SFG4012

ENVIRONMENTAL & SOCIAL MANAGEMENT FRAMEWORK

THE GENERAL EDUCATION MODERNIZATION PROJECT

FOR APPLICATION WITIN THE
EDUCATION SECTOR DEVELOPMENT FRAMEWORK
AND PROGRAM 2018-2025

Ministry of Education

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1 CHAPTER 1

1.1 Introduction

The General Education Modernization (GEM) project supports the Government of Sri Lanka (GOSL) modernize the primary and secondary education systems in conformity with benchmarks observed in systems of education in middle-income and high income countries. The Project will build on the current - Transforming School Education Project (TSEP) to broaden and deepen the Bank's assistance for the general education sector. The Bank's engagement will involve support for new and innovative initiatives in framing educational policies consistent with the country's development goals and the Education Sector Development Framework and Program (ESDFP) 2018-2025.

The project is designed to generate significant benefits in terms of: (a) establishment of systems to enhance the quality of general education through teacher development programs, improvements of national assessments of learning outcomes through the incorporation of international modules, promotion of learning in civic education and social cohesion, development of a School-Based Mental Health Program, curriculum modernization and diversification, promotion of inclusive education, etc.; and (b) improvements in stewardship of general education sector through support for school improvement programs, strengthened school-based systems to enhance the quality of general education, etc. Under the project, civil works and other activities associated with expansion of schools are expected but these are likely to take place on spaces in existing schools or other public lands. As such, impacts from land acquisition during the construction phase are expected to be minimal, if any, and easily manageable with inbuilt due diligence. Accordingly, as a risk mitigation measure, an Environmental and Social Management Framework (ESMF) has been prepared for the use during the financing of all physical interventions that fall under the GoSLs Education Sector Development Framework and Program.

1.2 Project Description

A. Project Components

GEM will support the GoSL to modernize the primary and secondary education system in line with international developments in middle-income and high-income education systems. The Project will build on the current World Bank Transforming School Education Project (TSEP) to broaden and deepen the Bank's assistance for the general education sector. GEM will be organized into two components, as outlined below. The Bank's engagement will be broadened through support for new and innovative education development initiatives. The Bank's engagement will be deepened through assistance to strengthen and scale up initiatives that have been successful in the past.

Component One: Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education (US$ 90 million)

Sub-Component One: Curriculum Modernization and Diversification

The objective of this sub-component is to modernize and diversify the curriculum of general education to make students' learning experiences more compatible with the changes in Sri Lanka's society and economy. This will include placing greater emphasis on strategic subjects for economic development such as English language and mathematics. It will also support the broadening of choices in the GCE A-level grades so that students have flexibility to select subjects from among the arts, management, science, technology and vocational streams. This will require a strategic focus on career guidance for children after the GCE O-level examination; which from 2017

onwards will no longer be a pass/fail examination, but will instead be used to enable students to select the GCE A-level curriculum streamed most in line with their aptitudes and abilities. The country is introducing digitally-enabled learning material into the school curriculum, as modern children use digitally-enabled instruments such as mobile phones and have digital aptitudes. The Project will assist the country to develop digitally-enabled learning material for English language and mathematics, with a focus on children from schools located in more disadvantaged regions.

Improving English Language Learning

English-language skills are widely acknowledged as central to success in the competitive global knowledge economy. The GoSL is strongly committed to English Language Learning Enhancement (ELLE) in schools. Accordingly, GEM will prioritize support for the development of a strong and effective ELLE program for primary and secondary grades. The objective of this component is to ensure that students leave the general education system with an adequate level of proficiency in the key language skills of vocabulary, reading and writing. GEM will support ELLE to implement the following activities in schools: (a) create an English language immersion environment to produce an acquisition rich environment for students to acquire the language, where day-to-day conversation, and extra and co-curricular activities, would be in English during at least a part of the school week; (b) encourage and affirm students who read books in the English language, and engage with English language technology, as appropriate to their ages; (c) encourage families to create an environment at home which fosters English language learning, including English language reading material and TV, and discussion and conversation in English at home; (d) promote co-curricular and extra-curricular activities such as English literary, drama and debating societies; and (e) other innovative activities to facilitate English language learning. Initially GEM will support the ELLE program in a selected set of schools. Based on the experience of the ELLE in these schools, it will be fine-tuned and expanded to further schools. The initial set of schools selected will include schools which send substantial numbers of arts and management students to universities. The school-based activities of ELLE would be supported through school-management committees under the EPSI. School-based learning enhancement grants (SBLEGs), which will be a key part of the EPSI, would assist the activities to improve English language skills. The amount of resources provided to schools through SBLEGs would be increased, over time, as an incentive and reward for schools that perform better in improving the English language skills of their students.

GEM would also support the MoE and the National Institute of Education (NIE) to undertake a review/revision of the English language syllabus, textbooks, and teaching materials for primary and secondary grades. Current implementation feedback suggests that the English syllabus is not sufficiently-aligned with textbooks and teaching materials, which impedes the English teaching and learning process. The syllabus and textbooks will undergo a thorough review process to check for quality as well as internal consistency. Another broad area of support would be for English teacher training. This would include support for pre-and in-service teacher training and development programs as well as the capacity building of Regional English Support Centers (RESCs) to deliver high-quality in-service teacher training. GEM will support activities aimed at improving English in the most disadvantaged communities. This would include targeted remedial interventions for students in rural and estate schools.

Improving Mathematics Learning

Fundamental math skills are crucial for high performance in many sectors of the modern workplace. These skills are also essential for success in everyday life. Foundational mathematical skills must be developed at early stages of the education system and once this window of opportunity is missed, it is difficult to remedy at later stages of the education system. GEM will support schools to: (a) improve their mathematics teaching-learning environments through the provision of equipment and technology; (b) assist Teachers Centers (TCs) to design and implement high quality in-service mathematics teacher coaching and training programs, based on the subject content and

pedagogical training needs of teachers; and (c) provide support to develop effective remedial programs for early grade mathematics, to ensure that all children leave the primary education stage with a strong grasp of fundamental mathematics. Special attention would be targeted at remedial interventions for students in rural and estate schools where mathematics outcomes are especially low. In addition, special support would be provided to GCE A-level Arts and Management students who take mathematics as a subject. This would improve their employment and higher education opportunities. The school-based learning enhancement grants would assist the activities to improve mathematics skills. The quantity of funds provided to schools through these grants would be increased, over time, as an incentive for schools that improve the mathematics learning outcomes of their students.

Strengthening Career Guidance

Career guidance is important for students as expert guidance on future academic and career choices. GEM will assist schools to develop a distinct cadre of career guidance teachers. The career guidance provided in schools will focus on the range of activities needed to better equip students to plan well for life within senior school and the post-school labor market, in line with their aptitudes, competencies and interests. It will include activities such as: (a) career information and provision of advice; (b) competency assessment; (c) mentoring; (d) supporting career decision-making; and (e) developing career management skills. GEM will support the development of tools to help students identify their talents/interests relating to possible future career pathways. In addition, principals, teachers, students and parents will be assisted to develop an understanding of the important role career guidance and career education can play in students' lives. Consideration will be given to having civic education teachers become career guidance teachers, where feasible, as they already deliver careers education. GEM will also assist the NIE staff to train career guidance teachers and the career guidance unit through the development of a diploma in career guidance. Annual 'career fairs' for students from Grade 9 upwards, also open to parents, will feature in all nine provinces. Special attention under this activity will be given to girls, to promote female labor force participation and better employment prospects in adulthood.

Promoting Digital Learning Material

GEM will support the Education Publications Department (EPD) to produce high quality, learner friendly digital learning resources, such as smart textbooks, with special emphasis on English and mathematics. In these subjects, the EPD will produce both print versions of textbooks and interactive e-books which are attractive for students and enable teachers to engage in novel teaching methods. Particular attention would be given to e-textbooks and reading material for children with special learning needs. These digitalized books could be copied to DVDs and distributed to students. Students could access them in school or elsewhere. GEM would also support the EPD with the preparation of books in cross-cutting topics such as mental health, reproductive and sexual health, and psycho-social health education. GEM would also support the EPD with human resource development of young staff members in textbook writing, and designing and publishing of digital learning resources.

Sub-Component Two: Teacher Development

Teacher development and education will be a strategic component supported by the Project. GEM will support the continuous improvement of the competencies, skills and knowledge of the stock of teachers through on-site school-based and off-site institutions based continuing teacher development programs. In addition, GEM will also support the pre-service teacher education of teachers by strengthening the National Institute of Education (NIE) and National Colleges of Education (NCOEs). Three specific initiatives will be supported under this component.

School-Based Professional Teacher Development

School-based professional teacher development (SBPTD) is internationally recognized as the most effective form of continuing teacher development. GEM will support the GoSL to develop the current school-based teacher development (SBTD) framework to a more advanced program. Under SBPTD, teachers will be encouraged to continuously improve their pedagogical skills and competencies based on their everyday teaching experiences at the classroom level, and through the sharing of knowledge and experiences with teacher colleagues. SBPTD seeks to produce the following results: (a) more specifically link teacher development activities, including subject knowledge and pedagogical skills, to student learning needs; (b) encourage teachers to implement innovative teaching-learning methods to promote the socio-emotional skills of students; and (c) more closely integrate teacher development needs within the processes of annual school planning under the Enhanced Program for School Improvement (EPSI) and feedback from the quality assurance activities of the Sri Lanka Education Inspection Service (SLEIS). The MoE and Provincial Education Authorities (PEAs) will support the process by strengthening the monitoring and support mechanisms to ensure that SBPTD activities are conducted effectively to target the key teaching-learning needs of schools, and that existing resources for SBPTD are fully utilized by schools. Schools will set aside a minimum of six days per year, two days per terms, for SBPTD activities. These SBPTD activities will be conducted within the school holidays and close to the commencement of the next school teaching term. Resources for the SBPTD would be provided to schools. The schools that perform well in achieving the results of the SBPTD program would receive more resources over time, as an incentive and reward for good performance.

Teacher Centers (TCs)

The Project will promote the academic and professional competencies of teachers through teacher education institutions such as Teacher Centers (TCs). There are about 105 TCs, approximately one per zone. These TCs support continuous teacher training through: (a) continuous teacher training programs to improve and update the subject content knowledge of teachers; (b) facilitating in-service teacher training programs to strengthen teaching skills and methods; (c) supporting school-based professional development programs based on demand from schools; (d) conducting vocational counselling programs; (e) providing a meeting place for teachers; (f) serving as a resource center for teachers; (g) providing residential interactive experiences for teachers who have been trained only through distance-learning mode; and (h) providing opportunities for field training of student teachers. Under GEM, the TCs would especially support in-service teacher training in key subjects and areas including civic education, social sciences, primary education, counselling, and career guidance. GEM will support: (a) the capacity building of administrators and academic staff of TCs; (b) the improvement of their teaching-learning environments through the provision of equipment and technology; (c) the TCs to design and implement high quality in-service training programs based on the training needs of teachers; (d) the development of standards and guidelines for TCs; and (e) the establishment of a mechanism to enable the TCs to function effectively by granting them financial autonomy and converting them to cost centers.

Pre-service Teacher Education

GEM will assist the development of the pre-service teacher education institutions, specifically the NIE and NCOEs, to modernize courses and programs, especially in the use of technology for teaching and learning. Currently there are 19 NCOEs which annually produce around 3,300 diploma holders (trained teachers) who are qualified to teach at either primary (Grades 1-5) and junior secondary (Grades 6-9) level. The curriculum and the syllabi of NCOEs are developed by the NIE. The curriculum consists of an academic component, a professional component and a general component, which are implemented over a 2-year-period, followed by a one-year internship in schools. The syllabi consist of details about the competencies, competency levels, subject content, methodology, time and assessment processes. Activities supported by the GEM Project would include: (a) modernizing the pre-service teacher education curricula; (b) human resource development of young teacher educators to obtain Masters' degrees from reputable overseas universities; (c) strengthening the equipment, technology and facilities of the NCOEs. The

Project will place special emphasis on the NCOEs training teachers in subjects such as English, civic education, social sciences, primary education, counselling, and career guidance.

Sub-Component Three: System Level Quality Assessment

Quality Assurance

GEM will support the GoSL to undertake impartial quality assurance of the school system through the development of Sri Lanka Education Inspection Service (SLEIS). GEM will assist the development of policies, protocols, guidelines, working practices and tools, procedures and pilot inspections that comply with best international practice in the external evaluation of schools. The role that stakeholders, including students, teachers, and community representatives such as parents, past pupils and local well-wishers through the school management committees (SMCs) and school development committees (SDCs), can play in supporting school self-evaluations will be a key focus. In addition, GEM will assist the Inspectorate to deliver services that contribute to the nurturing and development of schools, with special attention to the more disadvantaged schools. Inspection criteria will be open and procedures transparent. Inspection will take full account of a school's self-evaluation. Greater focus will be given to delivering qualitative rather than quantitative evaluations. In all quality assurance matters, the same six-point scale and terms, as used in each school's self-evaluation, will be applied to evaluate practice, as this aids consistency and understanding. GEM will assist in the initial training of newly appointed inspectors, including part-time associate inspectors drawn from school principals and other relevant provincial and zonal officers. The thrust of inspections will be on supporting schools through school improvement, including identifying best practice and sharing this widely, identifying aspects for improvement and reporting openly to schools, parents and the community. In addition to the inspection of individual establishments, the SLEIS will inspect widely across schools and report on specific themes. Inspection reports will enable the MoE, NIE, provinces, zones and schools to improve practice and thus raise the quality of leadership, teaching, students' learning experiences and achievements.

Modernized Assessment of Learning Outcomes

The assessment of learning outcomes is extremely important for policy makers and education technocrats. These assessments provide policy makers with information on how well students are learning; on disparities in learning outcomes between geographical areas or population sub-groups; factors associated with learning levels; and changes in learning outcomes over time. GEM will support the GoSL to conduct a series of learning assessments reflecting modern international practices. GEM will assist Sri Lanka to enrich the regular national assessments of learning outcomes through the incorporation of international modules from the PISA. This will enable schools to adapt their curriculum implementation activities to the learning framework of the PISA. GEM will also support the country as it seeks to qualify for the next PISA which will be conducted in 2021. This will help benchmark learning levels in Sri Lanka to international standards. In addition, GEM will support the country to implement the Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA). These will provide tools for the assessment of foundational early grade competencies in reading and mathematics. The assistance from GEM will cover the human resource development and capacity building of staff in the MoE, NIE, and the universities, to undertake international quality assessments; analyze and report on the information from the various types of assessments; and use the findings and conclusions from these assessments for policy and program development. The range of assessments supported under GEM will be useful for policy makers and technocrats in areas such as curriculum development, pre-service teacher education, continuing teacher development, and in the production of educational material, including textbooks. The variety of learning assessments will also provide feedback to the PEAs on the performance of the education systems in the provinces. The assessments will be designed to enable comparisons across provinces and by other groupings, thereby enabling education policy makers to identify areas

and groups that are lagging behind in terms of achievement, and to design strategies to address the special requirements of these lagging regions and/or groups.

Sub-Component Four: Enhanced Program for School Improvement

GEM will support the strengthening of school-based development activities and their management through the Enhanced Program for School Improvement (EPSI). The EPSI will help schools conduct a regular school-based management cycle of planning, implementation, school self-review, reporting of results, and further fine-tuning and updating the school plans. School level activities, including the SBPTD program, will be supported through the EPSI. Under the EPSI, there will be greater budgetary provision for schools through school-based learning enhancement grants (SBLEG). The SBLEG will be given to schools based on a formula which aims to give more support to disadvantaged schools. The SBLEG can be used by schools for activities that promote learning outcomes and socio-emotional skills of students, and for teacher development under the SBPTD program. Schools will have greater authority to manage funds with wider spending thresholds. There will also be better accountability to local school communities through school self-evaluation reports. These reports will describe the degree of attainment of the school's performance targets against the school improvement plan for that year. The self-evaluation reports will also provide the basis for the external reviews from the School Inspectorate. The reports would be made available to the public, including parents and students. The information provided in the self-evaluation report is also expected to improve school level planning and implementation. The new EPSI model will have a special focus on achieving the following results: (a) facilitating the participation of key stakeholders from the local communities, such as parents, past pupils, and local well-wishers, in priority school development activities; and (b) using SBLEGs to empower and enable schools to make decisions, and implement and monitor innovative activities to improve teaching and learning, with a key focus on improving learning outcomes and socio-emotional skills of students. The SBLEGs will also be used as an incentive for better school performance, as schools which show good progress on key outcomes over time would be rewarded with greater resources. School development committees (SDCs) with wider school communities will develop budget estimates, formulate school improvement plans, and make arrangements for implementation of school decisions. SDCs will also undertake annual reviews of school performance and report to the wider stakeholders and the Zonal Director of Education. School management committees (SMCs) will have teams which focus specially on implementation of SBPTD, ELLE, the promotion of good citizenship education, and the promotion of socio-emotional skills of students.

Sub-Component Five: Strengthening Education Leadership and Management

School leadership has become a priority in the international education policy agenda. School principals play a vitally important role in improving school outcomes through a variety of activities, including ensuring a favorable learning environment in schools, positively influencing the motivation and capabilities of teachers, and promoting collaboration between the school and local communities. In the past, many school principal positions have been occupied by unqualified acting principals. The MoE has initiated a program to replace these with properly qualified principals. The GEM will assist the MoE to implement this program. Important leadership and management skills that principals will be expected to acquire, under GEM, are the abilities to: (a) clearly articulate the vision and educational goals of schools; (b) organize schools to implement the curriculum effectively; (c) match the pedagogical competencies of teachers to the classroom and co-curricular needs of schools; (d) appraise staff, especially teachers, and progressively improve their competencies and skills; (e) motivate staff and students towards high performance; (f) providing leadership for school management and administration, especially in the optimum utilization of human, physical and financial resources to promote school goals; (g) develop close ties with community organizations, including parent-teacher associations and past pupils associations; and (h) maintain high visibility and accessibility to pupils, teachers, parents and other community members. GEM will support the MoE to redefine the school leadership and management responsibilities and build the capacities of school principals and

section heads for school leadership and management. The specific capacity building needs of principals of primary schools compared to secondary principals will be given special attention. This capacity building will also help implement the EPSI. This will be especially needed as greater management responsibility and financial powers are devolved to schools.

GEM will assist the MoE and PEAs to develop the human resources of young officials in the Sri Lanka Education Administrative Service (SLEAS), Sri Lanka Teacher Educators Service (SLTES), and curriculum developers in the NIE. Young staff from these institutions will be supported through scholarships for Masters degrees, in relevant subjects, in internationally recognized universities abroad. This will contribute to succession planning so that when current highly-trained staff retire there is a cadre of equally highly-trained, experienced staff ready to take their place. SLEAS staff will be given opportunities for Masters degrees in Education Planning, and in Education Administration and Management. NIE curriculum developers and teacher educators will be given opportunities for Masters degrees in subjects relevant for their disciplines. Special emphasis will be given to subjects such as English, civic education, social studies, and primary education.

GEM is an ambitious and wide-ranging project, and as the reforms unfold, further capacity building, especially organizational and technical capacity, will be critical for successful implementation of the reform program. In particular, the MoE and the Provinces (including zones and divisions) will require capacity building in the use of modern equipment and technology for managerial tasks, information retrieval and processing, efficient forward planning of routine services, logistics handling and administration, and English language fluency and competence. This capacity building will be supported under GEM, drawing on resources available in the country, as well as strategically selected institutions overseas.

Sub-Component Six: Promoting Social Equity and Inclusion through Education

Developing good citizens is an important dimension of a general education system. In the context of Sri Lanka, which experienced a 30-year ethnic based civil war, promoting a favorable environment for a modern liberal, multi-ethnic, multi-religious democracy is extremely important. This sub-component will support the GoSL to implement appropriate initiatives in this direction. This sub-component will also promote inclusion to respond to the diversity of needs among all students, especially children who are at risk of being excluded, marginalized, or otherwise disadvantaged in their pursuit of educational opportunity.

<u>Supporting Social Cohesion through Education</u>

In Sri Lanka, the stated aim of civic education is to help achieve a sustainable peace in the country. The history taught in secondary schools also plays a crucial role in shaping national identity. As such, there are obvious synergies between the objectives of the civic education and history syllabi and the efforts of the Peace and Reconciliation Unit (PERU), which is a unit tasked with promoting social cohesion through education. GEM will support the promotion of social cohesion through the development and implementation of the civic education and history curricula. GEM support for the broader social cohesion agenda will focus on the development and implementation of effective approaches to teaching civics and history in ways that promote respect for diversity and social inclusion. GEM support in this area will focus more specifically on the developing those aspects of the curriculum that contribute to sustainable social cohesion efforts. This will include support for reviewing and strengthening the social cohesion aims of the curriculum and textbooks, sensitization of teachers, in-service advisors (ISAs), school principals on the crucial role of education in the promotion of social cohesion, and the training of teachers, to teach the relevant areas of the curriculum. Exchange programs, co-curricular activities and extra-curricular activities among schools with different ethnic and religious populations, such as literary events, drama, and music and artistic events, will be supported.

Strengthening Inclusive Education

Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs. There is growing evidence that schools with an inclusive approach are the most effective at combating discriminatory attitudes, building an inclusive society and achieving learning for all. GEM will support the development of an inclusive approach to education in schools. This approach should be guided by a strong policy on inclusion, which describes Sri Lanka's vision for inclusive education and explains how the capacity of the education system can be strengthened to include all learners in education and to help them achieve their full potential. Specifically, GEM will support teacher training in special educational needs (SEN), mainly through certificated programs from the NIE, with a view to providing schools with access to teachers with specific training in SEN. Such a teacher would be able to assist other teachers in the school, advise on, and coordinate, provision for children with SEN as well as acting as a resource to support other children at risk of being marginalized in the system. Thorough all these support activities, GEM will aim to help all teachers have the knowledge and skills to provide for students with SEN in an inclusive environment.

Strengthening School Health, Counselling and Well-Being

GEM will support the development of a School-Based Mental Health Program (SMHP), which would be embedded into School Health and Nutrition Program (SHNP)[1]. This expanded SHNP, including the SMHP, will promote a two-tiered approach to mental health through universal and targeted interventions for students. Universal services would be aimed at promoting resilience among students by developing their socio-emotional skills and creating a safe social environment for children through: (a) programs to sensitize the school community to the importance of mental health and wellbeing; (b) the training of teachers and other school staff in the identification of mental health issues and measures to prevent further escalation; and (c) cross-cutting approaches and strategies that contribute to the development of a healthy psycho-social environment for children. An effective SMHP will require a strong school-based counselling program, not only to provide targeted interventions for students at risk because of mental health issues, but also to play a coordinating role in the delivery of school-based mental health programs. As such, GEM will also support the development of school-based counselling services. This will include the establishment of counselling centers in schools and the training of school-based mental health focal points/counsellors. These school-based counselling units will work collaboratively with the mental health professionals under the Ministry of Health (MoH), building on existing mechanisms for coordination between the MoE and MoH.

Component Two: Program Operations and Technical Support (POTS) (US$ 10 million)

The POTS component will be an Investment Project Financing (IPF) credit for an amount of US$10 million. The main objective of this component is to assist the MoE to coordinate, implement and monitor the GEM Program component through operational and technical assistance (TA). The POTS will cover operations and monitoring support; technical assistance; program coordination; capacity building; policy research and evaluation; and communication. There will be an Operations Monitoring and Support Team (OMST) in the MoE to implement the POTS. The OMST will be staffed by education experts linked to the sub-components of the GEM. These will be experts with high-quality expertise and a proven track record of performance in the relevant areas. In addition, the OMST will have managerial and administrative staff. The managerial and administrative staff will be recruited under the GoSL circular applicable for Cadre and Remuneration Management of Projects. Consultants needed will be recruited under the World Bank Consultant Guidelines.

[1] The official name of the SHNP in Sri Lanka is the School Health Promotion Program.

The POTS component will finance goods and consultant and non-consultant services. This will include equipment, software, staff payments and other incremental operating costs, rental of space for the OMST office, workshops, conferences, symposia, resource persons, transport, and office furniture for the OMST. All activities under the POTS component will be subject to technical prior review and no objection by the World Bank's general education task team. This will include the prior review of the TORs for studies and consultancies and the consultants selected, and all overseas HRD programs.

Zero Component: Contingent Emergency Response Component (CERC) (US$ 0):

This component will allow for rapid reallocation of project proceeds in the event of a natural or man-made disaster or crisis that has caused or is likely to imminently cause a major adverse economic and/or social impact. To trigger this component, the GoSL would need to declare an emergency, a state of a disaster or provide a statement of fact justifying the request for the activation of the use of emergency funding. To allocate funds to this component the GoSL may request the World Bank to re-allocate project funds to support response and reconstruction. If the World Bank agrees with the determination of the disaster, and associated response needs, this proposed component would draw resources from the unallocated expenditure category and/or allow the government to request the World Bank to re-categorize and reallocate financing from other project components to cover emergency response and recovery costs. This component could also be used to channel additional funds should they become available as a result of an emergency. Disbursements would be made against a positive list of critical goods or the procurement of works, and consultant services required to support the immediate response and recovery needs. An Operations Manual will apply to this component, which will be part of the project operations manual, detailing financial management, procurement, safeguards and other necessary implementation arrangements.

1.3 Purpose of the Environmental and Social Management Framework (ESMF)

The main purpose of the Environmental and Social Management Framework (ESMF) is to identify potential environmental and social impacts with regard to any physical interventions that will be undertaken by the Education Sector Development Framework and Program the project supports and to provide broad guidelines outlining measures, processes, institutional arrangements, procedures, tools and instruments that need to be adopted by the project and integrated into project implementation to mitigate any adverse environmental or social impacts.

The ESMF will be consistent with the relevant World Bank Safeguard Policies as well as the Sri Lanka Government's environmental and social safeguard polices including the National Involuntary Resettlement Policy (NIRP) that is in effect since 2001. More specifically, the objective of the ESMF is to ensure that activities under the proposed operations will address the following issues:

- protect human health;
- minimize environmental degradation because of either individual sub-projects or their cumulative effects;
- prevent or compensate for any loss of land and/or livelihood;
- minimize impacts on cultural property; and
- enhance positive environmental and social outcomes.

This ESMF will serve as the guiding document for undertaking safeguards analysis for all physical interventions funded under the government's program. While the location, scope and nature of the rehabilitation/construction activities are not known at the preparatory stage the ESMF has been prepared to ensure proper due diligence on environmental and social aspects are undertaken. It will act as a guide to be used during implementation at the point the scope and designs of all physical interventions will be known.

The safeguards management process under environmental safeguards, recommended in the ESMF, primarily includes the preparation of a site specific Environmental Management Plan (EMP) for all physical intervention

subprojects identified, post the design stage, including guidelines for the construction of other planned interventions such as sanitary facilities. Likewise, for social safeguards issues, the ESMF outlines the measures that will be taken to ensure that any adverse impacts arising from land acquisition, will be addressed during project implementation. The details of the guidelines are elaborated in the accompanying Social Impact Management Framework (SIMF) prepared under the project. The ESMF outlines both national and World Bank standards to be adhered to during the implementation of physical interventions, drawing experience and lessons learned from the implementation of safeguards within GEM. It outlines due diligence mechanisms from environmental and social screening to safeguard instrument preparation to management and monitoring of subprojects that may be financed under the government's program.

The project coordinating unit will include an Environmental Specialist and a Social Specialist to guide the Implementing Agencies (IAs) on the ESMF and facilitate the implementation of safeguard procedures with in the program. The ESMF will include guidance on conducting environmental and social screening, preparation of environmental and social assessments and management plans as well as on monitoring, which will be key elements in ensuring sound environmental and social practices during the implementation of physical interventions in schools.

2 Legal Framework

In Sri Lanka, there are over 80 legislative enactments that directly or indirectly relates to protecting and conserving the natural environment and human health. While most of these laws address specific issues pertaining to environment in the respective sector, it was the introduction and enactment of the National Environmental Act (NEA) that provided the overarching legal basis for regulation of pollution and protection of the environment from all sources in a comprehensive manner. The following section outlines the broad legal and institutional framework in Sri Lanka for environmental management and World Bank's environmental safeguards requirements, which will be relevant to the proposed project.

2.1 National Environmental Laws and Regulations

2.1.1 National Environmental (Amendment) Act No. 53 of 2000

As mentioned earlier, a law to incorporate and cover all aspects of environment was made for the first time in 1980. This is the National Environmental Act (NEA) No. 47 of 1980, the basic national decree for protection and management of the environment. The NEA has seen several amendments in the past in a bid to continually make improvements and to respond to the challenging needs of the time. There are two main regulatory provisions in the NEA implemented by the Central Environmental Authority (CEA) through which impacts on the environment from the process of development is assessed, mitigated and managed.

- The Environmental Impact Assessment (EIA) procedure for major development projects. Regulations pertaining to this process have been published in 1993 and are available with the CEA.
- The Environmental Protection License (EPL) procedure for the control of pollution. Regulations pertaining to this process have been published in 1990 and are available with the CEA.

2.1.2 Environmental Impact Assessment

Sri Lankan Government recognizes EIA as an effective tool for the purpose of integrating environmental considerations with development planning. The application of this technique is considered as a means of ensuring that the likely effects of new development projects on the environment are fully understood and taken into account before development is allowed to proceed. The importance of this management tool to foresee potential environmental impacts and problems caused by proposed projects and its use as a means to make projects more suitable to the environment are highly appreciated.

The legal provision for EIA in Sri Lanka was first included in the Coast Conservation Act No. 57 of 1981 (see below). These provisions were restricted to the Coastal Zone as defined by this Act. The broader legal framework

for the EIA process in Sri Lanka was laid down by the amendments made to NEA in 1988 through National Environmental (Amendment) Act No. 56 of 1988. The provision relating to EIA is contained in Part IV C of the National Environmental Act. The procedure stipulated in the Act for the approval of projects provides for the submission of two types of reports Initial Environmental Examination (IEE) report and Environmental Impact Assessment (EIA) report. Such reports are required in respect of "prescribed projects" included in a Schedule in an Order published by the Minister of Environment in terms of section 23 Z of the act in the Gazette Extra Ordinary No. 772/22 dated 24th June 1993. This amendment makes EIA mandatory for whole of Sri Lanka and transformed Central Environment Authority (CEA) into enforcement and implementing agency.

Further, any developmental activity of any description whatsoever proposed to be established **within one mile of the boundary of any National Reserve**, should receive the prior written approval of the Director of Wildlife Conservation. The Fauna and Flora (Protection) Ordinance mandates that the project proponent should furnish an IEE of EIA report in terms of the National Environmental Act for this purpose. In order for a project to be approved the project proponent should submit either an Initial Environmental Examination (IEE) report or an Environmental Impact Assessment (EIA) report. If it's an EIA report that has been submitted there is mandatory period of 30 days during which the public can inspect the document and comment on the report. Further, a public hearing may be held to provide an opportunity to any member of the public to voice their concerns. A decision whether to approve the project will be made only after public consultation is done and necessary major issues are resolved.

The EIA process is implemented through designated Project Approving Agencies (PAAs). PAA's are those organizations that are directly connected with such a prescribed project. At present, 23 state agencies have been recognized by the Minister as PAAs which include the DWC, FD and CEA. A given organization cannot act both as the PAA as well as the project proponent. In such cases the CEA will designate an appropriate PAA. Similarly when there are more than one PAA the CEA must determine the appropriate PAA. In the event of doubt or difficulty in identifying the appropriate PAA, CEA itself will function as the PAA.

2.1.3 Strategic Environment Assessments

Although project level EIA is an effective tool in addressing environmental impacts at project level, it often fails to take into account cumulative impacts of several projects. Under such circumstance Strategic Environment Assessment (SEA) is a more effective tool in identifying cumulative impacts on the environment of a specific policy or program of works. At present SEA is still not a mandatory requirement in Sri Lanka. However, the Cabinet of Ministers has approved implementation of SEA for policies, programs and plans in Sri Lanka. Therefore, all Ministries, Departments and Authorities who are responsible for implementing a new policy, plan or program should carry out a SEA for the new policy, plan or program prior to its implementation and submit a copy of the SEA report to the Central Environmental Authority for review and comments.

2.1.4 Coast Conservation Act (CCA) No.57 of 1981

The projects located wholly or partly within the coastal zone (the area lying within a limit of three hundred meters landwards of the Mean High Water line and a limit of two kilometers seawards of the Mean Low Water line) must undergo the approval process that is laid down in the Coast Conservation Act irrespective of its size. Only those projects located totally outside the Coastal Zone will be subject to the approval process laid down in the National Environmental Act. Therefore, any development work taking place within this zone falls under the jurisdiction of Coast Conservation Department (CCD). According to the CCA, Director of the CCD has the discretion to request for an EIA/IEE from the project proponent if the initial screening reveals significant impacts in the coastal areas by the project. The process is very much similar to the NEA excepting that the Director of the CCD reserves the right to request for an EIA/IEE and also to make a final decision.

2.1.5 Fauna and Flora Protection Ordinance (FFPO) Amended Act No. 49 of 1993

EIA provisions are also included in the Fauna and Flora (Amended) Act No. 49 of 1993. According to this Act, any development activity of any description what so ever proposed to be established within a national reserve or within

one mile from the boundary of any national reserve, is required to be subjected to EIA/IEE, and written approval should be obtained from the Director General, Department of Wildlife Conservation prior to implementation of such projects. The FFPO follows a similar process as the NEA in conducting scoping, setting the terms of reference, preparation of EA, review of EA and public consultation and disclosure. The decision of project approval or disapproval is finally granted by the Director of the Department of Wildlife Conservation.

2.1.6 The 13th Amendment to the Constitution of Sri Lanka.

The Constitution of Sri Lanka contains several provisions, relating to the environment (i.e. Article 27 (14) and Article 28). The 13th Amendment introduced a new level of institution for environmental protection and management. Thus, provincial government under this Amendment has legislative and executive power over environmental matters (i.e. Article 154 (A) 9, 19 and (III) 17). According to such provincial legislative and executive power, the North Western Provincial Council adopted the North Western Provincial Environmental Authority to control, prevent and monitor all environmental related activities in the North Western Province.

2.1.7 Pradeshiya Sabha Act No. 15 of 1987.

Section 12 (2) of the Pradeshiya Sabha Act has authority to appoint a separate committee to advise on environmental matters. Section 105 of the Act states the prohibition of polluting water or any streams. While Section 106 refers to pollution caused by industry and related offences. The Pradeshiya Sabah is entrusted with granting of permission for the built environment within its jurisdiction. It also serves to ensure public health, solid waste collection, and disposal and deal with nuisance under this Act.

2.1.8 Flood Protection Ordinance – Act No. 22 of 1955.

This ordinance provides necessary provisions to acquire land or buildings or part of any land or building for the purpose of flood protection.

2.1.9 Mines and Minerals Act No. 33 of 1992.

The Geological Survey and Mines Bureau established under Act No. 33 of 1992 Mines and Minerals Act. Under this Act, mining falls within the purview of the Geological Survey and Mines Bureau (GSMB). Mining and exploitation for minerals, including sand must be licensed under the Act by the GSMB. Mining licenses are issued only to qualified individuals and companies registered to do business in Sri Lanka. Mining is not permitted within Archaeological Reserves and within specified distance of monuments. New mining licenses are subject to the EIA process, if the type and extent of mining is listed under the EIA regulations. Additionally, the GSMB has power to stipulate conditions including the taking of deposits and insurance for the protection of environment. Regulations made by the GSMB under the Act cover a variety of environmental stipulations, criteria and conditions for licensing and operating mines. This also covers the disposal of mine wastes. The Act also deals with the health, safety and welfare of miners. Reclamation of mines is a major problem in Sri Lanka and due to current practice requires the mining enterprise to make a deposit to cover costs of recovery. Mining rights on public and private land are subject to licensing by the GSMB and all minerals wherever situated belonging to the State. The right to mine particular parcels of public land maybe subjected to EIA procedures as well as to lease for permit conditions.

2.1.10 Fauna and Flora Protection Ordinance – Act No. 49 of 1983 amended in 2008.

This Act provides for the protection, conservation and preservation of the Fauna and Flora of this country. Under the Fauna and Flora Protection Ordinance (FFPO), five categories of protected areas are established viz. Strict Nature Reserves , National Parks, Nature Reserves, Jungle Corridors and Intermediate Zones. The CA has gazetted all the forest and wildlife reserves as environmentally critical areas to be governed by both FFPO and the Forest Ordinance, under emergency regulations. Under the Act No. 49 of 1993, new sections inserted as 9 (a) states that No person or organization, whether private or State shall within a distance of one mile of the boundary of any National Reserve declared by order made under Section 2, carry out any development activity of any description

whatsoever, without obtaining the prior written approval of the Director. Therefore, every application is subjected to follow Act No. 47 of 1980 – National Environmental Act, and thus subjected to follow Environmental Impact Assessment (EIA) or Initial Environment Examination (IEE) procedures.

2.1.11 Forest Ordinance – No. 17 of 1907 and subsequent amendments.

The Forest Ordinance of Sri Lanka is the law for conservation, protection and management of forest and forest resources for the control of felling and transport of timber and forest related matters. The Forest Ordinance of No. 17 of 1907 amended by several Acts up to 1995 – Act 34 of 1951, No. 49 of 1954, No. 13 of 1966, No. 56 of 1979, No. 13 of 1982, No. 84 of 1988, and the new Act No. 23 of 1995.

Under Section 4 of Act No. 23 of 1995, the Minister is in charge of forests, has special powers to order and declare any specified area of State land or the whole or any specified part of any reserve forest which has unique ecosystems, genetic resources or a habitat or rare and endemic species of flora , fauna, micro-organisms and of threatened species which need to be preserved in order to achieve an ecological balance in the area by preventing landslides and fire hazards to human life, as a Conservation forest.

Under Section 5 of the Act, a Forest Officer of a specified area has special power to stop any public or private way or watercourse in a reserved forest. It shall be lawful for the District Secretary to determine the amount of compensation to be paid, in case that the water course injuriously affects the interests or one or more individuals to whom on that account compensation should be paid.

Under Section 6 of the Act, the following activities are prohibited:

- Trespassing or permits cattle to trespass,
- Causes any damage by negligence in felling any tree, cutting or dragging any timber,
- Wilfully strips off the bark or leaves from, or girdles, lop, taps, burns or otherwise damages any trees,
- Poisons water,
- Quarries stone, burns lime or charcoal, or collects or subjects to any manufacturing process, any forest produce,
- Extracts coral or mollusc shells or digs or mines for plumbago, gems or other minerals,
- In contravention of any regulations made by the Minister, pastures cattle, hunts, shoots, fishes or sets traps or snares or guns, or constructs, ambushes, or uses any explosive substances.

2.1.12 National Water Supply and Drainage Board (NWSDB) – Law No. 2 of 1974

The NWSDB is the principle water supply and sanitation agency in Sri Lanka. It was established in January 1975 pursuant to Law No. 2 of 1974. Prior to its official mandate, the NWSDB started as a sub-unit, under the Public Works Department for Water Supply and Drainage. In 1965, it became a division under the Ministry of Local Government. From 1970, this division functioned as a separate department under the Ministry of Irrigation, Power and Highways and remained so until the Act was approved by Parliament creating the NWSDB in 1975. General duties of the NWSDB include to develop, provide, operate and control an efficient, coordinated water supply and to distribute water for public, domestic or industrial purpose to establish, develop, operate and control an efficient and coordinated sewerage system.

National Policy for Rural Water Supply and Sanitation – 2001. The National Policy for Rural Water Supply and Sanitation approved by the cabinet in 2001 has laid down the framework for the provision of water supply and sanitation services to the rural sector which is defined as any Grama Niladhari Division within a Pradeshiya Sabha area except those in former Town Council areas that have populations over 6000 people. It provides guidelines as to the minimum requirements needed to ensure health, and levels of service in terms of quantity of water, haulage distance, adequacy of source, equity, quality, flexibility for upgrade, and acceptable safe water supply systems, among others. It prescribes ventilated improved pit latrines as basic sanitation facilities and defines other acceptable options that include, among others, piped sewer with treatment, septic tanks with soakage pits, water sealed latrines with disposable pits. For rural water supply and sanitation, the Policy defines the roles and responsibilities of the Government, Provincial councils, local authorities, community-based organizations (CBO), non-governmental

organizations (NGOs), private sector and international donors. It also sets the scope of regulation for which the provincial councils and local authorities can enact statutes and by –laws.

2.1.13 Prevention of Mosquito Breeding Act No. 11 of 2007.

This Act was passed for the purpose of ensuring the prevention and eradication of all mosquito borne diseases. Under this Act, it shall be the duty of every owner or occupier of any premises to cause (a) open tins, bottles, boxes, coconut shells, split coconuts, tyres or any other article or receptacle found in or within such premises, capable of holding water to be removed, destroyed or otherwise effectively disposed; (b) any well found in the premises and its surroundings to be maintained and kept in good repair so as to make it mosquito proof and thereby prevent the breeding of mosquitoes; (c) any artificial pond or pool found in such premises to be emptied at least once in every week; (d) any casual collection of water within premises which is conducive to mosquito breeding, to be regularly drained; (e) shrubs, undergrowth and all other types of vegetation, other than those grown for the purpose of food or those which are ornamental, found within or outside any building or structure within the premises used as a dwelling place which has become a breeding place for mosquitoes, to be removed ; (f) the removal and destruction of the water ,plants that have the botanical name Pistia Stratiotes and commonly known as "Diya Parandal", "Kondepasei", "Telpassy", "Barawa –Pasi", "Nanayaviraddi" and of any other water plant or plants, found within the premises, which may facilitate the breeding of mosquitoes. Hence, this Act is placed to eradicate , prevent mosquito borne diseases and targets water sources.

2.1.14 The Urban Development Authority (UDA) - Law, No. 41 of 1978 amended by Act No.70 and Amendments.

The UDA is mandated to promote the integrated planning and implementation of social, economic and physical development of areas declared as "Urban Development Areas" under the UDA Act with the overall vision of guidance, facilitation, and regulation of urban development through innovative and integrated physical planning. The UDA, as a part of its mandate provides technical support to local councils who require assistance in developing plans, and has the authority to develop plans when local authorities fail to do so. In case of conflict between local council laws and the Town and Country Planning Ordinance, the UDA Act is paramount in areas designated as urban development areas. The UDA monitors urban areas, including 1 km inland from the coasts in all areas of the coastal zone, and develops land use policies for designated development areas.

2.1.15 Local Authorities: Municipal Council Ordinance –Act No. 29 of 1947 amendments Act 18 of 1979 and Amendments, Urban Council Ordinance 61 of 1939, Acts 13 of 1979 and Amendments.

The Municipal Councils and Urban Councils have similar powers to the Pradeshiya Sabhas regarding approval of buildings plans, maintenance of solid waste, sewerage and public utilities etc. Under these laws all new constructions and modifications to current buildings need to be approved by the appropriate Municipal or Urban Council. By law, the mayor or urban council chairman has the authority to approve building plans. Municipal and Urban councils are required to follow interim planning and building guidelines of the UDA per regulations formulated and published by the UDA. Municipal and Urban councils including those in UDA declared areas approve building plans.

2.2 National Policy Framework related to Social Safeguard and Involuntary Resettlements

The Sri Lankan laws governing matters relating to land, such as land acquisition, recovery of state lands, claiming rights of acquisitive prescription, declaration of reservations, compensation for property losses and compensation for improvements in Sri Lanka are enshrined in a number of legislative enactments, namely but not limited to the following:

(a) Land Acquisition Act (LAA) No 9 of 1950 as amended and LA Regulations of 2008
(b) State Lands Act No 13 of 1949
(c) State Lands (Recovery of Possession) Act No 7 of 1979
(d) Land Development Ordinance No 19 of 1935

(e) Urban Development Authority Law No 41 of 1978
(f) Temple and Devalagam Act
(g) Crown Land Encroachment Ordinance
The brief details of the major legislative tools and regulation of the above are described below:

2.2.1 Land Acquisition Act No 9 of 1950 and LA Regulations of 2008

Land acquisition for public purposes is guided by the provisions, and procedures are outlined in the Land Acquisition Act No. 9 of 1950. Further, the LA Regulations, 2008 were passed in Parliament on March 17, 2009 and made effective by the Government Gazette no 1596/12 of April 7, 2009. The LAA provides a framework for facilitating land acquisition within the country. It provides for compensation for lands and other fixed assets built and grown on them (structures, trees and orchards and crops) and for loss of income for those who could prove their income losses by documentary proof up to a maximum of average net profit for the three years immediately preceding the publication of Section 07 notice under LAA. The Act also guarantees that no person will be deprived of land except under the provisions of the LAA and entitles Affected Persons (APs) to a hearing before acquisition. The Act discourages unnecessary acquisition and specifies that the land should be used for the purpose for which it is acquired, and land that remain unused should be returned to the original owners. Usually, the land acquisition is time consuming and may take anywhere between a few months to about 2-3 years to complete the process.

The provisions of LAA together with the compensation listed in the Government Gazette No.1596/12 of 07th April 2009 largely meet the requirements of the OP 4.12 with regard to paying compensation. However, the LAA does not address all aspects of losses due to involuntary resettlement, especially of the squatters as per the OP 4.12. Further, the law is indifferent to the landowner's present socio-economic conditions or the long term adverse impacts on incomes and livelihood that the acquisition may cause on the affected people.

2.2.2 State Lands Act No 13 of 1949

This Act deals with the provision for the grant and disposition of state lands in Sri Lanka; for the management and control of such lands and the foreshore; for the regulation of the use of the water of lakes and public streams; and for other matters incidental to or connected with the matters aforesaid. Section 51 of the Act stipulates that title to state reservations cannot be acquired by possession or usage. Further, Section 53 exempts state from liability to pay compensation for improvements effected on reservations while Section 54 provides for summary ejectment of offenders in unlawful possession of state reservations. Section 103 of the State Lands Act provides that no person can by possession or use of land acquire any prescriptive title against the crown if such land is (a) after the commencement of the ordinance declared to be the property of the crown under the Land Settlement Ordinance, or (b) after such date acquired by the crown under the LAA, or (c) after such date resumed by the crown under the Land Redemption Ordinance and has at any time prior to or after the declaration, acquisition or redemption been land marked with boundary marks by or under the authority of the Surveyor General.

2.2.3 State Lands (Recovery of possession) Act No 7 of 1979

The provisions for the recovery of possession of state lands from persons in unauthorized possession or occupation thereof are contained in the State Lands (Recovery of Possession) Act No 7 of 1979. Further Section 10 stipulates that no appeal is maintainable against an order of eviction by a Magistrate. Section 13 provides for reasonable compensation for the damage sustained by reason of his having been compelled to deliver up possession of such land.

2.2.4 Land Development Ordinance No 19 of 1935

This ordinance deals with the systematic development and alienation of crown land of Ceylon (Sri Lanka). Chapter VII of the Land Development Ordinance (LDO) sets out the procedure for cancellation of a state land given on a permit or grant for non-compliance of the conditions of permit. Section 106 gives notice to permit holders where

there has been a breach of the condition of permit. If a person failed to appear before the inquiring officer, provision has been made under section 109 of the said ordinance to cancel the permit. Section 110 lays down the procedure where permit holder appears and shows cause for the failure to develop the land as per provision of the permit given to him. Section 112 prescribes the order of Government Agent to be served on the permit holder and to be posted on land. S.113 provides for an appeal to the Land Commissioner against the order of the Government Agent.

The procedure for ejectment (eviction) of a person in occupation of a state land given on a grant is spelt out in Chapter IX of the LDO. Section 168 of the LDO stipulates the offences in regard to state land. It says that if any person without the permission of the Government Agent clears or breaks up for cultivation any state land or erects any building or structure on any state land, fells any trees standing on such land or otherwise encroaches on such land is guilty of an offence and subject to fine and imprisonment. Thus, the rights of a mala fide possessor are not recognized for compensation for improvement under the laws of Sri Lanka.

2.2.5 Urban Development Authority Law No 41 of 1978

Law to provide for the establishment of an Urban Development Authority (UDA) to promote integrated planning and implementation of economic, social and physical development of certain areas as may be declared by the Minister to be urban development areas.

2.2.6 Temple and Dewalagam Act

This Act deals with lands donated to the temples and Devalas (Places of religious significance) by rulers under a deed of dedication, sometimes by "Sannasas" (Order) for the maintenance of such institutions.

2.2.7 Crown land encroachment ordinance

Crown Lands Encroachment Ordinance (Sec.09) created a presumption that all waste lands, forests, unoccupied and uncultivated lands belonged to the state (then crown) until the contrary was proved.

2.2.8 National Involuntary Resettlement Policy (NIRP)

In Sri Lanka, the LAA only provides for compensation for land, structures and crops. It does not require project executing agencies to address other key resettlement issues such as exploring alternative project options that avoid or minimize impacts on people, compensating those who do not have title to but are currently using and dependent on land, or implementation of income restoration measures aimed at the social and economic rehabilitation of displaced persons. To ensure that displaced persons are treated in a fair and equitable manner, and to particularly ensure that people are not impoverished or suffer unduly because of public or private project implementation, Sri Lanka has adopted the 'National Policy on Involuntary Resettlement (NIRP)' to protect the rights of all people affected by development projects. NIRP was approved by the Cabinet of Ministers on 16 May 2001 and declared to be applicable to all development induced resettlement.

The NIRP has five main objectives in implementing to mitigate social impacts of involuntary resettlement under any programs/projects funded by the government or donor agencies: (i) exploring alternative project options which avoid or minimize impacts on people; (ii) compensating those who do not have title to land; (iii) consulting affected people and hosts on resettlement options; (v) providing for successful social and economic integration of the affected people and their hosts; and (v) full social and economic rehabilitation of the affected people. NIRP lists following policy principles which are applicable to all development projects.

- Involuntary resettlement should be avoided or reduced as much as possible by reviewing alternatives to the Project as well as alternatives within the Project.
- Where involuntary resettlement is unavoidable, affected people should be assisted to re- establish themselves and improve their quality of life
- Gender equality and equity should be ensured and adhered to throughout the policy application
- Displaced persons should be fully involved in the selection of relocation sites, livelihood compensation and development options as early as possible
- Replacement land should be an option for compensation in the case of loss of land; in the absence of replacement land cash compensation should be an option for all displaced persons.
- Compensation for loss of land, structures, other assets and income should be based on full replacement cost and should be paid promptly. This should include transaction costs.
- Resettlement should be planned and implemented with full participation of the provincial and local authorities.
- To assist those affected to be economically and socially integrated into the host communities, participatory measures should be designed and implemented.
- Common property resources and community and public services should be provided to project-affected people.
- Resettlement should be planned as a development activity for the benefit of the project affected people.
- Displaced persons who do not have documented title to land should receive fair and just compensation and assistance.
- Vulnerable groups should be identified and be given appropriate assistance to substantially improve their income and living standards.
- Project Executing Agencies should bear the full costs of compensation and resettlement.

NIRP requires that comprehensive resettlement frameworks be prepared where 20 families or more are affected irrespective of the source of funding. The GEM project will adhere to the above principles of the NIRP in case there is any involuntary resettlement that is unavoidable for the project related activities. In such situations, the NIRP principles together with the following Bank polices on social safeguard will be followed.

2.3 Compliance with World Bank Operational Policies and Guidelines for environmental safeguards

The nature and scale of the project activities will trigger the following World Bank Operational policies.

2.3.1 OP 4.01 Environmental Assessment.

Requirements for OP 4.01 are that an Environmental Assessment for projects that involve Bank financing will need to be conducted. Considering the nature and magnitude of potential environmental impacts from relatively limited scale and magnitude of the construction and/or renovation works, the proposed operation has been classified as category 'B'. Since the exact locations of new school buildings is not known at this stage and may not be known at appraisal, the requirement to carry out an Environmental Assessment as part of project preparation has been waived, but for sub-projects with potential adverse impacts, a limited Environmental Assessments will be done during project implementation prior to disbursement of funds for that particular activity.

The Project is categorized as an Environmental Category B. While the direct expenditure through the Bank support will not be spent for civil works and TA which have safeguard implication on the environment the Project will contribute to the GoSL's overall general education program the Education Sector Development Framework and Program, via the government budget. The wider government program may involve the rehabilitation of existing infrastructure and/or the construction of medium scaled infrastructure, such as school buildings and class room

units, based on needs identified via the program. These rehabilitations of existing infrastructure/construction of new infrastructure is thus related to the activities financed by the Bank, and are considered as the linked activities of the Bank financed project as the program will be implemented, the policy is triggered.

In order to avoid encouraging illegal extraction of resources required for construction, all contracts under this project will include clauses in the contracts to ensure that sand, clay and timber are obtained from authorized locations and sources that are licensed by relevant GOSL authorities. All building construction and renovation will adhere to the existing building and other applicable codes of practice in Sri Lanka. To ensure that the building contractor is responsible for adherence to the following Codes of Practice (ICTAD specifications) which will be included in the contract documents:

- SCA/3/1 - Irrigation and land Drainage
- SCA/3/2 - Water Supply, Sewerage & Storm Water Drainage
- SCA/3/3 - Reclamation Works
- SCA/3/4 - Ground Water Exploration & Exploitation
- SCA/4 - Building Works (Vol. I)
- SCA/4 - Building Works (Vol. II)
- SCA/6 - Coastal Harbour Engineering Works
- SCA/8 - Electrical & Mechanical Works

Any other Standard Specifications approved by the Government of Sri Lanka.

In addition, the contractor is required to pay attention to and address the following in the Environmental Management Plan:

1. Electromagnetic radiation– issues such as the location of telecommunication towers and consequences of permitting such towers to be built on top of school buildings, buildings near H/T cables etc.
2. Addressing noise pollution during construction activities.
3. Cultural Features preservation of culturally significant buildings.
4. Ecological issues of the sites
5. Transport and access to site.
6. Overshadowing and access to daylight and sunlight, with possible options for passive solar design and its effect on site layouts.
7. External appearance (aesthetics)
8. Floodwater protection provisions.
9. Designing appropriate landscaping.
10. Energy conservation and efficiency.
11. Waste disposal, salvage, re-use and recycling of materials.
12. Avoidance of hazardous materials.
13. Safety, security and fire.
14. Energy efficient lighting options.
15. Potential for sick building syndrome
16. If any land filling is required for site preparation such as filling of low lying lands a full Environmental Impact Assessment (not only an Environmental Management Plan) will be a condition for IDA financing.
17. If any site is located near an environmentally sensitive area identified by the checklist, the Implementing Agencies will be required to undertake a full EIA and obtain the clearance from the Central Environmental Authority of Sri Lanka and IDA prior to commencing any activities in these locations.

2.3.2 OP/BP 4.04- Natural Habitats

OP/BP 4.04 is triggered on a precautionary basis and measures to ensure any possible impacts to natural habitats or sensitive environments are avoided/mitigated and are covered under provisions under OP4.01 Environmental

Assessment, in the event that new land is required for the establishment of school facilities the due diligence mechanism will ensure the project does not conduct any physical interventions in protected area, buffer zones or protected areas or engage in the conversion of critical natural habitats.

2.3.3 OP/BP 4.11 Physical Cultural Resources

The policy is triggered on a precautionary basis. While project interventions are not envisioned to be conducted in areas close to sites of cultural importance. Renovation, rehabilitation and improvements may be made to historic school buildings that are socially or culturally important, for which specific mitigation measures will be a requisite. These measures and measures to safeguard chance finds are included as part of the measures taken under Environmental Assessment OP/BP 4.01 in the ESMF.

2.3.4 Adequacy of GOSL Environmental Clearance

The composite GOSL environmental clearance process, in principle, is consistent with World Bank environmental and public disclosure requirements. The exception being the screening criteria adopted in the GOSL process under the NEA, where project thresholds are used to determine the type of clearance required and the content of public consultation. The CEA's regulated EA procedure is more than two decades old and substantial experience has been made by the CEA in evaluation of EIAs/IEEs. Hence, there will be no need for the project to provide technical assistance to the CEA and other PAAs to provide support to the project on environmental matters. Although the GOSL's clearance procedure is adequate fairly reliable, IDA will still review samples of Environmental Management Plans/Assessments/Screening Forms, prepared under the program on an annual basis.

2.4 Compliance with World Bank Operational Policies and Social Safeguards

2.4.1 OP/BP 4.12 Involuntary Resettlement

The Project will not directly support civil works that requires land acquisition or lead to involuntary resettlement, but the wider government program that the project will contribute to may include such activities. Because of the linked nature of the Project, this policy has been triggered. To ensure due diligence on social safeguards management, an Environmental and Social Management Framework (ESMF), including a Social Impact Management Framework (SIMF), has been prepared to strengthen GoSL's overall capacity for safeguards management. The SIMF and the ESMF includes guidelines to support the identification of risks, prepare and implement appropriate risk mitigation measures, implementation arrangements for safeguards management, and mechanisms for monitoring during implementation of the Program.

2.4.2 World Bank Operational Policies and Social Safeguard Requirements

As mentioned above, the World Bank policies and guidelines pertaining to the project is OP/BP 4.12 on Involuntary Resettlement. Involuntary resettlement covers situations where a project must compensate people for loss of land, other assets, livelihood, or standard of living. The WB operational policies seek to avoid where feasible or minimize involuntary resettlement, exploring all viable alternative project designs. In the case of GEM, this SIMF provides guidance for the preparation of appropriate safeguards management instruments to ensure that the displaced persons are informed about their options and rights pertaining to resettlement; consulted on and provided with technically and economically feasible resettlement alternatives and provided compensation at full replacement cost. Where impacts on the entire displaced population are minor, or fewer than 200 people are displaced, an Abbreviated Resettlement Action Plan (ARAP) will be prepared. However, impacts will be considered "minor" if the affected people are not physically displaced and no private land acquisitions are involved.

All interventions that are aimed at upgrading, new constructions or rehabilitation of GEM project-related facilities will be screened for applicability of the resettlement policy, including measures for documenting that community/government land required for new constructions is free of squatters/informal settlements and other encumbrances. In all applicable instances, the Operations and Monitoring Support Team (OMST) at the Ministry of Education will prepare safeguards instruments (Social Screening Reports, Abbreviated Resettlement Action Plans) prior to financing sub-projects. Accordingly, the SIMF includes procedures for identifying project-affected people, compensation assessment procedures and entitlements for different project affected populations (PAPs).

3 Generic Assessment of Environmental Issues and Mitigation Measures

Considering the scope of the program, it is unlikely that there will be any significant environmental impacts because of the program activities. Since it is possible that the program will finance the construction of new school buildings, renovations of existing school buildings or extensions to existing school buildings, there may be the potential for environmental impacts during the construction phase and during the operational phase as highlighted below. It is expected that these activities will take place on existing school lands and the nature of these interventions will be small to medium scale.

Due to the scattered nature of construction anticipated under the project, it is not expected that there will be significant accumulated environmental damage due to project activities. However, site specific environmental and social impacts will occur such as clearing sites of vegetation/ soil or debris, resource extraction such as sand, soil and timber, waste generation, noise and dust. In addition, there will be impacts related to transport of construction material, labour camps, health and safety risks. Once buildings are completed, operational impacts such as waste generation, disposal of hazardous chemicals from science laboratories if not properly managed can cause harm to waterways and surrounding built and natural environment.

As due diligence measure, site impacts that will require mitigation measures include the need to obtain resources such as sand, soil and timber for construction from authorized locations that are licensed by relevant GoSL authorities. Proper disposal of waste from construction and labour camps, management of traffic during school hours, ensure safety and risk plans are in place, and minimize noise and dust generation during school hours. Other on site mitigation impacts that need to be followed include, locating sanitation facilities away from ground water sources to minimize contamination and ensuring that dug wells for drinking water meet National standards. Schools that require science laboratories will need to follow guidelines in design to ensure that all safety precautions are taken to provide secure storage for hazardous chemicals and develop a safety and procedure manual. Schools will need to ensure that chemicals are not washed down drain pipes and that a plan for proper disposal of laboratory waste is developed. Building construction and renovation will adhere to the existing building and other applicable codes of practice in Sri Lanka. Construction that needs to be decommissioned needs to be done in a manner that minimizes the contamination of waterways, spread of dust and hazardous materials, and does not pose a risk to students and in line with decommission guidelines acceptable to the World Bank. Thus, filling of de-commissioned latrine pits or water wells that are not being used, proper disposal of waste, landscaping and turfing will be required.

Most construction work will be done on existing school premises in urban and semi-urban settings with only a few instances where new sites may be considered. Construction activities are not anticipated to cause major environmental and social impacts considering that these will not be permitted in environmentally sensitive areas such as wetlands or marshes and any activities that may affect the nearby communities. Further, physical displacement as a result of land acquisition, if any, is not envisaged either. Thus, no long-term environmental and social impacts are anticipated due to project activities. For any large scale sub-projects, EIAs/IEEs will be mandatory in accordance with the National Environmental Act and associated regulations, hence the impacts will be addressed through the EIA/IEEs studies in the future. Once project sites are known, based on the type of construction work to be carried out, a screening checklist to identify possible impacts will be administered and an Environmental and Social Analysis will be done, if required. therefore, indirect and/or long term impacts, if any, will be addressed at this stage. Environmental Management Plans will be developed based on the type of construction work to be conducted, in order to ensure that impacts to the environment are minimized and any indirect social impacts are avoided.

3.1 Anticipated Environmental Impacts

The majority of construction work will be on existing school premises potential impacts that are likely to involve the following are:

- **Site clearance**: During site clearing, any vegetation that is not properly disposed of can block drains and waterways, and also spread invasive species.
- **Soil Erosion and Water Contamination:** Gravel/soil brought for any filling purposes if not properly

stored and is exposed to the natural elements can be washed off to nearby streams, paddy lands, rivers and low lying areas causing sedimentation. Storm water congestion on site can create inconveniences to school activities and construction work. Improper placement of school laboratories and latrines can cause groundwater contamination to streams and drinking water sources. Also waste water generated during construction and from labour camps can also contaminate drinking water sources if not properly treated.

- **Waste generation:** Reconstruction work in the North and East may involve new construction of severely damaged school buildings, whereby construction debris will be generated and need to be removed and disposed. Various construction waste from construction related activities and labour camps will be generated that can create an inconvenience if not properly managed. In addition, waste that is not disposed of properly can become breeding grounds for water borne diseases.
- **Resource Extraction:** The construction work is likely to create a huge demand for construction materials such as sand, clay for bricks and timber which will place a burden on resources. Therefore, there will be impacts related to sand mining and extraction of gravel from burrow pits/quarries.
- **Transport:** Transportation of material to and from the site will create disturbances during school hours; can cause injury to children and increase traffic congestion in the area.
- **Labour camps:** As construction work will be conducted in the majority of cases on school premises, if labour camps are required, location of camps and workers interactions with students can create negative social impacts.
- **Safety:** Safety of workers, school children and residents will be an issue. Construction related operations will generate safety risks to workers. Given work will be on school premises, construction sites that are not cordoned off can cause potential safety hazards to students and residents who are too close to the construction site.
- **Noise:** During site preparation and construction work noise will be generated due to construction related work. During school hours this may create disturbances to classroom activities and to residents living close to the construction site.
- **Dust:** Dust generated during clearing and construction work can cause difficulties for students who have respiratory problems, and become a nuisance during school hours. Soil/ gravel kept for long periods without proper cover can generate dust and become an inconvenience during school hours and for surrounding residents. Transportation of materials to site will also generate dust. Decommissioning of existing structures can also create dust that is potentially hazardous.

3.1.1 Proposed Environmental Mitigation Measures

Mitigation measures below shall be included in EMP's developed for each construction site depending on the identified environmental impacts.

Site Selection: Although most construction work will be on existing school premises and only a small fraction may be required to be located on new sites, during environmental assessments care must be taken to ensure that selection of sites abide by the following:

- Construction/renovations should not be located within conservation areas, protected areas, sanctuary and forest areas as designated by the Forest and Wildlife Conservation Departments.
- Ensure that constructions/renovations/expansions are not located on steep slopes, landslide or flood prone areas. If projects are located in areas prone to these risks, then proper retaining walls and strengthening of slopes should be done to minimize risks,
- Ensure that no construction/ expansions are located close to wetland or on reservation of surface water bodies,
- Water supply projects should not create conflicts between water users and unacceptable lowering of water table due to ground water withdrawal,
- All stages of site selection and construction should be done in consultation with all stakeholders and with approval from local authorities and government agencies where required.

Resource Extraction: Construction material such as sand, soil, metal and rubble shall be sourced from GSMB or GOSL licensed sites. Timber shall be sourced from agencies that have obtained the required licenses. As much as

possible timber used should be from renewable forest sources. Construction contracts shall include clauses ensuring that contractors abide by this requirement.

Waste Management: Waste generated during site clearance should be disposed of in areas approved by the local authorities. Spread of invasive species should be minimized by destroying such plants on site.

Construction sites shall be cleared on a daily basis of any material that can cause injury. Proper waste bins shall be located on construction sites and labour camps. A waste recycling plan shall be prepared by the contractor to reduce the amount of waste disposed. Waste shall be disposed of in sites approved by Local Authorities.

Disposal of hazardous materials shall be done in a manner that does not cause harm to surrounding environment and public. Paints, thinners and other material shall be temporarily stored and disposed of in CEA approved sites. During decommissioning activities, hazardous material shall be identified (i.e. asbestos sheets) and removed to minimize contamination. Disposal of such materials shall be done according to government guidelines.

Soil Erosion & Contamination of Waterways: In order to prevent soil being washed away, materials will be stored to minimize erosion. Silt traps shall be placed where appropriate to minimize sedimentation of nearby waterways.

Laboratories and latrines should be located downstream from drinking water sources and away from waterways.

Dust and Noise: Materials such as gravel and soil shall be covered during transport. Frequent watering down of construction site to minimize dust generation.

Noise shall be kept to minimum required standards during school hours in order to prevent any inconvenience. Where possible, usage of noise generating equipment should be kept to the minimum during school hours. Strict labour supervision should be undertaken to reduce noise. Equipment used on site shall be in good serviced condition.

Safety Measures: Transportation of material shall be covered and should avoid rush hours (school start and end times). Vehicle drivers shall maintain appropriate speeds in order to avoid accidents, especially when driving in school premises.

Strict labour supervision should be undertaken of construction workers especially during school hours to minimize interactions with students. Labour awareness programmes to educate labourers on codes of conduct shall be introduced.

Safety regulations shall be followed by contractors to minimize risks. Necessary barriers, warnings, signs demarcating unsafe areas should be followed according to standard construction practices. Safety nets should be used to cover buildings and prevent injury to students and teachers.

Decommissioning of structures: Structures that are to be decommissioned should be done in a manner that does not block waterways and is not a safety risk to students and public. All structures should be removed, and debris recycled or disposed of in sites authorized by the appropriate local authority. No debris shall be disposed of in a manner that will block waterways or become potential breeding grounds for waterborne diseases. Any open pits shall be filled. Once cleared, area should be landscaped.

Asbestos Use: As per national regulations and world bank policy requirements, asbestos or asbestos cement based products cannot be used for project activities.

3.2 Potential Social Impacts

The GEM Project will support the expansion and improvement of existing facilities in schools where required. Specifically, it will involve probable construction of new buildings for extending GEM facilities, extensions and renovations to existing buildings for co-curricular activities, laboratories and libraries, including provision of

sanitation facilities where required. As such, no private land acquisition is generally expected under the project. Expansion or any new construction is expected to take place only on existing lands of GEM project-related facilities or in the Government owned lands. However, minor involuntary resettlement impacts may be unavoidable in specific interventions, which will only be known during project implementation, when site-specific plans are available. In the event where minor acquisition of land is unavoidable or project implementation may cause small scale loss of assets or the physical displacement, necessary social safeguards instruments will be prepared, as outlined below.

Support for expansion and improvements of school facilities will be in the existing land of the school in most cases; (ii) should there be a requirement for additional land, government owned land will be provided by DS, District Secretariats, Provincial Councils and Local Government Authorities; and (iii) only in cases where government land is not available, private land will be acquired either through voluntary land donation or private acquisition.

Owing to probable acquisition of private land, repossession of state lands, or voluntary donation may lead to the following impacts:

- Loss of land and livelihood
- Relocation or loss of shelter
- Loss of structures
- Loss of assets or access to assets
- Loss of income sources or means of livelihoods

However, no sub-project that will cause direct impacts to more than 200 people will be supported under the project. In case of minor involuntary resettlement from any sub-project site, an Abbreviated Resettlement Plan (ARAP), as outlined in the SIMF will be prepared. These safeguards management plans will be in compliance with OP 4.12 and NIRP, with compensation for assets, livelihood restoration and resettlement. The generic Abbreviated Resettlement Plan is attached as Attachment 9.

GEM will also take measures to include vulnerable groups such as people who by virtue of gender, ethnicity, age, physical or mental disability, economic disadvantage, or social status may be more adversely affected by resettlement than others and who may be limited in their ability to claim or take advantage of resettlement assistance and related development benefits. Besides addressing these adverse impacts and risks, within the context of the project, measures will be taken to address concerns of equality, including the needs of disabled students who will require special assistance.

4 Safeguard Management Framework

4.1 Environmental Management Framework

The following steps should be followed during the implementation of any physical interventions under the ESDFP.

4.1.1 Environmental Tools and Processes

The site selection, design, contracting, monitoring and evaluation of subprojects will be undertaken by the respective education agencies at the national and provincial levels. The safeguard screening and mitigation process will include:

- A proposed checklist of likely environment and social impacts to be filled out for each subproject (Attachment 1 (a) or (b);
- A sample Environmental Safeguards procedures for Inclusion in the Technical Specifications of Contracts (Attachment 2).
- Guidelines for Construction of Latrines (Attachment 3)
- Guidelines for Construction of Dug Wells (Attachment 4)
- Guidelines & Checklist for Construction of Laboratories (Attachment 5)
- EMP Compliance Checklist (Attachment 8)

4.1.2 Checklists and Environmental Compliance.

Based on type of construction required, Table 1 below will provide guidance on appropriate checklists and documents required. All checklists and Environmental Management Plans must be completed prior to awarding of contracts for construction.

Type of Environmental Assessment required based on type of construction

Construction Type	**Compliance Requirements**	**Responsibility**
Construction of new building on existing school premises	Completion of Checklist and Environmental Management Plan (Annex 1 -a)	School Development Committee Divisional Engineer TO
Construction of new buildings on new location allocated for a school	Site Clearance from Relevant authority. Completion of Checklist and Environmental Assessment and/or Environmental Management Plan (Annex 1 - b)	Divisional Engineer TO
Renovations to existing buildings	Completion of Checklist Adherence to existing building codes and practices (Annex 1 -a)	School Development Committee Divisional Engineer TO
Extensions to existing buildings that will increase building foot print	Completion of checklist and Environmental Management Plan (Annex 1 –a)	School Development Committee Divisional Engineer TO
Construction of new sanitation facilities	Completion of Checklist and Environment Management Plan (Annex 1-a: if on existing school premises , Annex 1 –b on new sites, Annex 3 for guidelines)	School Development Committee Divisional Engineer TO

Renovations/extensions to existing sanitation facilities	Completion of Checklist and Environment Management Plan (Annex 1 –a)	School Development Committee Divisional Engineer TO
Construction of Laboratory Facilities	Completion of Checklist and Environmental Management Plan (Annex t 1-a: if on existing school premises , Annex1 –b on new sites, Annex 5 for guidelines)	School Development Committee Divisional Engineer TO
Demolition of structures in school premises prior to new construction or as part of rehabilitation	Completion of Checklist and Environmental Management Plan (Annex t 1-a: if on existing school premises , Annex1 –b on new sites, and Annex 14)	School Development Committee Divisional Engineer TO School Development Committee Divisional Engineer TO

At the Provincial Level, as the list of schools that will require some form of construction work will be submitted to the Provincial Ministry of Education for approval; while it is pending approvals, schools (through School Development Committee) can complete the checklists and submit along with the plans to the Provincial Ministry. This will ensure that checklists are completed for all proposed construction work. Awarding of contracts will only be done once checklists are completed, and required EMPs are prepared.

4.1.3 Environmental Assessments and Environmental Management Plans

The composite GOSL environmental clearance process, in principle, is consistent with World Bank environmental and public disclosure requirements. Environmental Impact Assessments (EIAs) for development projects were made mandatory under the National Environmental Act (NEA) in 1993. A list of prescribed projects, based on the magnitude and potential for adverse environmental impacts, that require EIAs are listed in Gazette Extraordinary No. 772/22 (1993). The CEA has been reviewing and approving EIAs for prescribed projects since 1993 and has developed solid technical expertise and capacity for this task with technical assistance projects from USAID, the Netherlands and the World Bank over the last decade. However, in view of the low potential for significant adverse environmental impacts, all potential construction or renovation activities proposed under the project fall below the thresholds identified in the "prescribed list". While there are no direct environmental assessment regulations applicable to this project, GOSL has agreed to conform to the ESMF developed specifically for this project. Site selection, design, contracting, monitoring, evaluation of subprojects and the preparation of the safeguard analysis in accordance with the ESMF will be undertaken by the respective education agencies at the national and provincial levels.

Social and Environmental safeguards will be monitored by the Divisional Environmental Officers of the Central Environmental Authority (CEA), located in every Divisional Secretariat Office in the country.

The World Bank will conduct a review of a sample of Environmental Management Plans to ensure compliance with the ESMF on an annual basis for physical infrastructure projects in schools financed by the overall program to ensure they are compliant with national regulations and world bank requirements.
Guidelines for Preparation of Environmental Management Plans.

For carrying out Environmental Assessment and Environmental Management Plans the following Annexes provide guidance on the requisite standards and measures.

- Annex 7: Policy Framework: Environmental Assessment and Impact Mitigation
- Annex 8: Basic Information Questionnaire for the CEA
- Annex 9: Guidelines for Developing EMPs

- Annex 10: General Mitigation Measures to be Included in the Environmental Management Plan for All Construction Projects
- Annex 11: Guidelines for Health and Safety of Workers, Communities and Visitors
- Annex 12: Environmental Guidelines for Decommissioning and Demolition of Existing Buildings10
- Annex 6: Environmental Management Plan Compliance Monitoring Checklist

4.2 Social Management Framework

While no major physical intervention is planned, or anticipated to generate resettlement impacts or displacement of people. The Program aims at probable construction of new buildings for extending GEM facilities, extensions and renovations to existing buildings for co-curricular activities, laboratories and libraries, including provision of sanitation facilities where required.

Additional space to support the ESDFP project-related facilities will be identified through district-wise mapping with the assistance of respective Divisional Secretariats, Provincial Councils and Local Government Authorities. Support for expansion and improvements of school facilities will be in the existing land of the school in most cases; (ii) should there be a requirement for additional land, government owned land will be provided by DS, District Secretariats, Provincial Councils and Local Government Authorities; and (iii) only in cases where government land is not available, private land will be acquired either through voluntary land donation or private acquisition. Owing to probable acquisition of private land, repossession of state lands, or voluntary donation may lead to the following impacts:

- Loss of land and livelihood
- Relocation or loss of shelter
- Loss of structures
- Loss of assets or access to assets
- Loss of income sources or means of livelihoods

Mitigation measures will be introduced in the instances of aforementioned events to ensure adequate levels of social due diligence is in place especially for restoration of housing and issuing of economic compensation for loss of land and livelihood. This will be carried out through consultative and mutually agreeable process where applicable; .i.e the location will be screened for land status documentation and the presence of encroachers, competing claims or other encumbrances.

- For any new construction under an activity for the GEM program, where land does not belong to an existing school facility premises, the documentation for the land status (public/community land) is required, along with documentation that the land is free of encroachments, squatters or other encumbrances' and has been legally transferred to MOE/PC/LA.
- In the event of requirement for new land for any new activity, there are three options for the government.
  - First, the client will explore and identify the land space in existing government/community land without any encumbrances that could be allocated for new constructions.
  - Second, land could be obtained through voluntary donations where such small land pieces would not affect the donates' income and livelihoods.
  - Third, land can be acquired through existing legal procedures (LAA) of the GOSL.

The Project will not support any development activities for the GEM project which are not registered under the MOE and located in unsuitable lands and/or in unhealthy social environments for children.

Further, in the context of construction of school buildings or refurbishments and rehabilitation of existing ones, large-scale labour influx is not expected, but this will be ascertained using the Screening Checklist and Social Screening Report of the GEM project. If there is possibility for large influx, potential social impacts such as: risks of social conflict, increased risk of illicit behavior and crime, burden on local resources, etc., will have to be managed. Accordingly, a separate labour management plan will be prepared, and implemented by the respective contractor during project implementation.

Implementation of social safeguards management procedures varies by the type of interventions and activities. In order to ensure adequate level of social due diligence is in place, the following instruments and mitigation measures have been identified as minimum requirements to be in place as part of the social safeguards requirements.

4.2.1 Procedure for use of school premises or state land for new construction, rehabilitation and improvements of existing facilities

To the extent possible, any new construction, renovation or refurbishment of school facilities will only take place on existing school premises or state-owned land. Hence, all new constructions and expansion activities of centers will be screened for land status documentation and the presence of encroachers, competing claims or other encumbrances. In addition, for any new construction under an activity where land does not belong to an existing school facility premises, the documentation for the land status (public/community land) is required, along with documentation that the land is free of encroachments, squatters or other encumbrances' and has been legally transferred to the school. If the social screening indicates the presence of squatters or encroachers in the land to be acquired for the project, an Abbreviated Resettlement Action Plan will be prepared.

However, should land be required for any new activity, there are three options for the government. First, the client will explore and identify the land space in existing government/community land without any encumbrances that could be allocated for new constructions. Secondly, land could be obtained through voluntary donations where such small land pieces would not affect the donatees' income and livelihoods. Thirdly, land can be acquired through existing legal procedures (LAA) of the GOSL.

4.2.2 Procedure for use of community/ individual lands for new constructions through land donation

Obtaining small land parcels for expansions of existing GEM project-related facilities or additional lands for new facilities from communities/ religious institutions /individuals through voluntary donations is allowed under the project. In case of voluntary land donation, the Project will ensure the following:

- The land to be obtained through voluntary donation is free of any structures or assets;
- The land size is to be small (less than 10% of total land owned by individual owner) an area that its donation does not negatively impact the livelihood of the owner;
- The voluntary nature of donation is fully and independently verified;
- The land is unencumbered, of squatters, tenants, sharecroppers or any other dependents and conflicting claims;

The community based mitigation measures are acceptable and a consent letter from the land owner granting permission for the use of the land by GEM managing agency or community; and any interested parties give up all claims to the donated land and that the land is officially transferred in the name of the MOE/PC or the Government agency responsible for managing the GEM facility.

A legal contract will be established which would include details of the land being donated; formal consent of the land owner/interested parties, and the witnesses. A suggested format for the contract is presented in Annex 16.

4.2.3 Procedure for private land acquisition

Even though private land may be required under the project, that is expected to be minimal, if any. However, involuntary resettlement is not envisaged under the project. In the exceptional circumstances when private land acquisition is required, the existing legal procedures (LAA) of the GOSL and World Bank's OP 4.12 on Involuntary Resettlement will be triggered. Specifically, the Social Screening Checklist will help establish the need for additional land-taking. If private land acquisition is deemed unavoidable, a social impact assessment will be carried out to guide the identification of possible social issues/impacts, including their magnitude and duration. Subsequently, an (Abbreviated) Resettlement Action Plan (ARAP) will be prepared comprising the approaches, methodologies and procedures, including resettlement principles and risk management instruments to mitigate the potential social impacts. The ARAP will also include the eligibility criteria and entitlements and methods for valuating affected assets and losses; the institutional and implementation arrangements, the monitoring mechanisms; grievance redress mechanism; consultation and stakeholder engagement; and the budget and timeline for the implementation of the ARAP. The ARAP will be cleared by the Bank and disclosed locally in the country as well as in the Bank's Infoshop.

4.2.4 Steps for Social Impact Management Planning and Steps

Implementation of social safeguards requirements will follow the following steps closely linked with activity planning, design and implementation steps.

- Step 1: Preliminary Social Screening Checklists (Annex 13)
- Step 2: Preparing Social Screening Report (Annex 14)
- Step 3: Abbreviated Resettlement Action Plans (if there are land acquisitions and physical displacement of persons less than 200) (Annex 15)
- Step 4: Compliance and Monitoring

All preliminary Social Screening Reports (SSR), ARAPs or Due Diligence Report must be completed prior to awarding of contracts for construction. The details of these steps are presented in the accompanying SIMF. Based on type of construction required, Table 1 shows the appropriate processes to be followed. All preliminary Social Screening Reports (SSR), ARAPs or Due Diligence Report must be completed prior to awarding of contracts for construction.

Table 1. Type of Social Assessment Required Based on Type of Construction

Construction Type	**Compliance Requirements and instrument**	**Responsibility**
Construction of new building in existing school premises	Social Screening Checklist/Report	MOE, Administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals
Construction of new school building on new location	Social Screening Checklist/ Reports and/or ARAP	MOE, Administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals
Renovations to existing buildings	Social Screening Checklist and Reports	MOE, Administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals

Construction of new training/play areas	Social Screening Checklist and Reports	MOE, Administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals
Digging of Wells for Water Supply for new buildings	Social Screening Checklist and Reports	MOE, Administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals
Construction of new sanitation facilities on new lands	Social Screening Checklist / Reports and/or ARAP	MOE, Administrators/regulators at the district/divisional/provincial level required to obtain permits and approvals

5 Institutional Arrangements and Monitoring for Safeguards Compliance

5.1 Management and Implementation of the ESMF within the GEM Program

GEM will be managed and implemented at the national level by the MoE (including DOE, EPD, NIE, and SLEIS) and at the provincial level by the PCs. The MoE will allocate a focal point in the role of an Environmental and Social Safeguards Coordinator to undertake the following tasks.

- Provide overall policy and technical direction for environmental safeguards management under the Project (as defined by the Environmental and Social Management Framework (ESMF) and the World Bank Safeguard Policies within ESDFP.
- Provide technical guidance and ensure environmental analysis and social analysis is carried out for each sub-project as soon as conceptual technical design and scope have been defined to relevant officials highlighted in section 4.2 via the ESDFP.
- Gather information for environmental and social screening of project sites, via site visits, analysis of photographic evidence from sites, maps etc on a bi annual.
- Provide technical guidance as per the ESMF to project implementing entities on preparation of site specific Environmental Assessments (EAs) /Environmental Management Plans (EMPs), Social Screening Reports and ARAPs for sub-projects, as necessary (depending on screening outcome and guidance provided in the ESMF and EMPs); co-ordinate with PMU for hiring technical assistance, where necessary, and for review and endorsement of these safeguard documents
- Guide on ensuring consistency of safeguard documents with national environmental regulations; work with the PMU to obtain necessary clearances from local environmental regulatory authorities for sub-projects, where applicable.
- Co-ordinate closely with the Engineers and Technical officers managing project implementation in the project areas at the provincial level; and provide necessary technical assistance to facilitate the implementation, management and monitoring of environmental safeguards and environmental management plans.
- Ensure that applicable measures in the EMP are included in the design, and condition on compliance with EMP is included in the bidding documents and ensure compliance with EMPs during the construction period and maintain close co-ordination with the site engineer of the implementing agency and the Environmental focal point of the contractor via collecting samples on a quarterly basis from any physical interventions financed under the GEM program.
- Prepare a summary report on status of physical interventions under the GEM program and report to World Bank on the overall environmental performance of the project as part of periodic progress reporting.

Requisite Qualifications

- A basic Master of Science degree from a recognized university on Environmental Science or Environmental Management, Social Science or Engineering with a minimum of 5 years' experience in the field of environmental science/environmental management.
- Experience on donor funded projects and prior implementation of donor safeguards is an advantage.

5.2 Implementation and Monitoring of ESMF Via the ESDFP.

- The Director/School Works and Engineers of the MoE and the Provincial Councils will be responsible for the preparation of checklists, EMPs, SSRs, and ARAPs; and ensure EMPs and social requirements are included in contract documents, and ensure that contractors are adhering to the implementation and mitigation measures identified in the EMPs.

- In order to ensure that Provincial Councils are able to comply with environmental safeguards requirements, the PMU of the MoE will be responsible to review, collect and maintain completed checklists, EMPs and ARAPs. A technical officer can be assigned to the Chief Engineer's Division to assist with this process. This unit will also be responsible for monitoring progress. The Chief Engineer's unit will provide technical

support to the Zonal Education Offices, Divisional/Regional Engineers and school works department as and when required so that they can assist the SDCs complete checklists and assist in preparing EMPs and ARAPs.

- The MoE and Provincial Councils will be required to ensure that the environmental and social mitigation measures contained in the EMPs are budgeted for in the overall civil works estimates for the construction, renovation and maintenance of school buildings. Copies of finalized Social/Environmental checklists, EMPs and ARAPs for all National school sites that are financed through GEM will be retained by the School Supplies and School Works Division of the MOE.

- For school sites financed at the Provincial Level, the MLGPC will retain copies of checklists, EMPs and ARAPs.

- The MoE will submit for IDA review and clearance, from each of the Provinces and National Level, their first five Environmental checklists, EMPs and ARAPs for each category as defined in Table 1, (except for any new schools) that will be built or renovated prior to funding of civil works.

- The MoE and the MLGPC on behalf of the Provincial Councils will submit for IDA review and clearance, Environmental Checklists, ESIAs, EMPs and ARAPs for all new national and provincial schools, respectively, to be established on new localities including the site clearance from CEA or responsible agency.

- The MoE and MLGPC will submit for IDA review and clearance, the first contractual documents related to all categories of works defined in Table 1 prior to bidding process.

- MoE and MLGPC will be required to maintain records of environmental compliance for school construction work. The MOE and MLGPC will conduct a minimum of two visits to monitor compliance with environmental safeguards per year. During the World Bank Implementation support missions, compliance will be monitored as well.

- The MoE and the Provincial Councils will complete an Environmental and Social Management Supervision compliance table (Annex 7) to systematically record the monitoring of EMP and ARAP implementation during the construction period. Copies of these documents will be retained by the MoE and MLGPC. Consolidated environmental compliance reports will be submitted to IDA on a bi-annual basis.

5.3 Grievance Redress Mechanism

5.3.1 Project-Specific GRM

The project will adopt a grievance redressal mechanism (GRM) that will be transparent, objective and unbiased and will take both grievances environmental and social into consideration. The GRM will operate at two levels. The procedure at the first level will seek to resolve an issue quickly, amicably, and transparently out of courts in order to facilitate activities to move forward. The School Development Committees (SDCs) will act as the first tier of responding to grievances that may arise due to school level development activities. The SDCs have representatives from the schools, and from the local communities. The local community representatives will be impartial third parties in the grievance procedure. The next tier of the GRM will be more official, and involve the relevant legal agencies. Environment related grievances could be made to the Central Environment Authority, which has officials at district level. Complaints related to social issues could be brought to the notice of the legal authorities. Grievances will all be entered in a dedicated database, regularly updated with date of receipt of grievance, type of grievance, date of resolution, and information of rejection or acceptance of grievance. The GRM will be regularly be monitored, as it provides important feedback on the functioning of the project. The GRM will be available for review by the MOE and IDA implementation review missions and other interested persons and entities.

5.3.2 World Bank's Grievance Redress Services

At the national level, all stakeholders including local government officers, parents, teachers, past pupils and partner agencies of GEM-related facilities will have the opportunity to make complaints, if any, related to the projects through a Grievance Redress Service of the Bank. This system allows communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed 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/GRS. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

5.4 Capacity Building and Training of Safeguard Framework Implementation

As sufficient capacity, has already been built in the Ministry of Education and Provincial Education Authorities via the TSEP and adequate knowledge regarding World Bank procedures already exists, further training will only be provided to strengthen existing capacity. It is also acknowledged that with staff turnover new staff who will be involved in the ESDFP will need training. Therefore, to ensure that new staff are adequately equipped, training programs will be planned and conducted during project implementation as required.

The school infrastructure development activities will mainly be the responsibility of the Provincial Councils. Hence, ESDFPs staff will conduct training programs that will mainly target members of the Provincial Councils. Training programs shall target groups/ persons who are guaranteed to be involved in the construction work, i.e. construction engineers, technical officers and will be conducted by the Environmental and Social Coordinator that will be assigned.

ANNEXES

Annex1 (a) Environmental and Social Checklist for Construction in Existing School Premises

To be filled by an authorized official

(Where choices are given please circle the most appropriate entry or entries. If the space provided for responses is not sufficient, please state the information on another sheet of paper)

Important Note: When filling the checklist consider the project site and its immediate surroundings.

No	Item	Details		
INTRODUCTION				
1	Name of the Site			
2	Province			
3	District			
4	Divisional Secretary Division (s)			
5	Local Authority			
6	Grama Niladari Division (s)			
7	Brief description of the project (Be as brief as possible, confining to main elements only, If Possible, provide a 1:10,000 scaled site map inclusive of area within 500m radius from the project site; if this information cannot be obtained, provide a sketch of the site area drawn to an approximate scale)			
8	Does the site /project require any;			
		Yes		**No**
	Reclamation of land, wetlands	(Land filled in perches)		
	Felling of trees	(No of medium/large trees to be removed)		
9	Distance from coastline (m) (high water mark) is more than 1 Km	**Yes**	**No (indicate proximity to sea)**	
10	Minimum land area required for the proposed development (based on UDA guidelines) (ha)			
11	Available total land area within the identified location (ha)			
12	Expected construction period			
13	Anticipated Date of Completion			
14	Present Land Ownership	State	Private	Other (specify)

15	Please attach Photograph of Land				
16	Is land free of squatter/informal settlements or other encumbrances? (Please √ appropriate box)	Yes:	No:		
17	If Yes, please attach documentation as proof that land is free of above settlements or encumbrances.				
18	If No, please explain current land use and mitigation/compensation measures				
19	Total approximate Cost of the Project				
DESCRIPTION OF THE ENVIRONMENT					
PHYSICAL					
20	Topography & Landforms (map): Attach an extract from relevant 1: 50,000 topographic sheet/ if detailed maps are available provide them. If this information is unavailable, please describe the location.				
21	Relief (difference in elevation)	Low <20m	Medium 20-40m	High 40-60	>60m
22	Slope	Low <30%	Medium 30-40 %	High 40-60 %	Very High > 60%
23	Position on Slope	Bottom	Mid-slope	Upper-slope	
24	Soil Type (Please select from soil groups given below or provide a brief description)				
25	Depth of top soil	Shallow < 20cm	Moderate 20 – 100 cm		Deep >100cm
26	Soil Erosion (this information will be based on the site and	Low	Medium		High

	surrounding environment)					
27	Climate	Wet Zone		Intermediate Zone	Dry Zone/ Semi Arid Zone	
28	Annual dry period					
29	Source of fresh Surface Water	Spring/canal	Tank / Reservoir	Perennial Stream	Seasonal Stream	None
30	Surface Water Use (at the	Domestic	Washing/Bathing	Irrigation	Animal use	Other

	site and/or surrounding environment)					
31	Surface Water Quality	Poor		Moderate	Good	
32	Ground Water Availability	Dug Well	Tube Well		Other (specify)	
33	Ground Water Use	Domestic	Washing/Bathing	Irrigation	Animal use	Other
34	Ground Water Quality	Poor		Moderate	Good	
35	Incidence of Natural Disasters	Floods	Prolonged droughts	Cyclones/tidal waves	Other (specify)	
36	Geological Hazards	Landslides	Rock falls	Subsidence	Other (specify)	
37	Are there liquor selling outlets in the vicinity of the School? is yes, provide distance from the site					

	ENVIRONMENTAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE CONSTRUCTION PERIOD					
	IMPACT					**MITIGATION/ENHANCEMENT**
		High	Med.	Low	N/A	
38	Soil erosion					
39	Water pollution					
40	Drainage issues					
41	Noise pollution					
42	Solid waste generation					
43	Sewage generation (from labour force)					
44	Loss of vegetation cover					
45	Irreversible/irreparable environmental change					
ENVIRONMENTAL AND SOCIAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE OPERATION PERIOD						

	IMPACT	MITIGATION/ENHANCEMENT					
46	Sewerage Disposal (if the building has toilets) ***please also use guideline provided for sanitation**	Simple pit		Other type (specify)			
		Septic tank/soakage					
47	Solid Waste Disposal						
48	Waste water from labs						
49	Drinking Water Supply	Common Dug Well	*Yes / No*	Individual dug well	*Yes / No*		
		Common Tube Well	*Yes / No*	Town supply – pipe	*Yes / No*		
		Spring	*Yes / No*	Town supply – Stand post	*Yes / No*		
50	Alteration to storm water drainage pattern	No changes		No major Changes		Major changes	
51	Ownership of Land	Government	Community		Bought from the market		
52	Any Loss of Access		Yes / No				
53	(If yes to 52) Type of loss	Residences		Businesses		Others (specify)	
54	RAP or Abbreviated RAP required			Yes / No			
55	Any indigenous persons affected			Yes / No			
	OVERALL OBSERVATIONS AND RECOMMENDATIONS						
56	In addition to the above issues, please indicate any additional observations, recommendations if any.						
57	**ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN (please insert more lines if required)**						

Please provide information for this section based on the following aspects:

1. Onsite and off site impacts to the Environment
2. Approvals/licenses obtained/required to carry out the civil works (LA, UDA permits, Archeological Department, etc) and resource extraction/purchase (eg: Sand, timber, clay for bricks) 3. Impacts on the Environment during the construction and operation phases.
4. Information from Items 41 – 56, above can be included here

Activity	Potential Impacts/ Issues	Mitigation Measures	Monitoring Requirements and Indicators	Budget for mitigation measures and sources of funds	Reporting Procedure (for Mitigation and Monitoring)

58	Name of the officer completed the form (From the Developer)	
59	Designation and contact Information	
60	List of team members	
61	Overall observation and recommendation	
62	Signature and date	
63	Name and Contact Information of the officer who checked this form	
64	Signature and Date	

****Great Soil Groups of Sri Lanka**

1	RBE	Reddish Brown Earths	4	RYL	Red-Yellow Latosols	7	R	Regosols
2	LHG	Low Humic Gley	5	A	Alluvial Soils	8	G	Grumusols
3	NBS	Noncalcic Brown Soils	6	SS	Solodized Solonetz	9	IBL	Immature Brown Soil

Annex 1 (b) Environmental and Social Checklist for Construction in New Sites

To be filled by an authorized official

(Where choices are given please circle the most appropriate entry or entries. If the space provided for responses is not sufficient, please state the information on another sheet of paper)

Important Note: When filling the checklist consider the project site and its immediate surroundings.

No	Item	Details		
INTRODUCTION				
1	Name of the Site			
2	Province			
3	District			
4	Divisional Secretary Division (s)			
5	Local Authority			
6	Grama Niladari Division (s)			
7	Brief description of the project (Be as brief as possible, confining to main elements only, If Possible, provide a 1:10,000 scaled site map inclusive of area within 500m radius from the project site; if this information cannot be obtained, provide a sketch of the site area drawn to an approximate scale)			
8	Does the site /project require any;			
		Yes	**No**	If yes give the extent (in ha) or number o trees to be removed
	Reclamation of land, wetlands			
	Clearing of forest			
	Felling of trees			
9	Distance from coastline (m) (high water mark) is more than 1 Km?			
10	Minimum land area required for the proposed development (based on UDA guidelines) (ha)			
11	Available total land area within the identified location (ha)			
12	Expected construction period			

13	Anticipated Date of Completion			
14	Present Land Ownership	State	Private	Other (specify)

15	Please attach Photograph of Land		
16	Is land free of squatter/informal settlements or other encumbrances? (Please √ appropriate box)	Yes:	No:
17	If Yes, please attach documentation as proof that land is free of above settlements or encumbrances.		
18	If No, please explain current land use and mitigation/compensation measures		
19	Total approximate Cost of the Project		

DESCRIPTION OF THE ENVIRONMENT

PHYSICAL

20	Topography & Landforms (map): Attach an extract from relevant 1: 50,000 topographic sheet/ if detailed maps are available provide them. If this information is unavailable, please describe the location.				
21	Relief (difference in elevation)	Low <20m	Medium 20-40m	High 40-60	>60m
22	Slope	Low <30%	Medium 30-40 %	High 40-60 %	Very High > 60%
23	Position on Slope	Bottom	Mid-slope	Upper-slope	

24	Soil Type (Please select from soil groups given below or provide a brief description)					
25	Depth of top soil	Shallow < 20cm	Moderate 20 – 100 cm			Deep >100cm
26	Soil Erosion (this information will be based on the site and surrounding environment)	Low	Medium			High
27	Climate	Wet Zone	Intermediate Zone	Dry Zone/ Semi Arid Zone		
28	Annual dry period					
29	Source of fresh Surface Water	Spring/canal	Tank/Reservoir	Perennial	Seasonal	None

				Stream	Stream	
30	Surface Water Use (at the site and/or surrounding environment)	Domestic	Washing/Bathing	Irrigation	Animal use	Other
31	Surface Water Quality	Poor	Moderate	Good		
32	Ground Water Availability	Dug Well	Tube Well	Other (specify)		
33	Ground Water Use	Domestic	Washing/Bathing	Irrigation	Animal use	Other
34	Ground Water Quality	Poor	Moderate	Good		
35	Incidence of Natural Disasters	Floods	Prolonged droughts	Cyclones/tidal waves	Other (specify)	
36	Geological Hazards	Landslides	Rock falls	Subsidence	Other (specify)	
ECOLOGICAL						
37	Habitat Types in the Project Site (indicate the approximate % of each habitat type)	Natural forest (%), degraded forest(%), natural scrubland(%), degraded scrubland(%), riverine forest, grassland(%), abandoned agricultural land(%), marsh(%), lagoon(%), estuary(%), coastal scrub(%), mangrove(%), salt marsh(%), home-gardens(%), Other (%) (List)				N/A
38	Habitat types within 500m radius from the site periphery (indicate the approximate % of each habitat type)	Natural forest (%), degraded forest(%), natural scrubland(%), degraded scrubland(%), riverine forest, grassland(%), abandoned agricultural land(%), marsh(%), lagoon(%), estuary(%), coastal scrub(%), mangrove(%), salt marsh(%), home-gardens(%), Other (%) (List)				N/A

39	Are there any environmentally and culturally sensitive areas within the project site and 500 meters from the project boundary?	Protected Areas	Migratory pathways of animals	Archeological sites	Wetlands	Mangroves strands
40	Are there any plants (endemic and threatened species) of conservation importance within the project site and 500 meters from the project boundary? If yes, encouraged to provide a list					
41	Are there any animals (endemic and threatened species) of conservation importance within the project site and 500 meters from the project boundary? If yes, encouraged to provide a list					
	ENVIRONMENTAL SENSITVITY					
42	**Item 38 is Applicable to New Sites Only:** Does the project wholly or partly fall within any of the following areas?					

	Area	**Yes**	**No**	**Unaware**
a	100m from the boundaries of or within any area declared under the National Heritage Wilderness Act No 4 of 1988			
b	100m from the boundaries of or within any area declared under the Forest Ordinance (Chapter 451)			
c	Coastal zone as defined in the Coast Conservation Act No 57 of 1981			
d	Any erodable area declared under the Soil Conservation Act (Chapter 450)			
e	Any Flood Area declared under the Flood Protection Ordinance (Chapter 449)			
f	Any flood protection area declared under the Sri Lanka Land Reclamation and Development Corporation Act 15 of 1968 as amended by Act No 52 of 1982			
g	60 meters from the bank of a public stream as defined in the Crown Lands Ordinance (Chapter 454) and having width of more than 25 meters at any point of its course			
h	Any reservations beyond the full supply level of a reservoir			
i	Any archaeological reserve, ancient or protected monument as defined or declared under the Antiquities Ordinance (Chapter 188).			
j	Any area declared under the Botanic Gardens Ordinance (Chapter 446).			

k	Within 100 meters from the boundaries of, or within, any area declared as a Sanctuary under the Fauna and Flora Protection Ordinance (Chapter 469)								
l	100 meters from the high flood level contour of or within, a public lake as defined in the Crown Lands Ordinance (Chapter 454) including those declared under section 71 of the said Ordinance								
m	*Within a distance of one mile of the boundary of a National Reserve declared under the Fauna and Flora Protection Ordinance*								
43	Does the project wholly or partly fall within any other government reservation not mentioned above (eg: Railways, telecommunication etc)								
44	Are there liquor selling outlets in the vicinity of the School? is yes, provide distance from the site								
	ENVIRONMENTAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE CONSTRUCTION PERIOD								
	IMPACT					**MITIGATION/ENHANCEMENT**			
		High	Med.	Low	N/A				
45	Soil erosion								
46	Water pollution								
47	Noise pollution								
48	Solid waste generation								
49	Sewage generation					Cess Pool		Sewage Pond	
						Septic Tank		Other	

50	Loss of vegetation cover					
51	Habitat loss or fragmentation					
52	General disturbance to animal behaviour					
53	Interference with normal movement of animals					
54	Irreversible/irreparable environmental change					

ENVIRONMENTAL AND SOCIAL IMPACT AND MITIGATION/ENHANCEMENT DURING THE OPERATIONS PERIOD							
	IMPACT	**MITIGATION/ENHANCEMENT**					
55	Sewerage Disposal	Cess Pool		Sewage Pond			
		Septic Tank		Other			
56	Waste Disposal (solid as waste water)						
57	Drinking Water Supply	Common Dug Well	*Yes / No*	Individual dug well	*Yes / No*		
		Common Tube Well	*Yes / No*	Town supply – pipe	*Yes / No*		
		Spring	*Yes / No*	Town supply – Stand post	*Yes / No*		
58	Alteration to storm water drainage pattern	No changes		No major Changes		Major changes	
59	Ownership of Land	Government	Community		Bought from the market		
60	Any Loss of Access			Yes / No			
61	(If yes to 52) Type of loss	Residences		Businesses		Others (specify)	
62	RAP or Abbreviated RAP required			Yes / No			
63	Any indigenous persons affected			Yes / No			
64	**OVERALL OBSERVATIONS AND RECOMMENDATIONS**						
(a)	Does this site require an Initial Environmental Examination/Environmental Impact Assessment (IEE/EIA) or any other Environmental Assessments (EA) under the *local regulations (CEA, Provincial Environmental Authority or any other)*; please state the reasons.						

(b)	Although local regulations may not require IEE/EIA at this Site, are there environmental issues which need to be addressed through further environmental investigations and/or EA? If the answer is "Yes" briefly describe the issues and type of investigations that need to be undertaken.	
(c)	Will this site be abandoned after this Analysis; please state the reasons.	
(d)	Does the proposed site meet the urban planning requirements under the UDA and Local Authority regulations? if the answer is "No", what needs to be done to meet these requirements; if the answer is "Yes", has the project site obtained the necessary approvals?	
(e)	In addition to the above issues, please indicate any additional observations, recommendations if any	

65 ENVIRONMENTAL AND SOCIAL MANAGEMENT AND MONITORING PLAN (please insert more lines if required)

Please provide information for this section based on the following aspects:

1. Onsite and offsite impacts to the Environment
2. Approvals/licenses obtained/required to carry out the civil works (LA, UDA permits, Archaeolog Department, ec resource extraction/purchase (eg: Sand, timber, clay for bricks) 3. Impacts on the Environment during the constructi operation phases.

4. Information from Items 41 – 63, above can be included here

Activity	**Potential Impacts/ Issues**	**Mitigation Measures**	**Monitoring and Requirements Indicators**	**Budget for mitigation measures and sources of funds**	**Reporting Procedure Mitigation Monitorin**

(

61	Name of the officer completed the form (From the Developer)	
62	Designation and contact Information	
63	List of team members	
64	Overall observation and recommendation	
65	Signature and date	
66	Name and Contact Information of the officer who checked this form	
67	Signature and Date	

****Great Soil Groups of Sri Lanka**

1	RBE	Reddish Brown Earths	4	RYL	Red-Yellow Latosols	7	R	Regosols
2	LHG	Low Humic Gley	5	A	Alluvial Soils	8	G	Grumusols
3	NBS	Noncalcic Brown Soils	6	SS	Solodized Solonetz	9	IBL	Immature Brown Soil

a

Annex 2 Safeguards Conditions for Inclusion in Contracts

General

- The Contractor and his employees shall adhere to the mitigation measures set down and take all other measures required by the School Engineer to prevent harm, and to minimize the impact of his operations on the school environment.
- The Contractor shall avoid the use of heavy or noisy equipment/activities during school hours.
- The contractor, on completion of construction, should take full responsibility in ensuring a clean and safe school premises.

Disposal of solid waste and debris

- All construction debris and residual spoil material including any left earth shall be disposed by the contractor at a location approved by the Local Authority for such a purpose.
- The debris and spoil shall be disposed in such a manner that (i) waterways and drainage paths are not blocked, (ii) the disposed material should not be washed away by floods and (iii) should not be a nuisance to the public.

Protection of Ground Cover and Vegetation

- Contractor shall provide necessary instructions to his workers not to destroy ground vegetation cover unnecessarily.

Soil Erosion

- Contractor shall take all steps necessary to ensure the stability of slopes including those related to temporary works.
- Work that will lead to heavy erosion shall be avoided during the raining season. If such activities need to be continued during rainy season prior approval must be obtained from the Engineer by submitting a proposal on actions that will be undertaken by the contractor to prevent erosion.
- The work, permanent or temporary shall consist of measures as per design or as directed by the Engineer to control soil erosion, sedimentation and water pollution to the satisfaction of the Engineer. Typical measures would include grass cover, slope drains, retaining walls etc.

Labour Camps

- Labour camps shall be provided with adequate and appropriate facilities for disposal of sewerage and solid waste. The sewage systems shall be properly designed, built and operated so that no pollution to ground or adjacent water bodies/watercourses takes place. Garbage bins shall be provided in the camps and regularly emptied. Garbage should be disposed off in a hygienic manner, to the satisfaction of the relevant norms.
- Contractor shall ensure that all camps are kept clean and hygienic. Necessary measures shall be taken to prevent breeding of vectors.

- Contractor shall report any outbreak of infectious disease of importance in a labour camp to the Engineer and the Medical Officer of Health (MOH) or to the Public Health Inspector (PHI) of the area immediately.
- Contractor shall remove the labour camps fully after its need is over, empty septic tanks, if instructed by the engineer shall be closed, remove all garbage, debris and clean and restore the area back to its former condition. **Dust Management**
- To prevent dust pollution during the construction period, the Contractor shall carry out regular watering of the construction site and shall cover material stocks onsite to prevent dust and other particles getting airborne.
- All vehicles delivering materials shall be covered to avoid spillage and dust emission.

Health and Safety

- Contractor shall take necessary actions to prevent breeding of mosquitoes at places of work, labour camps, material stores etc. Stagnation of water in all areas including gutters, used and empty cans, containers, tyres, etc shall be prevented.
- Contractor shall keep all places of work, labour camps, plus office and store buildings clean devoid of garbage to prevent breeding of rats and other vectors such as flies.
- Construction vehicles, machinery and equipment shall be used and stationed only in designated areas of the work site and should not pose any danger to school children.
- Material stockpiles shall be located sufficiently away from the areas frequently used by school children.
- Construction sites should be fenced out temporarily in order to avoid any risk posed to school children from construction activities
- The contractor shall enforce vehicle speed limits for construction vehicles in areas near and inside the school premises **Sourcing of Raw Material**
- The contractor shall ensure that all raw material such as sand, rubble, metal, timber etc required for the construction of the building are sources from licensed sources. If the contractor himself pans to operate his own quarry/sand pit, all necessary approvals from the relevant authorities shall be obtained. Contractor will need to submit copies of such approvals to the School Engineer.

Annex 3 : Environmental Guidelines for Construction of Latrines

1. Selecting the proper location

Effluent passing into the soil from a latrine pit contains large amounts of micro-organisms which may include disease causing bacteria. It also has high nitrates and other salts. There is a possibility for underlying aquifers to be polluted by the effluent infiltrating into the soil from the latrine pits. Hence a number of factors need to be taken into consideration when siting the pit of the latrine in addition to factors such as convenience and privacy of users.

- A latrine pit should be located outside a radius of 15m from a water source such as a well, stream etc.
- It should not be located upstream or up-hill from any water source
- It should not be located in a low-lying area
- Whenever possible a latrine pit should be located at least 4 m from the nearest house or building
- The bottom of the latrine pit should be a minimum of 2 m above the maximum ground water table to minimize the threat of contamination. (this is the groundwater table during peak wet weather)
- The latrine should be oriented in such a way that it receives adequate sunlight

2. Selecting the proper latrine type

Selection of the most appropriate latrine type is equally important as the siting. There are number of factors that are generally considered when selecting the type of sanitation.

- Groundwater situation - The most important consideration here is groundwater pollution. This can particularly be a problem if groundwater is used for drinking purposes and the groundwater table is naturally high.
- The texture of soil, stability, permeability and the general structure of the terrain. Affordability
- Cultural acceptance
- Means of disposal of sludge and waste water

See table provided for a general guidelines on the selection of appropriate latrine type.

3. Construction of latrine pits to replace existing latrine pits:

 If new latrine pits are being constructed to replace existing latrine pits then following needs to be followed:

- Old latrine pits must be demolished and unsuitable debris disposed of in sites assigned by the local authority in a manner that does not cause harm or will spread waterborne diseases.
- If asbestos roofing has been used, proper removal and disposal of sheets are required. Workers involved in removal, should wear proper masks to minimize inhalation.
- All material that can be re-used and re-cycled should be done in a manner that is environmentally friendly. Re-use debris, except top soil where ever possible from the approval of engineers for the construction activities.
- If material is not to be used within a few days, it should be moved to a preidentified site for storage until needed.
- Debris should not be disposed to water bodies, agricultural lands, marsh lands or any environmentally sensitive areas.

- Pits should be sealed off to prevent the spread of waterborne diseases. o Once area is cleared of all debris, it is advisable to landscape area.

Annex 4: Environmental Conditions for Construction of Dug Wells

Since dug wells take water from the highest water table, they are extremely susceptible to those activities that take place in the immediate vicinity of the well. Hence, selection of the proper location is an important aspect in dug well construction, especially if the water in the well will be used for drinking purposes.

Some basic rules to keep in mind before selecting a location for constructing a drinking water well.

- Survey of any existing DW in the area should be made to find out water availability and quality in the general area (if geo-tech investigations are not done). Any unused DW should be noted and causes found out.
- Well site must be above the flood level of rivers, tanks or other low lying areas that are prone to flood during rain
- Drinking water wells should not be built in paddy fields (pollution by agro-chemicals)
- Areas of peaty soil should be avoided for DW as these cause the water to have an unpleasant taste and smell.
- Distance to the nearest possible source of pollution must not be less than at least 15 meters in the direction of the groundwater flow. Sources of pollution can be latrine pits, cattle sheds, drains, burial grounds, garbage disposal dumps, roads etc

Some tips for hand dug well-construction

- Select technology suited for the ground condition of the area
- Do not embark on well construction during or immediately after a rainy season
- The first 2.5m of wall lining below ground level should compulsorily be water sealed to avert surface water intrusion. The well should be protected with a head wall and an apron around it.
- The required depth of the dug well will depend on the soil and water table conditions. It is better to construct dug well in the dry season, with the objective of achieving about two meters of water in the DW upon completion. This procedure will ensure a sufficient depth of water to remain serviceable year-round.
- DW should be covered to protect it from outside contamination ensuring proper ventilation and sunlight. A wire mesh with a suitable mesh size to protect the water quality to be placed on the head wall is ideal. If a concrete cover is placed, then adequate measures should be taken to ensure aeration. **Water Quality**
- Water quality in the new dug well should be tested prior to it being used. The first sample should be taken after the well has been cleaned after construction which will take a few days.
- Water should be tested for bacteriological and chemical properties (the National Water Supply and Drainage Board has a standard test for drinking water sources and can be tested in any of the NWSDB laboratories). The local PHI should be contacted in this regard.
- Chlorination should be carried out if presence of feacal coliform bacteria is determined. It is important not to over-chlorinate. Hence, this should be done by or under the supervision of the PHI.
- Ideally, the water quality of the well should be tested twice a year to ensure no contamination is taking place.

Annex 5: Guidelines and Checklist for Construction and Operation of Laboratories

The use of chemicals that are hazardous if not handled according to proper safety standards can cause injury and contaminate the environment. In order to minimize the risk to students and teachers using science laboratories these guidelines provide some tips on safety and prevention. The checklist will assist with types of impacts that a laboratory can create and assist with the design of an appropriate laboratory suited to the needs of the school.

Design of Laboratory:

As set out in the World Bank Group General EHS Guidelines on Occupational Health and Safety: Workspace should be designed and equipped to protect Occupational Health and Safety (OHS) through:

- Surfaces, structures and installations should be easy to clean and maintain, and not allow for accumulation of hazardous compounds.
- Buildings should be structurally safe, provide appropriate protection against the climate, and have acceptable light and noise conditions.
- Fire resistant, noise absorbing materials should, to an extent feasible, be used for cladding on ceilings and walls.
- Floors should be level, even and non-skid.
- Heavy oscillating, rotating or alternating equipment should be located in dedicated areas or structurally isolated sections.

- Design layout should have adequate emergency exits. Passages to emergency exists should be unobstructed at all times. Exists should be clearly marked to be visible in total darkness.
- The number and capacity of emergency exits should be sufficient for safe and orderly evacuation of the greatest number of people at any time, and there should be a minimum of two exits located based on design.
- Facilities also should be designed and built taking into account the needs of disabled persons.
- Laboratories should to the degree feasible, receive natural light and be supplemented with sufficient artificial illumination.
- Laboratories should have adequate ventilation and windows that can be opened in case of emergency. Factors to be considered in ventilation design include physical activity, substances in use, and process related emissions.

Fire Precautions:

- The laboratory should be designed to prevent the start of fires through the implementation of fire codes applicable to industrial settings. Other essential measures include:
  - Equipping facilities with fire detectors, alarm systems, and fire fighting equipment. The equipment should be maintained in good working order and be readily accessible. It should be adequate for the dimensions and use of the premises, equipment installed, physical and chemical properties of substances present, and the maximum number of people present.
  - Provision of manual fire fighting equipment that is easily accessible and simple to use. Fire extinguishers should be labelled clearly. Extinguishers based on type of chemicals to be used should be installed.
  - Fire and emergency alarm systems that are both audible and visible.

First Aid:

- First aid stations that are appropriately equipped should be located in easy to access places in the laboratory.
- Teachers using the laboratory to conduct classes should be provided with basic first aid training.
- Conduct regular inspections of safety and first aid equipment as often as requested by the administration.

Laboratory Use:

Labelling of Equipment:

Chemical hazards represent potential for illness or injury due to single acute exposure of chronic repetitive exposure to toxic, corrosive, sensitizing or oxidative substances. They also represent a risk of uncontrolled reaction, including the risk of fire and explosion, if incompatible chemicals are inadvertently mixed[2]. Chemical hazards can most effectively be prevented by the following:

- Replacement of the hazardous substance with a less hazardous substitute,
- All vessels that may contain substances that are hazardous as a result of chemical or toxicological properties, or temperature or pressure, should be labelled as to the contents and hazard, or appropriately colour coded.
- Similarly piping systems that contain hazardous /combustible substances (i.e. LPG) should be labelled with the direction of flow and contents of the pipe, or colour coded whenever the pipe passing through a wall or floor is interrupted by a valve or junction device.

Teacher and Student responsibilities:

- A basic manual on safety rules, procedures and practices for laboratory use should be developed by schools that plan to include a science laboratory.
- Teachers should wear proper protective gear and abide by safety rules, procedures and practices.
- Educate students on the location and use of all safety and emergency equipment prior to laboratory activity.
- Identify safety procedures to follow in the event of an emergency/accident.
- Provide students with verbal and written safety procedures to follow in the event of an emergency/accident.
- Know the location of and how to use the cut-off switches and valves for the water, gas, and electricity in the laboratory.
- Before each activity in the laboratory, weigh the potential risk factors against the educational value.
- Have an understanding of all the potential hazards of the materials, the process, and the equipment involved in every laboratory activity.
- Inspect all equipment/apparatus in the laboratory before use.
- Before entering the laboratory, instruct students on all laboratory procedures that will be conducted.

[2] IFC/ World Bank Group, 2.0 Occupational Health and Safety , General EHS Guidelines. www.ifc.org/ifcext/enviro.nsf/Content/EnvironmentalGuidelines

- Discuss all safety concerns and potential hazards related to the laboratory work that students will be performing before starting the work[3].
- Make sure students are wearing the appropriate personal protective equipment (i.e., chemical splash goggles, laboratory aprons or coats, and gloves).
- Ensure students follow proper hygiene practices after use of lab.
- Enforce all safety rules and procedures at all times.
- Never leave students unsupervised in the laboratory.
- Never allow unauthorized visitors to enter the laboratory.
- Never allow students to take chemicals out of the laboratory.

CHECKLIST FOR SCHOOL LABORATORY

	Screening Question		**Yes**	**No**	**Remarks**
1	Will the academic work be laboratory based? (If No, then go to question 4)				
2	Does the Laboratory have:				
	i	Environment, health and safety protocol or guidelines?			
	ii	Adequate Fire Safety Provision?			
	iii	Safety provision for gas cylinder handling?			
	iv	Proper waste disposal facilities?			
	V	Adequate liquid waste management facilities?			
	vi	Adequate ventilation?			
	vii	First –Aid facilities?			
	viii	Emergency exit facilities?			
	ix	Trained professional to guide the researchers/students about safety procedures?			
3	Will the laboratory based research work				
	i	Produce hazardous waste materials?			
	ii	Generate infectious waste?			
	iii	Cause significant emissions of gas harmful to health?			
	iv	Generate liquid waste ?			
	v	Cause any major noise?			
4	Will the research work require interventions at field level?				
	i	Located at or near an environmentally sensitive area?			
	ii	Discharge any liquid waste in the environment?			
	iii	Discharge large quantities of waste/used water?			
	iv	Generate hazardous waste?			
	v	Impair downstream water quality?			
	vi	Have any possible degradation in land and ecosystem?			
	vii	Cause local air pollution from any plants/system operation?			

[3] School Chemistry Lab Safety Guide, U.S. Consumer Product Safety Commission (2006).

6		Will the project have an indirect impact on environment and ecosystem?			

Annex 6: Environmental Management Plan Compliance Monitoring Checklist

Title of project :

Proponent :

Contractor's Name : Monitoring Date :

Monitor's Name & :

Designation

Issue	**Proposed mitigation measures (from the EMP)**	**Implementing Responsibility**	**Compliance Yes/No**	**Reason for noncompliance**	**Follow up Action**

Photo-documentation of Issue Identified Above

Issue # (from description above)	Date of photograph	Photograph depicting issue

Annex 7: Policy Framework: Environmental Assessment and Impact Mitigation

The importance of the Environmental Impact Assessment as an effective tool for the purpose of integrating environmental considerations with development planning is highly recognized in Sri Lanka. The application of this technique is considered as a means of ensuring that the likely effects of new development projects on the environment are fully understood and taken into account before development is allowed to proceed. The importance of this management tool to foresee potential environmental impacts and problems caused by proposed projects and its use as a mean to make project more suitable to the environment are highly appreciated. The Environmental Impact Assessment (EIA) unit of the Central Environmental Authority (CEA) is involved in the implementation of the EIA procedure under the National Environmental Act.

ENVIRONMENTAL IMPACT ASSESSMENT (EIA)

Realizing the need for integrating environment, economic and social considerations with the planning and decision making process in a more formal manner, the Government of Sri Lanka decided to introduce Environmental Impact Assessment for development projects. The importance of the Environmental Impact Assessment as an effective tool for the purpose of integrating environmental considerations with development planning is highly recognized in Sri Lanka.

The Environmental Impact Assessment (EIA) unit of the Central Environmental Authority (CEA) is involved in the implementation of the EIA procedure under the National Environmental Act. Administration of the EIA process, co-ordination between Project Approving Agencies (PAA's) that have been appointed for this purpose, preparation of manuals and guidelines on EIA and maintenance of a data base on EIA is done by the CEA.

EIA under the National Environmental Act (NEA)

EIA was mandated island wide by the 1988 amendments to the National Environmental Act. Part IV C of the Amendment Act No. 56 of 1988 mandated that CEA require "prescribed" development project proposals to be subjected to Environmental Impact Assessment, where adverse and beneficial impacts of the proposed projects on the environment would be identified together with measures to minimize such adverse impacts.

The procedure stipulated in the Act for the approval of projects provides for the submission of two types of reports Initial Environmental Examination (IEE) report and Environmental Impact Assessment (EIA) report. If the environmental impacts of the project are not very significant then the project proponent may be asked to do an Initial Environmental Examination (IEE), which is a relatively short and simple study. However, if the potential impacts appear to be more significant, the project proponent may be asked to do an Environmental Impact Assessment (EIA) which is a more detailed and comprehensive study of environmental impacts. Such reports are required in respect of "prescribed projects" included in a Schedule in an Order published by the Minister of Environment in terms of section 23 Z of the act in the Gazette Extra Ordinary No. 772/22 dated 24th June 1993 (ANNEX II). Once an EIA report is submitted NEA provides for a public inspection and comment on the report during a mandatory period of 30 days. A public hearing may be held to provide an opportunity to any member of the public (who has submitted his comments) to be heard in support of his comments if the PAA considers it to be in the public interest to do so. A decision whether to approve the project has to be arrived at thereafter. IEE reports have been exempted from this requirement. However, an Initial Environmental Examination report shall be deemed to be a public document for the purposes of sections 74 and 76 of the Evidence Ordinance (Chapter 21) and shall be open for inspection by the public.

The EIA process is implemented through designated Project Approving Agencies (PAAs) specified under Section 23 Y of the NEA. At present 23 state agencies, including Ceylon Tourist Board have been specified by the Minister as contained in Gazette Extra Ordinary No. 859/14 dated 23rd February 1995 and Gazette Extra Ordinary No. 1373/6 of 29th December 2004. The National Environmental Act stipulates that all "prescribed projects" must receive approval from the appropriate project approving agencies (PAAs), which must be those that are "concerned with or connected with such prescribed projects". A PAA, which is also the project proponent, is disqualified from acting as the PAA for the project by NEA-EIA Regulation 2(1) of June 1993. When the PAA is also the project proponent, the CEA is required to designate an appropriate PAA. Again in cases where there are more than one PAA is involved, the CEA must determine the appropriate PAA. In the event of doubt or difficulty in identifying the appropriate PAA, it has been practice for the CEA to take on the role of PAA.

Prescribed projects

Prescribed projects are listed in two groups in Schedule included in the first ministerial order of June 24, 1993. Part I of the Schedule includes 31 projects and undertakings if located wholly or partly outside the Coastal Zone. The projects in this group irrespective of size if located wholly or partly within the coastal zone must undergo the approval process that is laid down in the Coast Conservation Act. In other words only those projects located totally outside the Coastal Zone will be subject to the approval process laid down in the NEA.

Item 19 in this list of 31 projects and undertakings is described as the "Development of Industrial Estates and Parks exceeding an area of 10 hectares". Once an industrial estate or industrial park is approved under Part IV VC of the NEA, any individual project or undertaking located in it, even though prescribed, will be exempted from the approval process. Projects and undertakings, which are listed as Items 20 to 30, belong to the category of high polluting industries. They will be required to go through the EIA process only if they are located outside an approved industrial estate or industrial park.

Implementation of projects in environmentally sensitive areas that are listed in Part III of the Schedule is not prohibited, but regardless of their magnitude such projects and undertakings must go through the approval process. This itself acts as a disincentive to project proponents. Similarly, even though Part I of the Order exempts projects and undertakings proposed to be established within the Coastal Zone from the approval process set out in Part IV C of the NEA, the law requires that such projects must be subject to the NEA approval process if they are located in environmentally sensitive areas of the Coastal Zone. In short, the EIA process set out in the Coast Conservation Act applies to projects prescribed under the NEA only when they are located wholly within the Coastal Zone but not in any environmentally sensitive area therein.

Part II of the Schedule of prescribed projects includes Item 32 industries (Items 33 to 52). Item 32 is described as "All projects and undertakings listed in Part I irrespective of their magnitudes and irrespective of whether they are located in the coastal zone or not, if located wholly or partly within the areas specified in Part III of the Schedule". The industries included as Items 33 to 52 are not described by magnitude and are subject to the approval process only if located within the environmental sensitive areas mentioned in Part III of the Schedule.

Operational Procedure for EIA/IEE

The Basic Information Questionnaire (BIQ) form prepared by the CEA (**Annex 2**) has to be filled by the project proponent and submitted to the CEA. On examination of the BIQ, the CEA decides on the need for an EIA/IEE. If its determined that an EIA/IEE is required, the CEA will decide a suitable Project Approving Agency (PAA).

The PAA in turn will appoint a technical committee (TC) to scope the project based on the preliminary information. If the PAA determines that the project would have no long-term adverse environmental impacts, an initial environmental examination (IEE) would be considered adequate. The project proponent must submit a detailed IEE for review and approval by the PAA. The IEE should identify potential environmental and social issues and the possible remedial actions. Upon reviewing the IEE, if the TC identifies any substantial environmental issues that may arise as a result of the proposed project, the proponent will be advised to undertake a detailed EIA and issue the Terms of Reference (TOR) for the EIA. In developing the TOR, the PAA will also consider the views of other state agencies and the public. If the PAA decided that no further environmental analysis is needed, the process ends with approval/rejection of the IEE.

If an EIA is a necessity, then the project proponent must conduct the EIA according to the TOR issued, prepare the report in all three languages and submit it to the PAA. The PAA will then declare open the EIA report for a period of 30 days for public comments and the comments received will be conveyed to the proponent. The project proponent can then prepare a response to the public comments and submit it to the PAA. The TC will then evaluate the report with respect to adherence to the TOR, quality of the report contents and adequacy of the responses to public comments.

Based on the recommendations of the TC, the PAA in concurrence with CEA would either grant approval for the implementation of the proposed project subject to specific conditions or refuse approval for implementation of the project, giving reasons for doing so. The PAA will also specify a period within which the approved project should be completed. If the project proponent is unable to complete the project within the specified period, written permission for an extension must be obtained from the PAA, 30 days prior to the expiration of the approved completion date.

EIA in the Coast Conservation Act

The Coast Conservation Act No. 57 of 1981 together with the Coast Conservation (Amendment) Act, No. 64 of 1988 governs the Coastal Zone. This Zone comprises mainly "the area lying within a limit of three hundred meters landwards of the Mean High Water line and a limit of two kilometers seawards of the Mean Low Water line". The EIA process is part of the permit procedure mandated in Part II of the Coast Conservation Act (CCA) for the approval of prescribed development projects and undertakings within the Coastal Zone. The Act states that the Minister in charge of the subject of Coast Conserva6tion "may, having regard to the effect of those development activities on the long term stability, productivity and environmental quality of the Coastal Zone, prescribe the categories of development activity, which may be engaged in within the Coastal Zone without a permit". Such activity should not however include any development activity already prescribed under the NEA.

Section 16 of the Coast Conservation Act (CCA) confers on the Director of Coast Conservation the discretion to request a developer applying for a permit (to engage in a development activity within the Coastal Zone) to furnish an Environmental Impact Assessment relating to the proposed development activity. The CCA does not however specify how and when this discretion should be exercised. The Coast Conservation Department (CCD) interprets this provision as requiring an EIA when the impacts of the project are likely to be significant. The application from for a permit includes several questions, the answers to which would help determine whether the development activity is likely to have significant impacts on the environment.

The Act requires the Director of Coast Conservation, on receiving an EIA Report, to make it available for public inspection and to entertain comments on it. The Act also requires the Director of Coast Conservation to refer the EIA report to the Coast Conservation Advisory Council for comment. The Council is an inter-department, inter-disciplinary advisory body. The Director of Coast Conservation may decide to.

(1) Grant approval for the implementation of the proposed project subject to specified conditions,
Or
(2) Refuse approval for the implementation of the project, giving reasons for doing so.

Part I of the Schedule (annex II) containing the list of projects prescribed under the NEA states that the CCA applies in the case of those projects, which lie wholly within the Coastal Zone. This indicates that the NEA expects the Coast Conservation Dept. to consider these projects as prescribed and that an Environmental Impact Assessment is required albeit under the provisions of the CCA.

In practice however the Coast Conservation Department is guided by their own rules and regulations in determining whether any of the prescribed projects under the NEA require an Environmental Impact Assessment.

Certain parts of the Coastal Zone, which are considered environmentally sensitive and declared as "no-build" areas automatically, rule out the need to consider development projects in such areas. Similarly, development projects proposed for location in environmentally sensitive areas within the Coastal Zone are required to be submitted to the approval process specified in the NEA. Many of these environmentally sensitive areas have already been identified and listed by the Coast Conservation Department as "set-back" areas comprising reservation areas and restricted areas in which development activities are prohibited or significantly restricted.

CCD Planning Division officers submit their recommendations regarding proposed development projects to the Planning Committee of the Coast Conservation Department. The three technical divisions of the Coast Conservation Department recommend the issue of a permit with or without an EIA. Where an EIA is recommended, scoping sessions are convened with representatives of concerned state agencies to determine the Terms of Reference for the EIA.

The long title of the Coast Conservation Act states that the Act is established to regulate and control development activities within the Coastal Zone. Therefore, the Coast Conservation Department is the final authority in determining whether to permit a development activity in terms of the CCA, even though such activity may be required go through the approval process laid down in the NEA.

CCD Planning Division officers submit their recommendations regarding proposed development projects to the Planning Committee of the Coast Conservation Department. The three technical divisions of the Coast Conservation Department recommend the issue of a permit with or without an EIA. Where an EIA is recommended, scoping sessions are convened with representatives of concerned state agencies to determine the Terms of Reference for the EIA.

The long title of the Coast Conservation Act states that the Act is established to regulate and control development activities within the Coastal Zone. Therefore, the Coast Conservation Department is the final authority in determining whether to permit a development activity in terms of the CCA, even though such activity may be required go through the approval process laid down in the NEA.

EIA in the Fauna and Flora (Protection) Ordinance

The Fauna and Flora (Protection) Ordinance No. 2 of 1937, as amended by the Fauna and Flora (Amendment) Act No. 49 of 1993, requires that any development activity of any description whatsoever proposed to be established within one mile of the boundary of any National Reserve, should receive the prior written approval of the Director of Wildlife Conservation. The Ordinance as amended mandates tha6t the project proponent should furnish an IEE or EIA report in terms of the National Environmental Act. The information that a project proponent applying for permission to establish a development project within one

mile of any National Reserve has to submit is much more comprehensive than the information required for the approval process stipulated under the NEA. This is because every development project or activity to be established within one mile of any National Reserve is subject to the approval process of the Department of Wild Life Conservation regardless of its magnitude or category. Success in the implementation of this requirement will be tested to the extent that the term "development activity" is not defined in the Act. This procedure could also discourage any development activity however environmentally compatible it is, proposed to be established within any environmentally sensitive area.

EIA in the Provincial Administration

The Provincial Level environmental protection and management is introduced in Sri Lanka through the 13th amendments to the constitution certified in November 1987, which specifies three lists, the Reserved list, the Provincial Council list, and the Concurrent list. Provincial Councils have the exclusive right to legislate through statues on matters specified in the provincial Council list. The subject of environmental protection is placed in the Concurrent list as well as on the Provincial Council list. Provincial councils and Parliament can both legislate on matters on the Concurrent list provides it is done in consultation with each other. Only the North Western Provincial Council (NWPC) enacted legislation on environmental protection by Statute No. 12 of 1990. The National Environmental Act remains suspended an in operative within the North Western Province with effect from 10th January 1991.

Operational Framework for Implementation of EIA under national regulations

Activity	Agency	Duration
Submitting Preliminary information - A project proponent is required to provide the CEA with preliminary information on the proposed project, in order for the EIA process to be initiated. The best time for a project proponent to submit the preliminary information on the proposed project is as soon as the project concept is finalized and the location of the project is decided. The Basic Information Questionnaire (BIQ) form prepared by the CEA can be used for this purpose (Annex 2). When a prescribed project is referred to CEA, the CEA will decide a suitable Project Approving Agency (PAA).	CEA	2 months
Environmental Scoping - Then the PAA will carry out scoping and Terms of Reference (ToR) for the EIA/IEE will be issued to the project proponent	PAA	2 month
EIA/ IEE report preparation	Proponent	3 months
Public participation and evaluation - On receipt of an EIA report, it will be subjected to an adequacy check in order to ensure that the ToR issued by the PAA has been met. It will then be open for public inspection / comments for a period of 30 working days. If there are any public comments on the EIA report, they will be sent to the project proponent for response. Subsequent to the public commenting period the PAA will appoint a Technical Evaluation Committee (TEC) to evaluate the EIA report and make its recommendations. IEE reports are not required to be opened for public comments and are thus subjected to technical evaluation only.	PAA	3 months
Decision making - Based on the recommendation of the TEC, the PAA makes it's decision on whether to grant approval for a project. If the PAA is not the CEA, it should obtain the concurrence of the CEA prior to granting approval	PAA	2 months

Generally the approval is valid for 3 years. If the Project Proponent does not commence work within 3 years of the decision, renewal of the approval from the Project Approving Agencies is necessary. The validity period is usually stated in the letter of approval.

Annex 8 : Basic Information Questionnaire for the CEA

APPLICATION NO	

CENTRAL ENVIRONMENTAL AUTHORITY

BASIC INFORMATION QUESTIONNAIRE

(Essential information to determine the environmental approval requirement of projects)

1 Name of the Project:

Name of the Developer:
(Company/firm/individual)

Postal Address:

Phone No: Fax No:

Contact person
Name
Designation:
Phone No: Fax No:

Brief description of the project (Use a separate sheet)
Attach copy (ies) of pre-feasibility / feasibility study report (s) if available

4 Scale / magnitude of the project:
(eg. For a road project: Length of the trace; Tourist hotel: No. of rooms; Agriculture project: Extent of land, solid waste management projects : capacity per/day etc.)

5 Main objective(s) of the project:

6 Investment and Funding sources:

7 Location of the Project
i Pradeshiya Sabha:
ii Divisional Secretariat:
iii District
iv Provincial Council

Provide a location map indicating the project site, access to the site, surrounding development and infrastructure within 500 m of the site (1:50000 scale).

8 Extent of the project area (in ha):
A copy of the survey plan of the site

9 Does the project wholly or partly fall within any of the following areas?

Area	Yes	No	Unaware
100m from the boundaries of or within any area declared under the National Heritage Wilderness Act No 4 of 1988			
100m from the boundaries of or within any area declared under the Forest Ordinance (Chapter 451)			
Coastal zone as defined in the Coast Conservation Act No 57 of 1981			
Any erodable area declared under the Soil Conservation Act (Chapter 450)			
Any Flood Area declared under the Flood Protection Ordinance (Chapter 449)			
Any flood protection area declared under the Sri Lanka Land Reclamation and Development Corporation Act 15 of 1968 as amended by Act No 52 of 1982			
60 meters from the bank of a public stream as defined in the Crown Lands Ordinance (Chapter 454) and having width of more than 25 meters at any point of its course			
Any reservations beyond the full supply level of a reservoir .			
Any archaeological reserve, ancient or protected monument as defined or declared under the Antiquities Ordinance (Chapter 188).			
Any area declared under the Botanic Gardens Ordinance (Chapter 446).			
Within 100 meters from the boundaries of, or within, any area declared as a Sanctuary under the Fauna and Flora Protection Ordinance (Chapter 469)			
100 meters from the high flood level contour of or within, a public lake as defined in the Crown Lands Ordinance (Chapter 454) including those declared under section 71 of the said Ordinance			
Within a distance of one mile of the boundary of a National Reserve declared under the Fauna and Flora Protection Ordinance			

Present ownership of the project site:

State	Private	Other-specify

If state owned, please submit a letter of consent of the release of land from the relevant state agency

11 Present land use:

Present land use : (Please tick the relevant cage/s)

Land use Type		Land use Type	
Paddy		Marsh / Mangrove	
Tea		Scrub / Forest	
Rubber		Grassland / Chena	
Coconut		Built-up area	
Other Plantations / Garden		Other (pl. specify)	

Does the site /project require any

	Yes	No	If yes give the extent (in ha)
Reclamation of land, wetlands			
Clearing of forest			
Felling of trees			

14 Does the project envisage any resettlement

Yes	No	If yes, give the number of families to be resettled

15 Does the project envisage laying of pipelines

Yes	No	If yes, give the length of the pipeline (km)

16 Does the project involve any tunneling activities

Yes	No

17 Proposed timing and schedule including phased development:

18 Applicable laws, regulations, standards and requirements covering the proposed project:

19 Clearances / permits obtained or should be obtained from relevant state agencies and / or local authorities. (Attach required copies of the same)

The above information is accurate and true to the best of my knowledge. I am aware that this information will be utilized in decision-making by the relevant state authorities.

.....…….. **…….....**

Date **Signature of Applicant**

Annex 9: Guidelines for Developing EMPs

Having identified the potential impacts of the relevant sub-component, the next step of the EA process involves the identification and development of measures aimed at eliminating, offsetting and/or reducing impacts to levels that are environmentally acceptable during implementation and operation of the project (EMP). EMPs provide an essential link between the impacts predicted and mitigation measures specified within the EA and implementation and operation activities. World Bank guidelines state that detailed EMP's are essential elements for Category A projects, but for many Category B projects, a simple EMP alone will suffice. While there are no standard formats for EMPs, it is recognized that the format needs to fit the circumstances in which the EMP is being developed and the requirements, which it is, designed to meet. EMPs should be prepared after taking into account comments from the PAA and IDA as well as any clearance conditions. Annex C of OP 4.01 (see main report for annex C) of the World Bank safeguards outlines the important elements of the EMP and guides its preparation. Given below are the important elements that constitute an EMP.

a. Identification of impacts and description of mitigation measures

Firstly, Impacts arising out of the project activities need to be clearly identified. Secondly, feasible and cost effective measures to minimse impacts to acceptable levels should be specified with reference to each impact identified. Further, it should provide details on the conditions under which the mitigatory measure should be implemented (ex; routine or in the event of contingencies) The EMP also should distinguish between type of solution proposed (structural & non structural) and the phase in which it should become operable (design, construction and/or operational).

b. Enhancement plans

Positive impacts or opportunities arising out of the project need to be identified during the EA process. Some of these opportunities can be further developed to draw environmental and social benefits to the local area. The EMP should identify such opportunities and develop a plan to systematically harness any such benefit.

c. Monitoring program

In order to ensure that the proposed mitigatory measures have the intended results and complies with national standards and donor requirements, an environmental performance monitoring program should be included in the EMP. The monitoring program should give details of the following;

- Monitoring indicators to be measured for evaluating the performance of each mitigatory measure (for example national standards, engineering structures, extent of area replanted, etc).
- Monitoring mechanisms and methodologies
- Monitoring frequency
- Monitoring locations

d. Institutional arrangements

Institutions/parties responsible for implementing mitigatory measures and for monitoring their performance should be clearly identified. Where necessary, mechanisms for institutional co-ordination should be identified as often monitoring tends to involve more than one institution.

e. Implementing schedules

Timing, frequency and duration of mitigation measures with links to overall implementation schedule of the project should be specified.

f. Reporting procedures

Feedback mechanisms to inform the relevant parties on the progress and effectiveness of the mitigatory measures and monitoring itself should be specified. Guidelines on the type of information wanted and the presentation of feedback information should also be highlighted.

g. Cost estimates and sources of funds

Implementation of mitigatory measures mentioned in the EMP will involve an initial investment cost as well as recurrent costs. The EMP should include costs estimates for each measure and also identify sources of funding.

h. Contract clauses

This is an important section of the EMP that would ensure recommendations carried in the EMP will be translated into action on the ground. Contract documents will need to be incorporated with clauses directly linked to the implementation of mitigatory measures. Mechanisms such as linking the payment schedules to implementation of the said clauses could be explored and implemented, as appropriate.

Consultation with affected people and NGOs in preparing the MP will be an integral part of all Category A projects and is recommended for Category B projects.

Annex 10: General Mitigation Measures to be Included in the Environmental Management Plan for All Construction Projects

Pre-Construction Impact Mitigation

Utility Relocation

- Identify the common utilities to be affected such as: telephone cables, electric cables, electric poles, water pipelines, public water taps, etc.
- Affected utilities shall be relocated with prior approval of the concerned agencies before construction starts.
- Ensure community consensus and minimum impact to common utilities like telephone cable, electric cables, electric poles, water taps and etc., Proper clearance to be obtained from the concerned authorities and sent to the PMU before commencement of works.

Tree Removal

- Attempt to save the trees by changing the alignment of the designs
- Provide adequate protection to the trees to be retained with tree guards (e.g. Masonry tree guards, Low level RCC tree guards, Circular Iron Tree Guard with Bars) as required.
- Identify the number of trees that will be affected with girth size & species type
- Trees shall be removed from the construction sites before commencement of construction with prior permission from the concerned department.
- Compensatory plantation by way of Re-plantation of at least twice the number of trees cut should be carried out in the project area. (Please Refer Tree Protection/ Tree Re-Planting Procedures outlined in Section X)

Construction of labor camps

- The location, layout and basic facility provision of labor camp must be submitted to Engineer prior to their construction.
- The construction will commence only upon the written approval of the Engineer.
- The contractor shall maintain necessary living accommodation and ancillary facilities in functional and hygienic manner and as approved by the Engineer.
- All temporary accommodation must be constructed and maintained in such a fashion that uncontaminated water is available for drinking, cooking and washing. The sewage system for the camp must be planned and implemented with concurrence from the Local Public Health Officer (PHI)
- Adequate health care is to be provided for the work force. The layout of the construction camp and details of the facilities provided should be prepared and shall be approved by the engineer.
- Labor camp sites after use should be cleared and the site should be reinstated to previous condition at the close of the construction work.

Planning of temporary Traffic arrangements

- Temporary diversion will be provided with the approval of the engineer. Detailed traffic control plans will be prepared and submitted to the engineers for approval, one week prior to commencement of works.
- The traffic control plans shall contain details of temporary diversion, details of arrangements for construction under traffic, details of traffic arrangement after cessation of work each day, Signage, safety measures for transport of hazardous materials and arrangement of flagmen.

Site Management and Mitigation of Impacts during Construction Phase

Information Disclosure among Stakeholders

- Discussions should be conducted with the residents who reside around the immediate vicinity of the construction site; provide them with information on the project activities muster their views for possible impact mitigation as this will also ensure a good rapport and less complains. This should be done immediately once the contractor is mobilized.
- A copy of the EMP should be available at all times at the project supervision office on site.

Material Sourcing

- Significant impact on geological resources is anticipated at quarry sites and borrow areas the PIA shall ask contractors to ensure that sand, aggregates and other quarry material is sourced from licensed sources.
- It is recommended that all burrow and/or quarry material should be sourced from licensed sources.
- The contractor is required to maintain the necessary licenses and environmental clearances for all burrow and quarry material they are sourcing to obtain soil , fine aggregate and coarse aggregate.
- Sourcing of any material from any protected areas and/or designated natural areas are strictly prohibited.
- The Project Supervision Engineer will require maintaining the numbers and relevant details of all necessary licenses etc. and report of their status accordingly.

Transport and Storage of construction materials

- Sites for storage of construction materials should be identified, without affecting the traffic and other common utilities that will lead to access issues as the compound is operational.
- All material should be transported in fully covered trucks. Overloading of vehicles with materials should be controlled and done in a manner to suit the trucks capacity.
- Construction material such as cement, sand and metal should be stored in closed structures or in a contained manner.

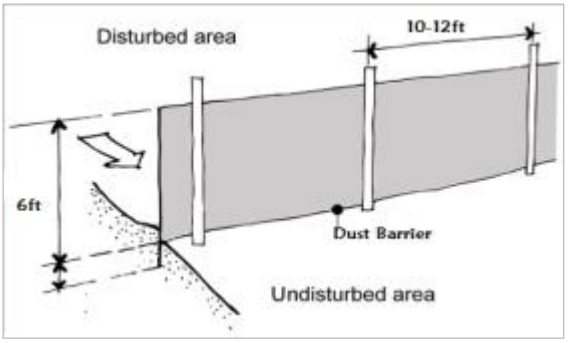
Dust

- All construction materials such as sand, metal, lime, bricks etc. should be transported under cover to the site and stored under cover at the sight. Plastic sheeting (of about 6 mm minimum thickness) can be used and held in place with weights, such as old tires or cinder blocks, with the edges of the sheeting buried, or by the use of other anchoring systems. This will minimize the levels of airborne dust.

- Mud patches caused by material transporting vehicles in the access road should be immediately cleaned
- Continual water sprinkling should be carried out in the work and fill areas and the access road if dust stir is observed. Water sprinkling should be done more frequently on days that are dry and windy (at least four time's day) as the levels of dust can be elevated during dry periods.

- Dust barriers should be used during all construction activities, especially in areas along roads with heavy traffic, commercial and residential areas.

- The maximum height of barriers should be 6ft at minimum. Material such as Amano roofing sheets, fine mesh geo textiles are recommended materials to be used for setting up dust barriers.



- Dust masks should be provided to the laborers for the use at required times.

Noise

- Noise generating work should be limited to day time (6:00AM to 6:00PM). Other type of construction work which will not disturb the environment by noise or vibration could be carried out during the night time. No work that generates excessive noise should be carried out during night hours (from 6:00PM to 6:00AM on the following day).
- Even during day time use of the access road should be minimized during departure times (7:00AM to 8:30AM), school time (1:00PM-2:00PM) and arrival times (After 4:30PM -6:00PM). This will not only reduce noise levels but also help mitigate congestion issues in the area due to the construction activities.
- All equipment and machinery should be operated at noise levels that do not exceed the permissible level of 75 dB (during construction) for the day time. For all construction activities undertaken during the night time, it is necessary to maintain the noise level at below 50 dB as per the Central Environmental Authority (CEA) noise control regulations
- All equipment should be in good serviced condition. Regular maintenance of all construction vehicles and machinery to meet noise control regulations stipulated by the CEA in 1996 (Gazette Extra Ordinary, No 924/12) must be conducted for vehicles/machinery that will be used in construction on site and for transport.
- Ideally noise generating work should not be carried out during public holidays and religious days. Special care should be taken as there is a temple nearby.
- Labor gangs should be warned to work with minimum noise. Strict labor supervision should be undertaken in this respect. Number of night time resident laborers should be minimized.
- Temporary sound barriers also should be erected around buildings or premises as appropriate to shield residents if there are complaints from them.

Vehicular noise pollution at residential / sensitive receptors

- Idling of temporary trucks or other equipment should not be permitted during periods of loading / unloading or when they are not in active use. The practice must be ensured especially near residential / commercial / sensitive areas.
- Stationary construction equipment will be kept at least 500m away from sensitive receptors, where possible. These include hospitals, schools, places of worship and households.
- All possible and practical measures to control noise emissions during drilling shall be employed.

Noise from vehicles, machinery and equipment

- Contractor shall submit the list of high noise/vibration generating machinery & equipment to the PIA for approval.
- Servicing of all construction vehicles and machinery must be done regularly and during routine servicing operations, the effectiveness of exhaust silencers will be checked and if found defective will be replaced.
- Maintenance of vehicles, equipment and machinery shall be regular and up to the satisfaction of the Engineer to keep noise levels at the minimum.

Removal and Disposal of construction debris and excavated materials

- During site clearance activities, demolition and debris removal must be carried out swiftly and in well-planned manner. Possibly debris removal can be carried out during non-peak hours to avoid traffic at the site.
- The contractor shall identify the sites for debris disposal and should be finalized prior to start of the earthworks; Spoil and other disposal materials should only be dumped at sites for which prior approval from relevant authorities such as the LA have been obtained. Taking into account the following
    - The dumping does not impact natural drainage courses
    - No endangered / rare flora is impacted by such dumping
    - Should be located in nonresidential areas located in the downwind side
    - Located at least 100m from the designated forest land.
    - Avoid disposal on productive land.
    - should be located with the consensus of the local community , in consultation with the engineer and shall be approved by the highways department
    - Minimize the construction debris by balancing the cut and fill requirements.

- The contractor should avoid any spillage of spoil when transporting such materials to the approved material dumping sites.

Protection of top soil

- The top soil to be protected and compacted after completion of pipe laying activities.
- The contractor should attempt to reuse the cut material from earthworks for project activities where possible

Pollution from Fuel and Lubricants

- The contractor shall ensure that all construction vehicle parking location, fuel/lubricants storage sites, vehicle, machinery and equipment maintenance and refueling sites shall be located away from rivers and irrigation canal/ponds.
- Contractor shall ensure that all vehicle/machinery and equipment operation, maintenance and refueling will be carried out in such a fashion that spillage of fuels and lubricants does not contaminate the ground.

- Contractor shall arrange for collection, storing and disposal of oily wastes to the pre-identified disposal sites (list to be submitted to Engineer) and approved by the Engineer. All spills and collected petroleum products will be disposed off in accordance with standards set by the CEA/MoE.
- Engineer will certify that all arrangements comply with the guidelines of CEA/MoE or any other relevant laws.

Public and Worker Safety

- The construction site should be barricaded at all time in a day with adequate marking, safety tape, flags, reflectors etc. for safety of individuals using the compound on a daily basis. (Items such as parking cones, lights, tubular markers, orange and white strips and barricades of a luminous nature for night visibility)
- The construction site should be clearly demarcated by the above means and restriction of access to public to the site will help the safety of public.
- Safety signboards should be displayed at all necessary locations.





- The contractor should obtain a Third party insurance to compensate any damages, injuries caused to the public or laborers during the construction period.
- All construction vehicles should be operated by experienced and trained operators under supervision.
- Basic onsite safety training should be conducted for all laborers during the EMP training prior to the start of the construction activities.
- All digging and installation work should be completed in one go, if this task is not accomplished the area should be isolated using luminous safety tape and barricading structures surrounding the whole area.

- Trenches should be progressively rehabilitated once work is completed.
- Material loading and unloading should be done in an area, well away from traffic and barricaded
- Construction wastes should be removed within 24 hours from the site to ensure public safety.

Safety Gear for Labors

- Protective footwear and protective goggles should be provided to all workers employed on mixing of materials like cement, concrete etc.
- Welder's protective eye-shields shall be provided to workers who are engaged in welding works.
- Earplugs shall be provided to workers exposed to loud noise, and workers working in crushing, compaction, or concrete mixing operation.
- The contractor shall supply all necessary safety appliances such as safety goggles, helmets, safety belts, ear plugs, mask etc. to workers and staffs.
- In addition, the contractor shall maintained in stock at the site office, gloves, ear muffs, goggles, dust masks, safety harness and any other equipment considered necessary.
- A safety inspection checklist should be prepared taking into consideration what the workers are supposed to be wearing and monitored on a monthly basis and recorded.

Prevention of accidents

- Prevention of accidents involving human beings, animals or vehicles falling or accidents due to open trenches/manholes during construction period. This needs to be ensured with proper barricading, signage boards and lighting etc.
- A readily available first aid unit including an adequate supply of sterilized dressing materials and appliances should be available at the site office at all times
- Availability of suitable transport at all times to take injured or sick person(s) to the nearest hospital should also be insured.
- Names and contact information for emergency services such as Ambulance services, hospitals, police and the fire brigade should be prepared as a sign board and displayed at the work site.

Presence of Outside Labor in a Residential Area

- Strict labor supervision should be undertaken. There should be labor awareness programs to educate the laborers about their general behavior while at work as well as their own safety.

Operation of labor camps

- The Contractor shall construct and maintain all labor accommodation in such a fashion that uncontaminated water is available for drinking, cooking and washing.
- Supply of sufficient quantity of potable water (as per IS) in every workplace/labor camp site at suitable and easily accessible places and regular maintenance of such facilities.
- The sewage system for the camp are designed, built and operated in such a fashion that no health hazards occurs and no pollution to the air, ground water or adjacent water courses take place. Ensure adequate water supply is to be provided in all toilets and urinals.
- The contractor shall provide garbage bins in the camps and ensure that these are regularly emptied and disposed of in a hygienic manner

Surface Drainage and Possible Water Stagnation

- Provide storm water drain system in the premises which will discharge water to the improved roadside storm water drain.
- Carry out overall storm water management in the premises during construction using temporary ditches, sand bag barriers etc.
- Temporary flooding due to excavation.
- Proper drainage arrangements to be made, to avoid the overflowing of existing drains due to excavation during the laying of pipes, cutting activities.

Tree Protection during Construction Phase

- Giving due protection to the trees that fall in the shoulders /corridor of impact shall be the prime focus during Construction/post construction
- Masonry tree guards, Low level RCC tree guards, Circular Iron Tree Guard with Bars, use of plate compactors near trees may also be considered where necessary

Tree Re-Planting

- Re-plantation of at least twice (1:2) the number of trees cut should be carried out along the project road. Since the major portion of the project road may pass through open lands, planting of trees along the entire stretch of the road is recommended as an enhancement measure.
- Growth and survival of trees planted shall be ensured and monitoring done at least for a period of 3 years .Survival status shall be reported on monthly basis to Engineer in charge.

Clearing/Closure of Construction Site/Labor Camps

- Contractor to prepare site restoration plans for approval by the engineer. The plan is to be implemented by the contractor prior to demobilization.
- On completion of the works, all temporary structures will be cleared away, all rubbish cleared, excreta or other disposal pits or trenches filled in and effectively sealed off and the site left clean and tidy, at the contractor's expenses, to the entire satisfaction of the engineer.

Procedures for Dealing with Chance Finds

Flora and Chance found Fauna

- The contractor will take reasonable precaution to prevent workmen or any other persons from removing and damaging any flora (plant/vegetation) and fauna (animal) including fishing in any water body and hunting of any animal.
- If any wild animal is found near the construction site at any point of time, the contractor will immediately upon discovery thereof acquaint the Engineer and carry out the Engineer's instructions for dealing with the same.

- The Engineer will report to the nearby Forest Department /Department of Wild Life Conservation (range office or divisional office) and will take appropriate steps/ measures, if required in consultation with the forest officials.

Chance Found Archaeological Property

- All fossils, coins, articles of value of antiquity, structures and other remains or things of geological or archaeological interest discovered on the site shall be the property of the Government and shall be dealt with as per provisions of the relevant legislation.
- The contractor will take reasonable precautions to prevent his workmen or any other persons from removing and damaging any such article or thing. He will, immediately upon discovery thereof and before removal acquaint the Engineer of such discovery and carry out the instructions for dealing with the same, waiting which all work shall be stopped.
- The Engineer will seek direction from the Archaeological Department of Sri Lanka and inform the project EO to follow the Chance Find Procedures set forth.

Annex 11: Guidelines for Health and Safety of Workers, Communities and Visitors

Health and safety of workers and the public should be designed into constructions, before and during and after the building phase. It is cheaper and easier to control risks in construction to workers as well as the public before work starts on site by proper planning, training, site induction, worker consultation and incorporating strict safety procedures in construction plans. The proposed project interventions will mostly involve small to medium scale construction sites. As such, extreme dangers posed by working in environments such as great heights, deep water and involving dangerous chemicals and radioactive material will not be present. Potential dangers associated with ESCAMP sites will include falling from moderate heights, vehicle accidents, falling into trenches, drowning, breathing dust and other air pollutants, back aches caused by handling heavy material, wildlife attacks, etc. and can be mitigated with following safety guidelines.

EA/EMP for each site should mandatorily include a risk assessment as to what are the hazards involved in the work site, who might be harmed and how seriously, how likely this harm might happen and what actions are required to eliminate or reduce the risk and incorporate such measures in the EMP and clearly set out in the tender documents. All sub-projects must observe health and safety regulations, hence during implementation it is important to check if these control measures are put in place and are meeting the legal requirement.

Further guidance can be found in the World Bank Group General EHS Guidelines. The following measures have been developed to fit the country context based on the General EHS Guidelines.

Training

- Ensure constructors carry out suitable training programs on occupational health and safety for workers prior to commencement of construction, especially with regard to working in wild territory.
- Ensure only experienced and well trained workers are used for the handling of machinery, equipment and material processing plants
- Ensure all persons, including managers, are trained and able to carry out their work without risk to the safety or health of themselves, other workers or the public

Personal Protective Equipment

- Ensure appropriate safety equipment, tools and protective clothing are provided to workers and that safe working methods are applied. A safety inspection checklist should be prepared taking into consideration what the workers are supposed to be wearing and monitored.
    - Any person who works or operates in an area where there is a risk of flying objects, such as splinters, should wear safety goggles at all time. These should be securely fitted to the face. Welders should protect the entire face from hot sparks and bright rays by using a welding mask.
    - Any person exposed to high levels of dust or hazardous gases (when working in tunnels) should wear respiratory protection in the form of disposal masks or respiratory masks which fit more snugly around the nose and mouth.
    - Any person working in an area where there is the risk of being struck on the head by a falling or flying object should wear a hard hat at all times. These should be well maintained in order to be fully effective, and any helmets or hard hats that are damaged or cracked should immediately be replaced.
    - All workers will be required to wear shoes or strong boots to prevent sharp objects from penetrating or crushing the foot. Those working in muddy conditions and in canals with polluted water should avoid hand/foot contact with water and should never wear slippers.

- Road workers should wear reflective vests to avoid being hit by moving vehicular traffic.

Site Delineation and Warning Signs

- Ensure delineation devices such as cones, lights, tubular markers, orange and white strips and barricades are erected to inform about work zones.
- Ensure all digging and installing work items that are not accomplished are isolated and warned of by signposts and flash lamps in nighttime (for those sites outsides PAs).
- Ensure dangerous warning signs are raised to inform public of particular dangers and to keep the public away from such hazards, such as warning for bathing when working on river sites and irrigation works.
- Ensure rehabilitation of trenches progressively once work is completed.
- The safety inspection checklist must look to see that the delineation devices are used, whether they are appropriately positioned, if they are easily identifiable and whether they are reflective.

Equipment safety

- Work zone workers use tools, equipment and machinery that could be dangerous if used incorrectly or if the equipment malfunctions Inspections must be carried out to test the equipment before it is used, so that worker safety can be secured. Inspections should look for evidence of wear and tear, frays, missing parts and mechanical or electrical problems.

Material management

- Ensure easily flammable materials are not be stored in construction site and that they are transported out of project site

Emergency Procedures

- Ensure an emergency aid service is in place in the work zone.
- Ensure all site staff is properly briefed as to what to do in the event of an emergency, such as who to notify and where to assemble for a head count. This information must be conveyed to employees by the site manager on the first occasion a worker visits the site.

Construction camps

- Ensure installation of adequate construction camps and sanitation facilities for construction workers to control of transmission of infectious diseases.
- Ensure that adequate warning is provided on issues of poaching and wildlife attacks

Information management

- Develop and establish contractor's own procedure for receiving, documenting and addressing complaints that is easily accessible, culturally appropriate and understandable to affected communities.
- Provide advance notice to local communities by way of information boards about the schedule of construction activities.

Worker consultation

- Consulting the workforce on health and safety measures is not only a legal requirement, it is an effective way to ensure that workers are committed to health and safety procedures and improvements. Employees should be consulted on health and safety measures and before the introduction of new technology or products.

Annex 12: Environmental Guidelines for Decommissioning and Demolition of Existing Buildings

Potential Environmental Impacts

The hazards and environmental impacts associated with demolition works are mainly a function of:

- The location of the demolition work, i.e. whether demolition is near to main road or whether demolition is far away from development and movement
- The type of building being demolished i.e. concrete, iron sheets, etc
- The method of demolition i.e. manually using hand tools; mechanically using heavy machinery including electric grinders, pneumatic compressors, excavator on trucks and lorries; or by induced collapse demolition using explosives
- The scale of the project i.e. the area of building being demolished and amount of solid wastes, dust and traffic being generated
- The duration of the demolition work

Potential environmental impacts in connection with demolition works are: -

- Noise and vibration
- Dust
- Traffic implications
- Generation of demolition wastes including doors, windows, wood and metal frames; concrete rubbles and blocks, corrugated iron sheets, asbestos cement sheets, etc.
- Visual and aesthetic impacts

Procedures for Management of Potential Environmental Impacts

- The following guidelines will be followed for any decommissioning of the existing buildings and demolition. While the EMP covers measure to manage construction waste, dust and noise in general. It is essential to ensure that the process and demolition waste is handled specifically as outlined below.
- As a requisite, a demolition plan will be prepared and approved by the project engineer of the proponent. The demolition work will be conducted post conducting the following activities.

- **Crack Survey of Neighboring Buildings** ○ A crack survey or neighboring buildings should be conducted for all buildings directly adjacent to the construction site.
  - The current condition of these buildings need to be photo documented and filed prior to the decommissioning commencing to ensure that no damages are caused to the structures due to vehicle movements and demolition works.
  - A crack survey report will be prepared and submitted to the Engineer prior to commencement of decommissioning on the ground.

- **Management of Utilities** ○ Termination of Utilities
    - Prior to actual demolition, the Authorized Person shall liaise with all available utility companies so as: (A) to keep records of available utilities leading into the premises; and (B) to cause all utilities to be terminated.

- Effects of Demolition on Utilities
  - The demolition plan shall ensure that during the course of demolition, no existing utilities in the vicinity of the demolition sites are affected by the demolition operation.
- Common Utilities
  - The common utilities encountered in building demolition generally include the following:(A) Electricity;(B) Water; (C) Gas; (D) Telecommunication; (E) Drainage; (F) Overhead and Underground Cables; (G) Railway Tunnel and its accessories, such as vent shafts; (H) Sewage Tunnel and its accessories; and (I) Disused Tunnel.
  - All utility companies and relevant agencies should be consulted prior to demolition of the structure.

- **Management of Asbestos Cement (ACM) Based Material-Avoiding Exposure Risk** ○ An inspection of building materials for the presence of asbestos and lead hazards must be conducted prior to initiating demolition projects.
  - Removal of ACM roof sheeting requires trained and qualified personnel as damage to/or broken ACM during removal will have an exposure risk to demolition workers.
  - Thus it is essential that workers have the necessary personal protective equipment, most importantly masks, safety boots, full suiting to cover body and hard hats. It is also recommended that High efficiency particulate air (HEPA) filters vacuum cleaners would be requiring to vacuum up any debris. These activities must be supervised by the engineer.
  - ACM Material should be removed prior to demolition of the structure, and transported immediately in a contained manner to an approved disposal site by the engineer. As there are no sites to accept hazardous waste material this will pose a challenge, it should be explored how best the material can be managed via CEA guidance on best practice.
  - No ACM material can be stockpiled off site. This should be fully prohibited.

- **Management of Environmental Impacts During Demolition Process.**
  - The demolition works shall not cause any nuisance by way of noise, dust and vibration to the surrounding environment, by following the requirements as per the project Environmental Management Plan (EMP).
  - Particular attention should be payed to ensure the following
    - The site of works shall be fenced and screened to protect site from strong winds and to contain dust.
    - The noise level during demolition works shall be within the permissible limits as
      - per the Central Environmental Authority (CEA) guidelines on noise.
    - All hazardous wastes, including asbestos shall be disposed of as per the provisions laid out by the CEA
    - The following measures shall be taken so as to abate the visual impacts during demolition works:
      - Visual screening / fencing of works
      - Proper location of equipment and machinery on site
      - No encroachment of demolition wastes on pavements and roads
    - Demolition works within residential areas shall be carried out during normal working hours (8:00 – 17:00) only.

- The demolition wastes may be used as filler material as appropriate and approved by the engineer. Any excess wastes shall be disposed of to an authorized site as recommended by the
- No debris shall be burned on the site.

Annex 13: Social Screening Checklist

Probable Involuntary Resettlement Impacts	Yes	No	Not known	Details
1. Will the intervention include new construction work?				
2. Does the intervention include upgradation or rehabilitation of existing physical facilities?				
3. Is there clarity of land ownership in areas where project interventions will be carried out?				
4. Is the intervention likely to cause any permanent damage to or loss of housing or other assets/ resources?				
5. Is the site chosen for the work free from encumbrances and is in the possession of the government/community?				
6. Does the sub project intervention require private land acquisitions?				
7. If the site is privately owned, can the land be purchased through negotiated settlement?				
8. If the land parcel has to be acquired, is the actual plot size and ownership status known?				
9. Are these land owners willing to voluntarily donate the required land for the sub-project?				
10. Are the affected land owners likely to lose more than 10% of their land/structure area owing to a donation?				
11. Is land available for material mobilization or transport for the civil work within the existing plot/ Right of Way?				
12. Are there non-title holders living/doing business on the proposed site/project locations?				
13. Is any temporary impact likely?				

14. Is there any possibility to move out, close of business/commercial/livelihood activities of persons during constructions?				
15. Is there any physical displacement of persons due to constructions?				
16. Does this project involve resettlement of any persons? If yes, give details.				
17. Will there be loss of /damage to agricultural lands, standing crops, trees?				
18. Will there be loss of income and livelihood?				
19. Will people permanently or temporarily lose access to facilities, services, or natural resources?				
20. Has there been any previous land acquisition where the identified land has been already acquired?				
21. Are indigenous people living in proposed locations or affected/benefitted by the project intervention?				

Annex 14: Social Screening Report Format

A. Description of the Activity/Intervention:

1. Give a brief introduction about the activity/interventions including the names of implementation agencies, their objectives and benefits.

2. Details about existing conditions of the facilities and proposed civil works with scope

3. Available design maps earmarking site and proposed activities in order to explain work.

4. Does this entail only the modification of existing facilities or will it involve any new construction work?.

5. Is the intended sub-project closely linked to any other activity not funded under GEM?

6. Would its sub-projects involve any ancillary impact/ activity away from the work site?

7. Time line for completion

B. Justification of Intervention and Alternative Analysis:

1. Importance of the proposed activities and why it is taken up:

2. Scenario if the work is not taken up.

3. Scenario if the work is taken up with greater scope of work.

4. What kind of natural disasters is this corridor vulnerable to?: (good if this can be answered).

5. How is the proposed work disaster resilient? (good to answer)

C. Corridor of Impact:

1. Where will the activity be taken up, where does it (drain/road, canal) pass through: markets, residential areas, green fields etc.

2. Brief socio-economic profile of the work site and impact area, beneficiary/affected communities: businesses, livelihoods;

3. Who all will benefit, and welcome the work? Who may oppose the proposed work?

D. Social Impact Assessment (based on screening checklist findings) Screening Describe both positive and negative impacts

E. Estimation of Specific Impacts

Components of the Sub Project	Private land required In Sq. m.	No of Land owners losing more than 10% of Land area	Government land required in Sq. m.	Forest land required in Sq. m.	No of houses affected	No of shops affected	No of other structures affected	No of squatters affected	Public utilities affected

F. Information on Affected persons

- Any estimate of the number of households that would likely be affected by the sub project?
  [ ] No. [ ] Yes.
  If yes, approximately how many? …….

- No. of HHs losing 10% of their productive assets (land/cowshed/shops)……

- No. of HHs losing 10% or more of their productive assets?.....

- Is any household of the 'vulnerable groups' affected?
  [ ] No. [ ]Yes.
  If yes, please briefly describe their situation with estimated numbers of HHs?

- What are the needs and priorities for social and economic betterment of vulnerable people who are affected by this project?

H. Decision on categorization

After reviewing the answers above, it is determined that the sub project is:

[ ] Categorized as an A project, a full resettlement plan is required

[ ] Categorized as a B project, an abbreviated resettlement plan is required

[ ] Categorized as an C project, no RP is required, Only Due Diligence Report is required

Approval and Submission

…… ……

Prepared by:	Approved by:
Safeguards Consultant/Officer	Project Coordinator/ Director
Date:	Date:

Annex 15: Outline of (Abbreviated) Resettlement Action Plan

(a) Project Description:

Identify Project location and its features and implementing agencies.

(b) Census Survey of Displaced Persons and Valuation of Assets:

Potential displacement due to proposed sub-project, assets lost and people displaced from homes or livelihood, and methodology to be used in valuing losses to determine their replacement cost.

(c) Legal and Regulatory Framework:

Describe key national and donor policies related to land acquisition, payment of compensation and entitlements. Explain how NIRP and WB safeguard policies will be complied with.

(d) Eligibility, Description of Compensation and Other Resettlement Assistance to be provided:

Describe the packages of compensation and other resettlement measures and other assistances that will assist each category of eligible displaced persons to achieve sub project the objectives.

(e) Consultations;

Discuss the consultation and participation process in the light of NIRP and WB safeguard requirements.

(f) Institutional Responsibility for Implementation and Procedures for Grievance Redress:

Identify main tasks and responsibilities in planning, negotiating, consulting, approving, coordinating, implementing, grievance redress, financing, monitoring and evaluation of the resettlement and rehabilitation.

(g) Arrangements for Monitoring and Implementation; and Specify the arrangements for M&E:

(h) Timetable and Budget:

Prepare an Implementation Schedule including all resettlement activities from preparation to implementation.

Annex 16: Suggested Legal Contract for Voluntary Land Donations

The following agreement has been made on.....day of .....between Mr./Ms .....aged ...……..... Resident of ……. GN.....District.....the grandson/daughter of ..... and son/daughter of .....

1. That the land with certificate no.....is a part of .....is surrounded from eastern side by .....western side by ..... on northern side, by ..... and southern side by .....

2. That the owner holds the transferable right of ..... (unit of land) of land/structure/asset .....

3. That the owner testifies that the land/structure is free of squatters of encroachers and not subject to any other claims.

4. That the owner hereby grants to the.....this asset for the construction and development of .....in.....GN/Location, ... supported by GEM for the benefit of the community.

5. That the owner will not claim any compensation against the grant of this asset nor obstruct the construction process on the land in case of which he/she would be subject to sanctions according to law and regulations.

6. That the GN/DS/ Local Authority agrees to accept this grant of asset for the purposes mentioned.

7. That the Local Authority/.....…….....shall construct and develop GEM facilities under the project and take all possible precautions to avoid damage to adjacent land/structure/other assets.

8. That the provisions of this agreement will come into force from the date of signing of this deed.

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Signature of the Owner Signature of Grama Niladhari

Signature of the Divisional Secretary/ Chairperson, Local Authority

Witness:1 ---------- 2.----------