase risks of women and girls to SEA.
- Exclusion of women and girls during the design and rehabilitation of infrastructure can result in recovery and reconstruction decisions aspects that ignore or exacerbate women and girls' risks of GBV/SEA/SH in those spaces.
- Potential for paid security forces to be contracted under the project in order to ensure delivery of services/infrastructure in insecure areas. Having military or paid security forces contracted as part of a project can increase the risk of GBV. These groups are often predominantly or entirely male and may exploit the power imbalance arising from their position to engage in inappropriate or harmful behavior.
- High poverty incidence among displaced and conflict-affected communities mean residents of these area are particularly vulnerable to many forms of exploitation, including SEA and may lack the resources and agency to avoid and report abuse.
- Female workers in close proximity to male workers with limited supervision. Project activities may involve women working alongside men in offices or project sites, which increases risks of SH.
- Abuse of power, including SEA/SH in hiring, employment, and retention practices. Public sector recruitment processes can distort power relations and lead to opportunities for abuse. For example, hiring and employment practices that seek to increase the number of women in different employment positions under the project may expose women to potential SH, or abuse, either because they are pressured to exchange "favors" for jobs, or because the working environment legitimizes and allows harassment and exploitation.
- Lack of enforced SEA/SH policies in the government. Although there are clear statutes prohibiting SH, enforcement is low and with limited or no information on the issue, staff may have no /limited knowledge in identifying, supporting and reporting SEA/SH related cases as such may cause more harm than good. In addition, lack of policies may result in a lack of direction and strategies on handling SEA/SH cases, that might contribute to more harm and prevent staff/beneficiaries from reporting SEA/SH cases.
- Community perceptions of GBV or conflict resolution approaches might lead to more harm against survivors who report SEA/SH experiences. Community or social governance resolution processes

might reinforce gender inequality pushing for resolutions that widen inequalities, are not survivor-centered and may lead to impunity and more harm to a survivor (through marriage to a perpetrator, re-victimization or other consequences).

- The exclusion of vulnerable groups, including women and girls, from spaces of voice, agency, and decision-making can lead to further harm or marginalize them. Women, girls, and other groups with less power and status such as people with disabilities, unmarried women/girls, women and girls associated with armed groups/forces, displaced/returning individuals and families, and minority ethnic/clan groups are more likely to be invisible or hidden in community consultation and engagement processes. Additionally, patriarchal norms often lead women and girls – of all groups – to be left out of community discussions or have their needs and priorities silenced.

SEA/SH Mitigation Measures

The project will adopt a robust approach to address potential SEA/SH risks. Consistent with World Bank guidance on addressing SEA/SH in Bank-supported investment operations, relevant mitigation measures to address these risks are as follows:

- Define PSEA/SH requirements and expectations included in any contractual obligations as well as the CoC that addresses GBV.
- Ensure inclusion of SEA/SH risk management measures in all E&S instruments, including C-ESMP to verify that appropriate mitigation actions are included.
- Ensure any contracted entity has or adopts an SEA/SH risk management framework. For construction contractors, ensure a C-ESMP includes and SEA/SH Accountability and Response Framework and confirm prior to finalizing the contract the contractor's ability to meet the project's SEA/SH prevention and response requirements.
- Develop, translate into simple, understandable language, and sign the code of conduct (CoC) for all contractors and workers to cultivate an environment free from SEA/SH.
- Implement reporting and referral protocols that outline key requirements for reporting and responding to SEA/SH cases if they arise and measures to enable safe, ethical, survivor-centered response.
- Train all project staff and workers to ensure understanding of CoC, GBV, SEA/SH as well as accountability and response framework including the referral processes, responsibilities and reporting.
- Identify relevant organizations for referrals, development of procedures and processes for referrals, development of accountability framework for handling allegations, including related to investigation (in alignment with national processes) and sanctions for potential perpetrators.
- Develop materials for all stakeholders providing information, education, and communication to indicate that the project and/area is a GBV free zone as well as provide information on GBV response services (such as where to seek assistance when needed.
- Establish an effective GRM with specific and multiple channels to initiate a complaint related to SEA/SH. GBV-related incidents should be reported in a safe, confidential survivor centric manner with linkages directly to the Project GRM.
- Train identified GRM operators on how to respond to cases that come forward.

SEA/SH Prevention and Response Action Plan

Table 5 SEA/SH Prevention and Response Plan

	Objective:	***To increase awareness and enhance response systems for SEA and SH incidents***					
	Activity to Address SEA/SH risk	***Steps to be taken***	***Timelines***	***Institutional Focal Point***		***Output indicators***	***Estimated Budgets (USD)***
1	***Review the MOLSA capacity to prevent and respond to SEA/SH;***						
	Integrate SEA/SH risk management in the ESMF	• Ensure that SEA/SH issues are incorporated in the ESMF as part of the SEA/SH Prevention and Response Plan	Within first 3 months of project signing	PCU		ESMF contains references to SEA/SH risks	N/A
	Ensure all contracts include references to SEA/SH	• Ensure all contracts signed by contractors and other implementers contain references to SEA/SH	Throughout Project implementation	PCU		% of bidding documents that contain clearly defined SEA/SH requirements % of contracts with clearly defined SEA/SH clauses/requirements	
	CoC signed and understood.	Have CoCs signed by all personnel Train all project-related staff on the behavioral obligations under the CoCs. Display CoC in project sites and translated into the local language(s)	Prior to construction activity	PCU and PIUs / contractors		% of workers that have signed a CoC	Staff costs
	Develop and conduct SEA/SH orientation training	• Develop a training plan	Within the first 3 months of project effectiveness	PCU		# of trainings conducted for project staff	10,000

	for all project staff, including PIUs	• Develop training materials for respective sectors and civil servants • Conduct training for project staff/PCU and PIUs	Throughout project implementation.			# of staff trained	
	Develop M&E programme	• Develop a comprehensive M&E plan to monitor SEA/SH action plan implementation • Promotion of high level commitment on monitoring the implementation of SEA/SH action plan in order to supports efforts to provide multi-sectoral support to GBV survivors. • Monitor SEA/SH action plan	Throughout Project implementation.	PCU		M&E framework in place .	Staff costs Travel costs for monitoring: 20,000
2	***Inform project stakeholders about SEA/SH risks***						
	Establish partnerships with key stakeholders	• Identify and officially inform stakeholders about the components of the projects and project-related risks of SEA /SH • Engage stakeholders and regularly conduct joint meetings as per SEP	Within the first 3 months of project effectiveness Throughout Project implementation.	PCU and PIUs		# of stakeholders engaged	See SEP
	Develop information dissemination strategy in regard to SEA/SH	• Identity the methods to disseminate the information • Disclosure of information to stakeholders through multimedia outlets	Within the first 3 months of project effectiveness Throughout Project implementation.	PCU		# of information disclosure events	20,000
	Identify, train and establish project focal points at regional level for	• Establish a trained, dedicated and committed network of project focal persons in each PIU	Within the first 3 months of project effectiveness	PCU / PIUs		# of focal points and persons identified and trained	10,000

	SEA/SH risk management		Throughout Project implementation.				
	Conduct outreach information and sensitization campaigns with project stakeholders	• Develop SEA/SH information guide for community engagement	Within the first 6 months of project effectiveness Throughout Project implementation.	PCU and PIUs		Nu#mber of community sensitization conducted	20,000
3	***Mapping of service delivery for SEA/SH prevention and response***						
	Map out and review capacity and quality of GBV service providers in the project area able to provide care and support SEA/SH survivors; and develop and or/update multisectoral referral pathways	• On the basis of mapped GBV prevention and response service providers, develop/update a GBV referral list of preferred service providers. • Identify key gaps where remedial measures may be required (e.g., training staff on psychosocial first aid)	First quarter after commencement of the project activates and Throughout Project implementation.	PCU		# of maps of services Referral pathway developed/updated	N/A
4	***Ensure a SEA/SH responsive GRM***						
	Develop/Review GM for specific SEA/SH procedures	• Undertake internal review of GM for SEA/SH reporting channels • Identify and Integrate SEA/SH entry points within the GM with clear procedures and tools for management of related complaints • Develop and regularly update the information sharing protocol to enhance who is receiving information and how best it is used. • Develop and update disclosure and reporting guidelines / protocol for GBV/	Prior to project engaging workers and maintained throughout Project implementation	PCU / PIUs		SEA/SH procedure integrated In the GM Guidelines and protocol on SEA/SH developed	5,000

		SEA/SH with a provision for victim protection and assistance. • Create reporting pathways that include support systems and accountability mechanisms including how to handle SEA/SH allegations properly • Develop simple, anonymous and confidential tracking system that community health workers /teachers /or identified focal points can use to document when they observe/support and refer GBV incidents to service providers.					
	Identify and train GRM operators and SEA/SH focal points within the GRM, who will be responsible for SEA/SH cases and referrals s as defined in the referral pathway.	• Identify and select SEA/SH focal persons within the GRM to manage SEA/SH-related complaints • Clarify the role of the GRM and SEA/SH Focal Points as referral points • Train all focal points on SEA/SH basics, survivor-centered approach and the referral pathways	Prior to commencement of works Throughout project implementation.	PCU/PIUs		# of GRM and SEA/SH GBV focal points	Staff costs
	Review GRM reports/logs for SEA/SH sensitivity	• Review logs for SEA/SH documentation to ensure it follows standards for documenting SEA/SH cases	Prior to commencement of works	PCU/PIUs		# of appropriate logs	Staff costs

Annex 2: Sample Code of Conduct

The Code of Conduct should be written in plain language and signed by each worker to indicate that they have:

- *received a copy of the code;*
- *had the code explained to them;*
- *acknowledged that adherence to this Code of Conduct is a condition of employment; and*
- *understood that violations of the Code can result in serious consequences, up to and including dismissal, or referral to legal authorities.*

To Be Signed by All Employees, Sub-contractors, Engineer, and Any Personnel thereof.

I, _____ agree that in the course of my association with the Employer, I must:

- treat children and women with respect regardless of race, color, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;
- not use language or behavior towards children and women that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
- not engage children under the age of 18 in any form of sexual intercourse or sexual activity (other than in the context of legal unions that took place between parties under the laws of the country), including paying for sexual services or acts;
- Not engage sexually with any woman, in a situation, without mutual consent
- Wherever possible, ensure that another adult is present when working in the proximity of children;
- Not invite unaccompanied children into my place of residence, unless they are at immediate risk of injury or in physical danger;
- Not invite women into my place of residence if this is not acceptable by the code of ethics of the company;
- Not sleep close to unsupervised children unless absolutely necessary, in which case I must obtain my supervisor's permission, and ensure that another adult is present if possible;
- Use any computers, mobile phones, video cameras, cameras or social media appropriately, and never to exploit or harass children or access child exploitation material through any media;
- Not use physical punishment on children and women;
- Not hire 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;

- Comply with code of ethics of the company and all relevant local legislation, including labor laws in relation to child labor and behavior;
- Immediately report concerns or allegations of child and women exploitation and abuse and policy non-compliance in accordance with appropriate procedures;
- Immediately disclose all charges, convictions and other outcomes of an offence, which occurred before or occurs during my association with the Employer that relate to child exploitation and abuse.

When photographing or filming a child or using children's images for work-related purposes, I must:

- Assess and endeavor to comply with local traditions or restrictions for reproducing personal images before photographing or filming a child;
- Obtain informed consent from the child and parent or guardian of the child before photographing or filming a child. As part of this I must explain how the photograph or film will be used;
- 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;
- Ensure images are honest representations of the context and the facts;
- Ensure file labels, meta data or text descriptions do not reveal identifying information about a child when sending images electronically or publishing images in any form;

I understand that the onus is on me, as a person associated with the Employer, to use common sense and avoid actions or behaviors that could be construed as child exploitation and abuse.

Signed:

Date:

Annex 3: Sample GBV Incident Report Form

The following incident form will be completed by the PIU in the case of SEA/SH cases, within 24 hours:

Table 6 Incident Report Form for SEA/SH cases

B1: Incident Details		
Date of incident intake by the project/GM:	**Date Reported to PIU:**	**Date Reported to WBG:**
Reported to project/GM by: ☐ Survivor ☐ Third party ☐ Other: _____ **Is a record of this incident in GM?** Yes ☐ No ☐	**Reported to PIU by**: ☐ GM operator ☐ Directly, by Survivor ☐ Directly, by third party ☐ Other: _____	**Reported to WBG by**: ☐ PIU ☐ Directly, by Survivor ☐ 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): Male ☐ Female ☐ Other ☐	Was the survivor referred to service provision?[29] 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 ☐

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? 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? 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? Yes ☐ No ☐	
Will an investigation into misconduct be undertaken in addition to an investigation into adequacy of project systems, processes or procedures? Yes ☐ No ☐	

The following form will be completed by the PIU in case of SEA/SH cases – following investigations:

Table 7 SEA/SH incident report form after investigations

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 (SEA/SH examples)	**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		

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

Annex 4: Photographs of field work and consultations

This annex presents photographs undertaken during the field assessment in June 2023.

Consultation with the Management of Misrak

Consultation with the Management of Assosa

Visiting Assosa PTC and surveying trainees during

Consultation with Female and Male trainees in JIgjiga PTC

Discussion with Community representatives in

Annex 5: List of Stakeholders consulted

Student

Consultation participants

Education and Skills for Employability (EASE)

Sn	Name	Sex	Organization	Position	Cell phone	Email	Signature
1	Gossaye Adane	M	E.I.P.T.C	Student	0900378175	gossaadane81758@gmail.com	
2.	Henok Wondafrash	M	E.I.P.T.C	Student	0943897053	henok4528@gmail.com	
3,	Hikma Abdumalik	F	E.I.P.T.C	Student	0953216765	servay or	
4.	Fu'ad Hussen	M	E.T.P.T.C	Student	0938405459	Surveyor	
5.	Serkadis Kassu	F	E.T.P.T.C	Student	0935778136	Accounting	
6.	YE:DEDIYMNEGEDE	M	E.I.P.T.C	Student	0942229662	mechatronics	
7.	EMAN AHMED	F	ET-P.T.C	Student	0900327999	Solarpv System	
8	YOSEF BEHAILU	M	EI.P.T.C	Student	0977264698		
9	KALEB MELEKOT	M	E.I.P.T.C	Student	0913678879		
10	HEYMEIAKIDANE	F	E.T.P.T.C	Student	0948593891	Accounting	
11	EDEMI TILAYE	F	E.T.P.T.C	Student	0938738903	Marketing	

Community.

Consultation participants

Education and Skills for Employability (EASE)

Sn	Name	Sex	Organization	Position	Cell phone	Email	Signature
1	[illegible]	ወ		[illegible]	0910824134		
2	[illegible]	ን		[illegible]	0913120399		
3.	[illegible]	ወ	[illegible]	[illegible]	0920 449921		
4	[illegible]	ወ	[illegible]	[illegible]	0930585779		
5.	[illegible]	ወ	[illegible]	[illegible]	1193813725 4		
6	[illegible]	ሰ			0915763358		
7	[illegible]	ሰ			0938207540		
8	[illegible]	ወ	[illegible]		0946968822		
9	[illegible]	ሰ	[illegible]		0911096781		
10	[illegible]	ወ	[illegible]		0913372558		
11	[illegible]	ወ	[illegible]		0910085033		
12	[illegible]	ወ	[illegible]		0977038698		
13	[illegible]	ወ	[illegible]		0915147631		
14	[illegible]	ወ	[illegible]		0940892525		
	[illegible]				0915764691		

Jinka

Consultation participants

Education and Skills for Employability (EASE)

Sn	Name	Sex	Organization	Position	Cell phone	Email	Signature
1	Meku Ahmed	M	private College	Dean (V/head) planning	0913211867		
2	SOLOMON PUMA	M	Jinka city finance		0948577575	pummesolomon@gmail.com	
3	BIRUK AKO	F	S.O.2 SIT	head	0916483573	AKO biruk@gmail.com	
4	ASISU MLAKU	M	Jinka Police		0932607772		
5	Soyta Anjese	M	JNK ASTDL		0926264446		
6	Assefa Belehu	M	Jinka		0916707462		
7	Aki Ata	M	Jinka		0912790988		
8	Omo Shuli	M	Jinka Zone	head	0910576796	Omo4ilo11@gmail.com	
9	Tamirat Deyda	M	Jinka police		0967928256		
10	Doka Shenta	M			0932604730		

Jinka

Consultation participants

Education and Skills for Employability (EASE)

Sn	Name	Sex	Organization	Position	Cell phone	Email	Signature
1	Meried Maderia	M	Jinka PTC	V/Dean	0928148100	meriedmaderia1@gmail.com	
1	Temesgen Esatu	M	"	V/Dean	0912128255	temtes@gmail.com	
3	Aynalem Delelegne	M	"	Anti corrup.	0933194940	-	
4	Biruktawit Tesfaye	M	"	Planning & Project	0916876549	biruktesfaye619@gmail.com	
5	Bekalu Aschenaki	M	"	Registrar	0916856299	Bekalu.Aschenaki@gmail.com	
6	Genet Alemayehu	F	"	Enterprise	0916712492	-	
7	Zinash Gidi	F	"	Accountant	0923369813	Zinashgidi9213@gmail.com	
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Education and Skills for Employability [EASE]

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Education and skills for Employability (EASE)

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Sebeta

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Education and Skills for Employability (EASE)

(FGD with TVET staff.

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Education and Skills for Employability (EASE)

(Community discussion)

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Misrak Poly Technic

Consultation participants

Education and Skills for Employability (EASE)

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Misrag Poly Technique College

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Education and Skills for Employability (EASE)

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Jigjiga PA Technical college.

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Males

& 31 Males

Female Trainees

Consultation Participants

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Assosa polytechnic college

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Annex 6: Detailed Assessment Inputs

Stakeholders in W/ro Sehin, Ethio Italy, Jinka, Sebeta, Misrak, Jigjiga, Assosa	Inputs Provided	Response of the Team
Community participants	Community plays a significant role in the smooth teaching-learning process of the PTC. CBOs organize their members into different committees to support the colleges. In collaboration with law enforcement groups, communities around PTCs also regulate houses harboring substance abuse. In addition, communities provide support to needy trainees coming out of the city. The community in Sebeta, for instance, provides shelter for girls who are not able to cover house rents in the area.	This is noted
	The colleges provide different services to the surrounding communities. Training is provided short-term and long-term training for unemployed youth. In addition, surrounding communities have most of the infrastructure of the colleges. For instance, the community uses plenary halls and sports fields as necessary.	This is noted
	there is demand for establishing some dormitories for trainees with serious economic problem. T	This is noted
College staff and leadership	Trainees at all levels of the PTCS are admitted based on criteria set by the MoLS. Nevertheless, priorities are given to trainees with disabilities. In other words, there is no restriction for PWD so long as they meet the basic requirement of admittance. In addition to PWD, vulnerable groups have priority for training. Girls and boys have equal opportunities for training while affirmative action is applied by PTCs as necessary. The number of girls covers nearly 50 percent of most PTCs.	This is noted
	Most of the PTCs have positive relations with private enterprises. Most colleges and private organizations have platforms to exchange mutual interests where the college focuses on apprentices of the trainees .The colleges provide skill trainings needed to private enterprises. The PTCs organize an orientation program prior to the beginning of training. Organizing trainees into different clubs the other activity. The clubs use to mitigate the danger of Gender Based Violence, Sexual Harassment. It was confirmed that GBV SH are only manifested on the campuses of the PTCs.	In terms of implementing GBV prevention and response, at national levels, an MoU was signed between different sectors (police, legal, etc.) involved in GBV prevention and response. As part of this effort, a number of One Stop Center Service (OSCS) for GBV survivors were established across all regions. The multi sectoral OSCS government partners include health service providers, Women and Children Affairs, Police and legal service providers.

		However, it is necessary to strengthen the activities of the OSCS. In response to observed SEA/SH, PTCs have to prepare CoCs for staff and trainees and guidelines for prevention of SEA/SH; establish collaboration with stakeholders as well as providing awareness raising and training. Local actors, as first and frontline responders, are best placed to design solutions, provide leadership and strengthen community engagement to end GBV. In enhancing the mitigation measures, targets for representation by local actors, including governments, women-led and civil society organizations are needed. MoLS to deploy dedicated GBV coordinators to lead a coherent, comprehensive and harmonized approach to preparedness, prevention, risk mitigation and response.
	Most of the PTCs were established in 1994 Ethiopian Calendar. The PTCs have enough space for expansion, additional building and physical facilities whenever necessary. Construction of new building is ineligible for EASE. As a result, PTCs don't need land outside their compound. Therefore, there will be no resettlement and compensation issues. There will be no potential impact related to land acquisition in the vocational and technical training centers (beneficiary PTCs).	This is noted
	The Implementation of EASE with PTCs has many positive impacts. The trainees from rural and urban are getting an opportunity of vocational and skills training for wage and self-employment. As a result of this benefit, the number trainees is increasing. EASE will diversify the types of skills from hard to soft skills. The college creates employment opportunity for the residents and the surrounding community.	This is noted
	The PTCs give / will give more opportunit of training for employed people who want to enhance technical and vocational skills through attending during Tuesday and Sunday and at evening (night)	This is noted
	Due to economic, social and cultural factors women are mostly marginalized from training, land, new technology, credit and employment opportunity.	At least 50 percent of project beneficiaries of EASE will be women
	The current high escalation of the prices of goods and services as well as house rent in Ethiopia have worsened the living condition of the people. As a result, trainees from poor families are more likely to drop out because of financial constrain to	This is noted

	cover their food and dormitory requirement. As most of the trainees are from poor households, they have serious economic problem. Those who live in rented dormitory could be forced to leave if they cannot pay the rent timely. Female trainees might face problem of personal sanitary material. Living in poor economic situation female trainees might be expose to risk of sexual exploitation.	
	There are dormitories and accommodation services for short term trainees in the Jigjiga PTC. Therefore, in the Somali region regular trainees have 400-birr pocket money every month in Jigijiga PTCs. Though there is no such experience and facilities in the rest PTCs, it is important to consider such benefits vulnerable groups in regions where there are historically underserved peoples who need special support to attend TVET.	This is noted
	PWD are a highly vulnerable group, which is exposed multiple impacts. A disability may be visible, such as seeing a person walking with a cane, or it may be invisible, such as in the case of an intellectual disability. PWD are not a homogeneous group with multiple conditions. Each person is different. Even if they have the same type of disability or label, their abilities and needs can vary. For example, one person called visually impaired may be completely blind; another person can have low vision and be able to read large print. Others may have physical disabilities, and need wheel chairs. Some trainees might have also psycho-social disabilities.	This is noted
	SH happens in the PTCs and female trainees might face sexual abuse. There is some SH by teachers and student instructors in high schools, colleges and universities. As per the discussion with the gender focal person, there are cases of sexual abuse and harassment in the High Schools in the city. Through SH and SEA are committed secretly, and only one case was reported in Assosa PTC(.). The case was reported to the Women Affairs Office in 2014 E.C. There is a feeling that there might be less likely potential SEA/SH risks that occur due to trainers, staffs and trainees of PTCs.	This is noted
	Occupational health and workplace rights are concerned with the safety and health at workplace. The PTCs have to provide basic service such as OHS procedures and equipment. Lacking these, the labor force may be exposed to health and safety risks during vocational training and work. PTCs do not have first aid kits in most of the workshops and training rooms. Where they have some, they are poorly equipped and do not contain the necessary materials and tools	The project will prepare a Labor Management Procedures (LMP) in line with in ESS2 requirement and needs to be properly defined and implemented during the implementation of the EASEs project. PTCs have to provide PPEs to trainees and trainers and prepare code of conduct on the utilization and reinforcing mechanisms to use regularly. Well-equipped first aid kits, containing the necessary materials and tools, have to be available in all training rooms and workshops of the PTCs. All PTCs should

		have fire extinguisher in well-identified sites of the training building, training rooms and workshops. Continuous supervision, monitoring has to be conducted by the management of the PTCs. PTCs have to assess the situation of old machines and in consideration of finding of the assessment machines that are no more used for training have to be remove on the basis of the regional and federal legal frame works. MoLS has to sign memorandum of understating with Ministry of Industry, Ministry of Tourism Ministry of trade on mechanisms of linking trainees of PTCs with industries and manufacturing, and service sectors in apprenticeship (including hazard management) and demand-based skill and vocational training and employability of graduates.
	Some minor accidents use to happen. For instance, in Assosa a trainer faced electric shock in 2013 E.C due to carelessness. The training machines are too old and are not up-to-date in most colleges. The training college has many machines and trainees exercise and work on these machines which are potential for physical and chemical hazards. Industries do not want to accept trainees for apprenticeship due to anticipation of potential accidents, for which companies then have to pay. Those who accept trainees for apprenticeship, do not or resist to allow trainees to exercise on sensitive and essential machines. In Misrak and Assosa PTCs rain water drops through the ceilings of the almost all buildings and training rooms, which is serious problem, as it exposes the trainees and staff for ceilings, causes rust and damage to machines and causes electricity shocks. The machines are affected by the water and exposed to rust which are factors for potential accidents.	This is noted
	PTCs have no institutionalized fire brigade except some fire extinguishers. Dire Dawa and Dessie have opportunities to use fire brigades.. Cities are requiring support from cities and institutions in the surrounding area. In any way, the fire is one of the probable incidents requiring due attention.	This is noted

	Information and Technology (IT) and commuter sciences trainees and trainers complain about the inconvenience of table and chairs of desktop/laptop computers which may expose to harms. As a result of improper sitting position, the trainees and trainees are more likely to expose risk of back and neck pain, headaches, and shoulder and arm pain which are common computer-related injuries. Such muscle and joint problems can be caused or made worse by poor workstation (desk) design and bad posture.	This is noted
	Trainees with disability are free from cost sharing and the college covers the cost of COC for disabled trainees. For instance, Sebeta PTC provides support to 23 poor trainees regularly and currently the college supports 32 poor trainees. The NGO People In Need (PIN) in PTC is providing support for trainees of leather department through procuring most relevant machines, training materials and covering transport cost of trainees and facilitating employability of trainees. Sinqee Women Association also supports female trainees in many respects such as providing sanitation materials, awareness raising and training on gender and reproductive health in GBV, financial support for payment of rent of dormitories. The community also helps with support when trainees face serious health problem and expose to security and sexual abuses. Observing the dormitory problem of vulnerable groups, the community representatives in Sebeta have proposed building some dormitories with the PTC, through mobilization of government, private sector, NGO and community resources.	This is noted
	Jigijiga PTC has boarding to encourage youth from pastoralist community, which covers food, health and related basic services for short term trainees, but not for regular trainees. Regular trainees have also 400 birr pocket money per month. Most regular trainees who come outside of Jigijiga live with their relative. In this sense few regular trainees could rent dormitories either individually or in group.	This is noted
	Criteria for Refugees are that they are aged between 18 - 40 years old, completed at least Grade 10 and are able to bring their previous educational documents (Grade 10 and above completion evidence), commitment and willingness to attend the short-term technical trainings for six months without having any incentive/allowance and ability to speak, read, write and understand English language and if possible Amharic language, willingness and strong commitment to sit a CoC assessment for certification up on the completion of technical training, interest to create self-employment or voluntary to join MSEs/business groups after completing vocational short-term training. Refugee candidates to be involved in hotel service training should have normal physical appearance (not disabled), and good physical condition in terms of body weight and physical fitness. Refugees	This is noted

	living in refugee camp and those who can have the pass permit from the Administration for Refugee & Returnee Affairs(ARRA) to attend the training.	
	MoLS has to review and progressively update clear cut section criteria for soft skills and highly needed departments. PTCs have to be transparent and strictly depend on selection criteria rather than setting restriction and using quota.	The main objective of EASE is to enhance the capacity of PTCs through supply of modern training machines, curriculum development in line with the demand of the industries, short- and long-term training for trainers. Problems related to quality of training will be solved for both regular and short-term trainees. Training class rooms for technical practices and theoretical instruction have to be separately arranged to mitigate noise and disturbance during training.
College trainees	In addition to mitigation measures in the colleges and collaboration of the surrounding community, the discipline of the trainees contributes. Trainees mainly engage themselves in acquiring a skill that enables them competent in the labor market.	This is noted
	The trainees also are creating income generation opportunities for the community and cities where PTCs are located through renting dooms from the surrounding community and buying food items and involving in the services. As a result trainees are sources of income generation for the community members.	This is noted
	Some conflicts due to competition for resources for computers and exercise with machines, miscommunication, and individual interest and attitude occur. Trainees enter into minor conflict due to limited resources.	This is noted
	Poor sanitation facilities have a negative impact on all trainees in general and female trainees in particular. In this regard almost all visited PTCs have the following problems related to water, sanitation and health. • Unclean toilets, ' • shortage of water • Lack of separation toilets for female trainees which will serious impact on their health and privacy • Lack of showers for Female and male trainees and staff	The PTCs are responsible to address identified gaps of water and sanitation related and make all facilities good by allocating budget, controlling cleaners, designing strategies and mobilizing to the participation of staff and trainees. PTCs should establish separate toilets and showers for female trainees and staff. The respective city administrations, where the PTCs are located should give priority to water supply to the colleges .
	Sebeta, Jigijiga, Assosa are in the outskirts of the cities, which are some kilometers from the center of the city, which has impact on transportation staffs, trainers and trainees. Due to a security problem in Benishangul Gumuz there is interruption transport and high cost of transport fee for the trainees outside of Assosa	This is noted
	Complains from trainees for not joining their priority skills such soft skills (IT, Computer and accounting etc.) The trainees have more interest to train in IT and	This is noted

	Accounting. Trainees face restriction and quota in selecting field of study and as a result trainees complain. There are no such complains in other departments. Hard skills (such as metal, automotive departments etc.) are not preferred by most potential trainees in general and females in particular. There might be more complaints in the future when the market demand for soft and digital skills will increase. There are also complains on the selection criteria because the college become the training place for trainees who fail in 12th grade national exam and private college except for a degree program when they do not meet the requirement of joining universities. As a result, trainees prefer to join private colleges rather than joining PTC. The community feels that PTCs becomes camps of 12 grade failed students and the community has developed some negative attitudes.	
	In most of PTCs, the trainees have some complains about the quality of training, associated with old machines, low capacity and experience of trainers, mismatch of the number of machines with the number of trainees. For instance, in Jigijiga trainees complain and disturb towards of the completion of the training. The main reason for the complaint is inadequacy of the quality of training and has risk of failing the external exam to get driving licenses. This used to happen to male driving trainees. The car for driving exercise is old and not enough. Towards the end of the training, trainees feel that they are not capable to drive and request more time to exercise. In most classes of the technical training the theoretical instruction and practical areas are within the same room, which has negative noise impact, not only on the health of the trainees and trainers, but on the quality of the training as it is affecting the attention of the trainees and trainers.	This is noted
	Workplace day care is an important benefit for addressing practical gender needs of female employees, allowing them to spend more time with their children during the workday. Ministry of Women and Social Affairs encourages the establishment of day care at workplaces in Ethiopia. In consideration of the benefit day care, Diredawa and Misrak PTCs have functional Day care. The child day care has benefitted trainees and trainers who have childrem and can attend the training without stress about the care of their child. However, Sebeta, Jigijiga, W/ro Sihin and Jinka PTCs do not establish Child Day Care. Assosa has secure room and facilities for day care but yet not functional.	Child day care helps to address women practical and strategic needs as well as appropriate nurture of children. It gives opportunity for women economic empowerment and involvement in productive work. Day care allows employees to spend lunch and breaks with their children. Mothers can travel to and from work with their children, increasing the amount of time they spend together. Workplace day care also decreases anxiety for some parents, improving their ability to concentrate on their jobs. Workplace day care can improve employee morale and lower

		absenteeism and turnover because fewer employees need to take time off to look after their children. In the sense of PTCs, child day care helps the trainees and trainers to attend and train properly respectively. Therefore, establishment functional day care should be requirement for PTCs.
	After completing the training there are complaints of a lack of wage employment, fund, credit and work place for involving in self-schemes. After graduation, the trainees might need land for income generation schemes, such as poultry and fattening, which is the responsibility of Woreda or city administration.	This is noted
	The trainees have complained on selection criteria and quality of training. The complaint can raise due to limitation of orientation on the requirements of selection and procedure of training which have impact on the quality of training. The selection criteria for regular trainees (level1-5) join the basis of the Grade 12 Examination results. Selection criteria based on the national criteria for regular trainees which inclusive and gives priority to females and people disability. Those who do not obtain results to join universities have the opportunity to TVETs on the basis of criteria set by MoLS for male, female and PWD. The selection criteria for short term trainees is mostly less than one year and varies from region to region and the type of skills. For instance, in Jigijiga PTC anyone who needs to training in short term trainees can have the chance to join the college without restriction by level of education in vocational skills, such construction, masonry and wood work and irrigation etc. which depends on the demand of the industry and trainees. The community encourages the youth to join and train in TVET.	This is noted
	Assosa PTC employs the following criteria for selecting host communities and refugee trainees for short-term training. Females fulfilling the criteria are highly encouraged to apply. Criteria for host communities is that they have completed at least Grade 10, living in Assosa town and its surroundings, willingness to attentively attend 6 months short term technical trainings without having any incentives/allowances, age between 18 - 40 years old, willingness and strong commitment to sit the CoC assessment for certification, interest to create self-employment or voluntary to join MSEs/business groups after completing vocational short-term training, liability to submit tangible evidences that reveal about their economic problems passing entrance exam during the selection process for the training. Candidates to be involved on hotel service training should have normal	This is noted

	physical appearance (not disabled), and good physical condition in terms of body weight and physical fitness	
Regional Officials and Officers	The Children, Women, and Social Affairs Offices of the respective cities collaborate with PTCs in the provision of trainings on reproductive health, awareness on gender and related issues. The health offices of the respective cities also support the colleges in providing awareness on the pandemic, HIV and sexually transmitted diseases and reproductive health.	This is noted
	Civil Society Organizations (CSOs) in some cities provide training materials (Sebeta) support, sanitary material inputs for girls(all colleges) ,care and support for victims of GBV(Dessie and Dire Dawa), and technical support to some colleges.	EASE beneficiary PTCs (including the trainers and trainees) will contribute to the development of the cities and the surrounding community, regions and the Country. The EASE Project with additional investment, capacity building and technology will contribute to development and smart and greening technology. The PTCs will be center of creation and development of vocational and skills and automation, new businesses and entrepreneurship.
	Community SGBV is widely happening in the regions and cities where EASE beneficiary PTCs are located. Significant numbers of SGBV have been recorded in Somali, Benishangul Gumuz regions, Dessie and Diredwa cities.	This is noted
	There are many reported cases of SEA/SH, including rape in Jigijiga city and Somali region. The Somali region has established a one stop center in Jigijiga and Gode for responding and preventing GBV. The jigjiga one stop service is located in Caramara Hospital. Cases of SGBV are reported in 2014 (115 Cases) and 2015 (57 case within 6 months). All the cases are from Jigijiga city and Fafen Zone. Most rape cases are committed by perpetrators in group in Jigjiga.	This is noted
	Both, individual and group rape in the Somali region was not significant due to the fact strong Islamic and kinship based close relationship the Somali people, previously. However, the cases are increasing due to the following factors: • Rural and urban migration because of the drought affected Somali people • Increasing numbers of terrorists and war refugees in urban centers • Increasing exposure and use of drug and substance in highly expanding urban centers such as Jigjiga, Degehabur and Gode.	This is noted

	According the Benishangul-Gumuz reported case of gender based violence are 906 from 2010 to 2015 E.C Sexual violence and abuse had been happened in the region. SEA/SH happened in Assosa city. For instance, 287 cases took place within 9 months in 2015.	This is noted
	Some substance abuse was reported. Jigjiga PTC gave disciplinary measure to 6 trainees who were found attacking each other and using ashish and shisha in 2014. As a result, they were disqualified from attending the training. In 2015, three male trainees in Jigjiga PTC were found concealing half of a kilo shisha under mattress, the case had been reported to police and punished with 7 years of detention. Substance abuse (shisha, ashish and alcohol) sometimes results in conflict among male trainees within the college.	MoLS has worked closely with concerned stakeholders (MoH, MoE, MoWSA, police, justice) to identify social environments that expose the trainees to substance abuse. A Manual for prevention and consequences of substance abuse has to be prepared. Awareness raising, and training have to be arranged and provided to trainees and staff. Community consultation and using media are important mechanisms for prevention.
	Substance abuse exposing factors exist (available harmful drugs and substances) in all cities where PTCs are located. with police, Bureau of Women and Social Affair substance abuse (shisha and ashish has increasing trend and it is commonly used in the cities. Harmful substance and drug are highly risky and happens frequently since 2012 E. There are cases of harmful substances (hashish and shisha) who have been found and arrested by police in Assosa. According to Assosa city police commander harmful substances are brought in from Shashemene. The Police collaborates in organizing and providing training to the guards of the colleges. Additionally, the police officers undertake frequent supervision of and around the colleges to control illegal activities around the campuses.	