



Government of the Republic of Malawi

**MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**

**ENVIRONMENTAL AND
SOCIAL MANAGEMENT
FRAMEWORK (ESMF)**

FOR

**EQUITY WITH QUALITY AND LEARNING AT
SECONDARY PROJECT (EQUALS)**

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List of Acronyms

AIDS:	Acquired Immuno Deficiency Syndrome
BOQs:	Bill of Quantities
CA:	Continuous Assessment
CDSS:	Community Day Secondary Schools
CoWs:	Clerk of Works
DEA:	Director of Environmental Affairs
DEC:	District Executive Committee
DEP:	Directorate of education Planning
DESC:	District Environmental Sub-Committee
DHRMD:	Directorate of Human Resource Management and Development
DIAS:	Directorate of Inspection and Advisory Services
DIE:	Department of inclusive Education
DLRs:	Disbursement Linked Results
DSDE:	Department of Secondary ad Distance Education
DTED:	Department of Teacher Education and Development
EA:	Environmental Assessments
EAD:	Environmental Affairs Department
EDMs:	Education Division Management Offices
EIMU:	Education Infrastructure Management Unit
EQUALS:	Equity and Quality Learning at Secondary Project
ESA:	Environmental and Social Assessment
ESBR:	Education Sector bursaries Registry
ESIA:	Environmental and Social Impact Assessment
ESIP:	Education Sector Investment Plan
ESMF:	Environmental and Social Management Framework
ESMP:	Environmental and Social Management Plan
ESSF:	Environmental and Social Screening Form
EU:	European Union
GBV:	Gender Based Violence
GoM:	Government of Malawi
GVH:	Group Village Headman
HIV:	Human Immunodeficiency Virus
HQ:	Headquarter
ICB:	International Competitive Bidding
ICT:	Information and Communication Technology
IRT:	Item Response Theory
M&E:	Monitoring and Evaluation
MANEB:	Malawi National Examination Board
MASAF:	Malawi Social Action Fund
MCDE:	Malawi College of Distance Education
MESIP:	Malawi Education Improvement Project
MIE:	Malawi Institute of Education
MoEST:	Ministry of Education, Science and Technology
MoFEPD:	Ministry of Finance, Economic Planning and Development (MoFEPD)
MS4SSA:	Math and Sciences for Sub-Saharan Africa
MSCE:	Malawi School Certificate Examination
NCTs:	National Curriculum Trainers
NEAP:	National Environment and Action Plan
NGOS:	Non Governmental Organisations

OPC:	Office of President and Cabinet
OSS:	Open Secondary School
PAPs:	Project Affected Persons
PDO:	Project Development Objective
RAP:	Resettlement Action Plan
RPF:	Resettlement Policy Framework
SCR:	Student Classroom Ratio
SDGs:	Sustainable Development Goals
SDP:	Skills Development Project
SMASSE:	Strengthening Maths and Science for Secondary Education
SRGBV:	School Related Gender Based Violence
STIs:	Sexually Transmitted Infections
TSLMTSP:	Training on School Level Management and Teacher Support Program
T/A :	Traditional Authority
TCE:	Technical Committee for the Environment
ToRs:	Terms of References
TSC:	Teaching Service Commission
UBR:	Unified Beneficiary Registry
UCE:	University Certificate of Education
US\$:	United States Dollar
USAID:	United States Agency for International Development
USD:	United States Dollar

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Executive Summary

Introduction

This Environmental and Social Management Framework (ESMF) document has been prepared to describe the principles and procedures to be followed in addressing the relevant safeguards policies that will be triggered by the proposed Equity and Quality Learning in Secondary (EQUALS) Project, which is to be financed by the World Bank using IDA funding. The Project involves activities whose sites have not yet been identified. For this reason, it is not possible at this stage of project preparation to prepare Environmental and Social Management Plans (ESMP).

Brief Description of the EQUALS Project

The Government of Malawi with funding from World Bank will be embarking on the implementation of the Equity and Quality Learning at Secondary Project (EQUALS). The estimated cost for the proposed project is \$ 300 million and expected duration is 12 years to be implemented in three phases of 4 years each. The first phase will cost \$75million. The Project Development Objective (PDO) is to improve the quality of mathematics and science instruction and increase access to secondary education in Community Day Secondary Schools (CDSSs).

The Project will help to among others: (i) increase the percentage of CDSS teachers practicing effective teaching methods in mathematics and sciences (ii) increase in number of students enrolled in CDSS and (iii) put in place a functional continuous assessment system for secondary education.

The project consists of 3 Components which are; Component 1. Improving the quality of science and mathematics instruction; Component 2 - Enhancing equitable access to secondary education in target areas; Component 3. Project Coordination, Learning, Monitoring and Evaluation

Objectives of ESMF

The objective of this ESMF is to develop guidelines and procedures to deal with environmental and social impacts associated with the implementation of this project. The specific objectives are as follows:

- Assess the compatibility of GoM policies and World Bank policies;
- Identify the gaps, and develop mechanism for addressing these gaps;
- Outline the process for identifying potential social and environmental impacts due to rehabilitation and expansion of public secondary schools;
- Provide guidelines for preparing the environmental and social management plans to enhance/mitigate the impacts; and
- Describe the implementation and institutional arrangements for managing environmental and social impacts

Potential Environmental and Social Impacts of the EQUALS

The interventions proposed under the EQUALS are not likely to result in significant adverse environmental or social impacts. However, the implementation of building structures under Component 2 may lead to some negative environmental and social impacts which have to be well managed. The ESMF identifies the potential impacts in the 3 main phases of Pre-construction, Construction and Operation and Maintenance.

Pre-Construction Phase: The likely impacts during this phase include; increase in employment Opportunities, increase in business Opportunities, land conflict, loss of vegetation and soil erosion.

Construction Phase: The ESMF identifies a considerable number of potential impacts under this phase which includes; increase in employment opportunities, increase in business opportunities, source of Government revenue, noise, vibration and emissions, soil erosion, generation of waste, HIV & AIDS and other STIs, traffic disruption, disruption of classes, occupational health and safety, public safety, creation of borrow pits, water pollution, gender-based violence and child labour.

Operation and Maintenance Phase: The likely potential impacts under this phase will include increase in employment opportunities, increase in number of students enrolled, promotion of the teaching of science and mathematics, generation of waste and soil and water pollution.

Mitigation plans

As part of the environmental and social assessment process, Environmental and Social Management Plans (ESMPs) will need to be prepared and implemented but currently the ESMF has provided a generic ESMP and monitoring plan to guide the project implementers.

Proposed implementation budget

It is estimated that the implementation of the ESMF including the required provisions, training and capacity building and the mitigation measure implementation at each of the sites will cost approximately **\$464 140**.

Conclusion and recommendations

This report has presented the major guidelines that have to be followed for safeguards implementation in EQUALS project. Mitigation measures for the identified potential environmental and social impacts have to be well followed during the development of ESMPs.

The ESMF also recommends adequate provision of capacity building which is an integral part that will ensure quality safeguards implementation in the project.

CHAPTER ONE

INTRODUCTION

1.1 OVERVIEW

This Environmental and Social Management Framework (ESMF) document has been prepared to describe the principles and procedures to be followed in addressing the relevant safeguards policies that will be triggered by the proposed Equity and Quality Learning in Secondary (EQUALS) Project, which is to be financed by the World Bank using IDA funding. The Project involves activities whose sites have not yet been identified. For this reason, it is not possible at this stage of project preparation to prepare Environmental and Social Management Plans (ESMP). This ESMF provides a framework to manage all potential impacts including Terms of Reference for producing a draft Environmental and Social Management Plan (ESMP) for specific project sites (see Annex 2). Much of the material in this ESMF builds on the documentation drawn up from Malawi Education Sector Improvement Project (MESIP) documents.

1.2 PROJECT DESCRIPTION

The Government of Malawi with funding from World Bank will be embarking on the implementation of the Equity and Quality Learning at Secondary Project (EQUALS). The estimated cost for the proposed project is USD 300 million and expected duration is 12 years to be implemented in three phases of 4 years each. The cost of the first phase is \$75 million. The Project Development Objective (PDO) is to improve the quality of mathematics and science instruction and increase access to secondary education in Community Day Secondary Schools (CDSSs). The Project will help to among others: (i) increase the percentage of CDSS teachers practicing effective teaching methods in mathematics and sciences (ii) increase in number of students enrolled in CDSS and (iii) put in place a functional continuous assessment system for secondary education. The achievement of the PDO will contribute to a higher-level objective of improving student learning at the secondary school level and increase access to secondary education.

The project will be implemented in all the 34 Education Districts while civil works will be undertaken in 13 Education Districts, targeting 2 most disadvantaged Districts per Division.

1.2.1 PROJECT COMPONENTS

The project consists of three components which are as follows:

Component 1. Improving the quality of science and mathematics instruction: In this component, the project will seek to improve the effectiveness of mathematics and science teachers through better grounding in subject content mastery and pedagogy while also enhancing availability of teaching and learning materials to students and teachers. Project funds for this component will be disbursed based on the completion of agreed targets (indicators) in the following Disbursement Linked Results (DLRs) areas: (a) Number of secondary teachers completing an improved in-service teacher training program for the revised science and mathematics curriculum; (b) CDSSs with student to textbook ratio of 1:1 or better for the science subjects and mathematics; and (c) continuous summative assessment system for mathematics and sciences implemented.

Sub-component 1.1: Minimum standards to quality instruction of mathematics and sciences

1.1.1: In-service teacher preparation for improved delivery of the revised science and mathematics curriculum. Led by the Department of Teacher Education and Development (DTED) with collaboration from the Malawi Institute of Education (MIE) and the teacher training institutions, this intervention will target all public secondary education teachers of sciences and mathematics who will undergo a 10-day training on the revised curriculum. The training will aim to inform teachers on the revised content areas and scope of the revised curriculum by grade and the respective subjects based on the issued syllabuses and teacher guides. This will enable their appreciation of the new concepts, expected changes in the classroom instruction processes, complementary material and tools to be used. The 10-days training is a departure from the originally developed 5-days orientation program which was implemented for junior/lower secondary education teachers only, but found ineffectual due to the various teacher qualifications held by secondary teachers in Malawi coupled with weak implementation of the cascade model from the national to the school level.

Implementation of this intervention will involve: (a) Updating the existing training program to improve broaden its content guided by the developed syllabuses and teacher guides; (b) training a core team of National Curriculum Trainers (NCTs) for each of the five subject specializations; (c) cascading the training at the six divisions targeting all sciences and mathematics teachers from the 857 public schools; and (d) systematic monitoring of the implementation progress for the revised curriculum for regular and timely improvements at the system level. In line with the PDO's focus on community day schools, a 5-day refresher training will be organized during the third year of project implementation targeting all teachers CDSSs; in addition to a 10-day training that will target teachers who would have been recruited after the first training round. To ensure effective application of the trainings, the Directorate of Inspection and Advisory Services (DIAS) of the MoEST will monitor improvements in teacher instructional practices using a standardized classroom observation tool l.

1.1.2 : Resourcing schools with teaching-learning materials and equipment. This sub-component will support production and delivery of teaching and learning materials to schools to complement the teacher orientation and the support programs implemented in sub components 1.1 and 1.2. The project will support: (a) printing and delivery of student textbooks for Forms 1-4 for the sciences and mathematics, targeting a student to textbook ratio of 1:1 or better in all 857 public secondary schools in Malawi; (b) adaptation of textbooks for students with visual impairments guided by the Department of Inclusive Education (DIE) of the MoEST; (c) supply of students' science kits to ease non-laboratory based instruction, together with mathematics kits for teachers' use to 717 CDSSs; (d) equipment of laboratories constructed (ref. to sub-component 2.1) with sets of at least 40 desk-top computers each with a printer and provide initial set of apparatus and consumables for science laboratories to enable functionality; (e) provide teacher guides and syllabi as well as mark-books for the recording of continuous summative assessment scores; (f) supply of sports kits to public secondary schools to facilitate acquisition of psycho-motor and life-skills which have been identified as requisite for survival in the 21st century. In addition to the learning materials supplied to schools it is important to note that OSS students, who attend CDSS, use interactive learning materials/modules developed by Malawi College of Distance Education (MCDE). The project will support the supply of these materials to the CDSS contingent to approval of regulatory framework governing operations of OSSs during project preparation phase. Variety of additional textbook titles will be provided as teacher and

student reference material.

Application of International Competitive Bidding (ICB) modalities with direct delivery to schools has proven to enhance value for money in relation to textbook procurements in several African countries and will thus be used for this procurement. The MoEST will institute a verifiable instructional material tracking mechanism providing details of deliveries to schools by date and quantity prior to payment of suppliers. An ‘instructional materials use’ module will be integrated in the school leadership and management training program to equip head teachers with appropriate skills to promote the use of instructional material by teachers and students in their schools. The project will support monitoring of the use of the materials supplied to schools throughout the project implementation period.

Sub-component 1.2: Development and implementation of student learning enhancement strategies

1.2.1: Structured teacher support program - pilot. The in-service teacher preparation program will be complemented by piloting a structured continuous teacher support program drawing lessons and practice from the existing national Strengthening Math and Science for Secondary Education (SMASSE) program coordinated by the Department of Teacher Education and Development (DTED). The pilot will: (a) introduce project based learning and constructivist teaching practices in secondary schools supported by science teacher training institutions, with regular support from The Gambia that hosts one of the regional nodes for this program, as well as lessons learning from implementing countries like Lesotho under the umbrella of the World Bank supported regional Math and Sciences for Sub-Saharan Africa (MS4SSA) initiative; (b) establish science competitions and camps for schools and science teacher training institutions to promote project based learning including use of ICT; (c) operationalize the secondary education cluster system, a departure from the traditional model of annual training programs delivered at a central location; (d) support peer learning by linking Malawi public teacher training institutions to other similar country programs in the Africa region. The structured teacher support program will be piloted in not more than 30 out of the existing 120 secondary education clusters with special focus on low performing CDSS in sciences and mathematics – a maximum of five clusters per division. The target schools will be drawn from low performing clusters. The clusters will be supported by teacher training institutions that will host the national team of trainers. The national team of trainers will lead the capacity development efforts at the divisional levels as well as quality-assurance for the cluster level trainings. The MoEST’s plan is to have 4 science teacher training institutions engage in this initiative with support from international expertise. Through this pilot, synergies will be established with the Skills Development Project (SDP), which supports Mzuzu University and University of Malawi Chancellor College science teacher training programs.

The cluster-level trainings will be organized at the cluster-head school, facilitated by the subject teachers chosen from best performing heads of departments that will be trained at the divisional level. These will typically be one-day subject-specific trainings organized at least twice a term, a random sample of which will be supervised by the Teacher Training Institutions and the EDM’s Office. Modules for these trainings will be developed by Teacher Training Institutions based on content knowledge gaps identified through the programme for teacher preparation for the revised curriculum that will be delivered through sub-component 1.1. The divisional DIAS will be charged with progress monitoring of this initiative. An independent evaluation of the pilot will assess the impact of the structured teacher support program in raising the performance of the low performing clusters to the average performance levels for the respective divisions.

1.2.2.: Development and implementation of a continuous assessment (CA) system in the secondary education examinations (summative system). Introduction of a Continuous Assessment System (CA) to Malawian education is part of the ongoing curriculum reform process. The CA system provides an opportunity for students to be assessed using both summative and formative assessment methods and procedures throughout the schooling cycle thereby reducing dependence on end of cycle students' examination results. CA will enhance teacher capacity and skills in the effective use of both summative and formative assessments to improve teaching and learning processes in the education sector. As a background to implementation of the CA, the country acknowledges that teacher knowledge and skills in the application of this model of assessment is limited compounded by lack of coherent policy framework on this area. At the secondary education level, the Government has planned to institute CA at senior secondary level (Forms 3 and 4). Under this arrangement, the results from the CA will form part of the final student grades in the Malawi School Certificate of Education (MSCE).

This sub-component will support MANEB to initiate the CA reform process through: (a) development of a coherent policy framework for an effective CA system for the school sector; (b) development of CA guidelines for use by teachers in schools; (c) development and execution of the secondary education teacher program on CA for improved classroom assessments; (d) enhancing the capacity of MANEB staff, Divisional and District officials in the use of CA for formative and summative purposes; (e) piloting implementation of CA for sciences and mathematics for lessons learning before scaling up to all subjects of the secondary education system in the outer years; (f) training MANEB staff on the application of Item Response Theory (IRT). The project will also support an independent evaluation of the continuous assessment pilot to inform scaling up of the model in all the subjects offered in secondary education.

Component 2 - Enhancing equitable access to secondary education in target areas

This component will support interventions aimed to expand secondary education opportunities especially for the poor and disadvantaged students, in line with Government's strategy of increasing access to, and equity of secondary education. Project funds for this component will be disbursed upon completion of targets set against the following DLRs areas: (a) Increase in number of students enrolled in CDSSs; and (b) number of vulnerable students benefitting from EQUALS Project bursaries.

Sub-component 2.1: System strengthening for efficient expansion at the secondary level

The proposed project will extend support towards the development of efficiency and governance enhancing interventions for the secondary education sub-sector. Project funds for this component will be disbursed based on completion of agreed targets for the following Disbursement Linked Results (DLRs) areas: (a) Number of qualified teachers for mathematics and sciences deployed to CDSSs; (b) % of CDSSs meeting prioritized leadership and management standards; and (c) % of filled staff establishment at the Department of Secondary and Distance Education (DSDE) at HQ and the divisional offices.

2.1.1 : Increase the number of qualified science and mathematics teachers based on projected teacher needs. EQUALS Project support to this area will be contingent upon existence of an approved teacher recruitment and deployment strategy that would guarantee that trained teachers are recruited on time and deployed equitably. This would involve regular engagement amongst MoEST/Secondary Education Department, Teaching Service Commission

(TSC), MoFEPD Budget Directorate and the Directorate of Human Resource Management and Development (DHRMD) in the Office of the President and Cabinet (OPC). The project would sponsor teacher training prioritizing: (a) university graduates of sciences and mathematics without pedagogy who would undergo a 9-months University Certificate of Education (UCE) program, designed to equip science and mathematics university graduates with requisite pedagogical skills essential for effective teaching-learning processes; and (b) the 2-year upgrading from diploma to education degree level for the teachers currently teaching in secondary schools. These two programs are prioritized because they are of relatively short-duration in comparison to the 4-year bachelor of education program, thus enabling faster reach of qualified science and mathematics teachers in schools. This assumes that the MoEST would institute mechanisms to guarantee that the sponsored trainees would be recruited and deployed in time to serve for a stipulated minimum of periods in schools. Such measures safeguard against disruption of privately financed higher education ongoing in Malawi.

2.1.2: Development and implementation of a sustainable secondary education expansion investment plan with an equitable financing structure for public schools. This sub component will be coordinated by the Directorate of Education Planning (DEP) who will develop the secondary investment plan for secondary sub sector. The envisaged plan will embrace the projected secondary education demand and provide linkage to primary education and key resource inputs in secondary education (qualified teachers by subject area, classrooms, libraries, science laboratories, instructional materials, in-service continuous teacher development, support for recurrent expenditures – capitation grants etc); with clear targets from the current situation to desirable future for the 12 years when EQUALS program will be implemented. The plan will clearly demonstrate how the cost of the inputs will be financed. The plan will take advantage of the existing opportunities in the sector including expanding operational scope of double-shift, increasing and expanding CDSSs which also provide platforms for OSSs, exploration of opportunities to leverage the private sector with lessons drawn from the ongoing grant-aiding model to schools by Government. In operationalizing the investment plan the project will support development of regulatory frameworks along with complementary analytical work/technical studies and consultative processes leading to the approval and endorsement of the plan. The project will also support monitoring of the operationalization of the investment plan throughout the project implementation period. This will include tracking of the targets set in the plan as well as extent to which government will adhere to meeting its financial obligations as committed in the plan.

Sub-component 2.2: Increasing equitable opportunities for secondary education

2.2.1 : Reform the secondary schools selection and placement process. ICT enabled examinations systems development (e-registration, e-processing, e-payment and e-archival) with linkages to students' selection for secondary schools;

2.2.2. Extension of bursaries to the poor and vulnerable students. In addition to expanding facilities in schools, the project will facilitate access to school for poor and vulnerable students who are locked out of learning due to household related constraints. The project will support: (a) an assessment of the existing bursary and cash transfer programme; (b) reforms to the existing bursary scheme for better beneficiary identification and targeting based on records and lessons from the Unified Beneficiary Register (UBR) developed by the World Bank supported Malawi Social Action Fund (MASAF); and (c) extend bursaries to about 30,000 poor and vulnerable students (50 percent girls) attending CDSSs based on a reformed Government bursary scheme. In reforming the existing bursary scheme, the MoEST will develop an electronic Education

Sector Bursaries Registry (ESBR) for improved registration and records management processes; which will have a feedback loop for updating of information to and from the UBR.

2.2.3. Citizen engagement to mitigate school related gender-based violence (SRGBV).

Citizen engagement is fertile ground for reforming secondary education because parents have usually not attended secondary education themselves but need to understand the importance of their children doing so and how they can support their children's success. Secondary school students themselves are at an age when they need to take increasing responsibility for their learning and the personal choices they make. The EQUALS project will support the following initiatives to mitigate SRGBV: (a) dissemination of the Teachers' Code of Conduct of the MoEST to all teachers through the divisional offices; (b) scaling up of the ongoing GBV pilot in Machinga district which has enabled establishment of transparent, simple and confidential grievance redressal mechanisms in schools, through co-option of community child protection assistants to 'Mother Group' committees at secondary schools; (c) provision of career guidance and counselling services to secondary school students with special focus on CDSSs through established structures; (d) sensitize Mother Groups and School Management Committee on addressing gender based violence and existing Government referral systems. Innovative mechanisms that empower parents and students will be further explored based on learning from other countries in the region.

2.2.4. Multi-media communication campaign on secondary education. The project will support secondary education promotional activities through the various communication channels for increased uptake of secondary education. The campaign will disseminate among others messages on: private and social benefits of secondary education; ongoing reforms at the sector level and how the communities are likely to benefit from them - including the reformed bursary scheme and the grievances redressal mechanism that would be instituted for gender based violence policy on re-admission for the out-of-school adolescent mothers in schools and the obligations of the communities towards this effort; the revised curriculum and the place of the community in providing an enabling environment in the homes to support school activities. The project will facilitate the development of a communications campaign too by a media firm to ensure effective delivery of the listed messages.

Sub-component 2.3: Upgrading and expanding remote day schools

2.3.1. Upgrading and, or expanding of selected remote secondary schools. Under the leadership of the Education Management Infrastructure Unit (EIMU), the project will upgrade and expand capacity of at least 80 (likely to increase with emerging savings from C1) existing remote public secondary schools based on community and school needs as defined by student to classroom ratio (SCR), number of primary feeder schools per CDSS, number of existing CDSSs within the catchment area, and potential to provide double-shift instruction based on school location. The upgrading and expansion works will be undertaken in 13 Education Districts (Kasungu, Salima, Lilongwe Rural East, Mchinji, Zomba Rural, Balaka, Mwanza, Neno, Mulanje, Chitipa, Karonga, Chikwawa and Phalombe). The minimum expansion package will include: 2 furnished classroom blocks (4 classrooms), a twin furnished multi-purpose science block installed with requisite systems to facilitate science instruction, 2 gender and disabled friendly 6-stance ablution blocks; 1 furnished library with furnished ICT laboratory block; and solar power installations for beneficiary schools that are not connected to the main power grid. Although the project will use the harmonized designs that have been adopted by the EU and the

USAID in the ongoing secondary education initiatives, science laboratory designs will be adjusted to enable multi-purpose functionality of the laboratories when there are no science classes going on during certain periods of the day. To the extent possible, adoption of innovative and efficient (time, cost and quality) construction modalities will be applied including introducing a pre-coded excel-sheet with BOQs in the civil works bidding documents to minimize arithmetic errors, improve accuracy in the estimation of costs by bidders and significantly shorten bid evaluation time. The EIMU will be strengthened with an additional team of 4 engineers (civil, quantity surveying and architect) along with Clerks of Works (CoWs) for timely and quality execution of constructed works. The electronic tablet - enabled civil works monitoring platform being developed under the Malawi Education Improvement Project (MESIP) will also be used for the EQUALS project for transparent progress monitoring.

Component 3. Project Coordination, Learning, Monitoring and Evaluation

Funding to this component will follow the input based project funding approach to facilitate project operations.

Sub-component 3.1. Capacity enhancement for project implementation support. Project implementation team established and operationalized. Other proposed interventions under this sub-component will address already identified system wide capacity challenges through tailor-made national and international certificated training programs and regional peer learning events. This will include: (a) updating the existing Training on School Level Management and Teacher Support Program (TSLMTSP) developed by the World Bank supported Secondary Education Project (SEP) which closed in 2005 delivered by the Malawi Institute of Education (MIE) with TA support. In updating the training program, the project will seek to integrate climate change adaptation and gender based violence modules. The course will target all head teachers and deputy head teachers in CDSSs, heads of departments, DIAS Advisors and OSSs Coordinators. (b) Strengthening secondary school inspection and advisory services. This will entail capacity development for divisional inspectors and advisors to effectively monitor improvements in teacher instructional practices at the classroom level, digitization of inspection data and logistical support to the 6 divisions offices. (c) Creation of peer learning networks with other countries for contextually relevant solutions to systemic challenges.

Sub-component 3.2. Review and update data collection, reporting and process monitoring for secondary education. The project will support acquisition of requisite technical assistance to enhance the MoEST's capacity to undertake the following: (a) development and implementation of the continuous assessment summative system; (b) development of a secondary education teacher development, management, recruitment and deployment strategy; (c) development of secondary teacher mapping and tracking system drawing from the quarterly staff returns submitted to the MoEST by the 6 education division management offices (EDMs); (d) improving quality, timeliness, collection and usage of S-EMIS data at national, division, district, cluster and school levels; (e) ICT enabled examinations systems development (e-registration, e-processing, e-payment and e-archival) with linkages to students' selection for secondary schools; and (f) development of regulatory policy frameworks for OSSs, private schools and CA.

Sub Component 3.3 Development and implement an M&E system for the project activities/interventions Project monitoring and evaluation systems development, data collection and reporting. The project embraces opportunities for learning. The project will support the baseline, mid-line and end-term evaluations of such interventions, whose design will be further elaborated at pre-appraisal. Technical assistance will be provided by the project to work in collaboration with the MoEST's monitoring and evaluation unit on the monitoring and evaluation including building of strong collaboration and creation of learning networks with national higher education institutions. The results will enable evidence-based scale-up of impactful interventions in the subsequent EQUALS projects.

Key intervention areas in this respect include the following:

- (a) Capacity enhancement for implementation support. This will entail provision of technical staff under the Directorate of Secondary and Distance Education (DSDE) including divisional offices to ensure quality and timely project execution. This will be complemented by provision of logistical support to facilitate their functioning. Added to this will be requisite support to facilitate the preparation of the second EQUALS project.
- (b) Knowledge and skills updating (through short-term training programs and workshops) for government personnel in policy and management of secondary education systems and schools. This will include filling of broader skill gaps arising from the evolution of government policies on education most especially the decentralization of education service delivery.

1.3 OBJECTIVES

The objective of this ESMF is to develop guidelines and procedures to deal with environmental and social impacts associated with the implementation of this project. The specific objectives are as follows:

- Assess the compatibility of GoM policies and World Bank policies;
- Outline the process for identifying potential social and environmental impacts due to rehabilitation and expansion of public secondary schools.
- Provide guidelines for preparing the environmental and social management plans to enhance/mitigate the impacts; and
- Describe the implementation and institutional arrangements for managing environmental and social impacts.

1.4 JUSTIFICATION FOR THE ESMF

The rationale for preparing this ESMF is that the precise location of proposed project activities are not known at this time. Therefore the potential environmental and social impacts of the project activities cannot be identified in the context of a traditional ESIA.

For development project activities whose design details and locations are known, the Malawi Environment Management Act (1996) and the Malawi EIA Guidelines (1997) prescribe the need for Environmental and Social Impact Assessment. However, these instruments do not have guidelines for the screening process for the identification, assessment and mitigation of potential localized impacts, where the project details and specific project sites are not yet known.

The ESMF provides mechanisms for ensuring that potential environmental and social impacts of the EQUALS are identified, assessed and mitigated as appropriate, through an environmental and social screening process. The ESMF therefore complements the Malawi ESIA procedures for meeting the environmental and social management requirements, as outlined in Appendix C of the ESIA Guidelines. The ESMF also complies with the World Bank Operational Policies for environmental and social management of projects where specific details are not yet known.

1.5 POTENTIAL USERS OF THE ESMF

The ESMF has been prepared as a reference manual for use by key stakeholders to be involved in the planning, implementation, management and operation of the proposed EQUALS project. As a reference material, the ESMF may be useful to the following EQUALS key stakeholders: funding and donor agencies; Ministry of Education Science and Technology; the Ministry of Natural Resources, Energy and Mining; Environmental Affairs Department; Department of Energy; Ministry of Lands and Housing; Buildings Department; District Environmental Sub-Committees; Non-Governmental Organizations and Community Based Organizations; Politicians and Local Traditional Leaders and; Senior Government officials responsible for policy making and development planning.

1.6 APPROACH AND METHODOLOGY TO THE PREPARATION OF THE ESMF

One of the key objectives of the ESMF is to provide a screening process for potential environmental and social impacts for the planned future project activities of the EQUALS, and to recommend a generic management plan for addressing the potential impacts. The ESMF was developed in a consultative manner by a team of experts. In preparing the report, the following steps were undertaken:

- (a) Review of typical implementation approach and processes for the proposed project activities;
- (b) Identification and analysis of potential environmental and social impacts the project activities are likely to trigger and generate within and around the project areas;
- (c) Development of the appropriate screening process for the proposed project sites and project activities.
- (d) Consultations of key stakeholders to the prospective projects sites.
- (e) Identification of appropriate generic mitigation measures for the likely potential environmental and social impacts and;
- (f) Compilation of a generic management and monitoring plan for addressing the impacts during planning and design, implementation, operation and maintenance of the project activities.

1.7 PRINCIPLES OF THE ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK

The implementation of safeguards under EQUALS project will be governed by the following principles.

- a. Environmental Sustainability: The project will promote a synergy between environmental and social management with the rehabilitation and expansion of building structures. This will be achieved by ensuring that the designs of the building structures have taken into consideration the potential impacts for the project.
- b. Strengthening District level Environmental Management Systems. The EQUALS project will endeavor to provide adequate capacity building to the targeted District councils on Environmental and Social Management to enhance quality.

- c. Preventing adverse and maximizing beneficial environmental impacts. The project has been aligned to enhance all positive impacts and also mitigate all expected negative impacts by involvement of all relevant stakeholders in the implementation of the project and ensuring that all expected safeguards instruments are put in place.
- d. Mainstreaming cross cutting issues. The project will ensure that cross cutting issues such as gender, HIV and AIDs, child labour, climate change are being addressed properly throughout the project cycle.

CHAPTER TWO

THE LEGAL FRAMEWORK

2.1 MALAWI LEGISLATION RELEVANT TO EQUALS PROJECT

Over the years, Malawi has taken considerable strides in integration of environmental policies through environmental impact assessment in development programs with the aim of promoting and consolidating sustainable socio-economic development in the country. In Malawi, National Environmental Action Plan (2004) and National Environmental Policy (2004) provide an overview of justification for mainstreaming environmental and social considerations in some projects such as the proposed EQUALS Project.

A number of legislations, policies and instruments are available to support environmental management in Malawi. The National Environmental Policy (2004) and the Environment Management Act (1996) are the key instruments that cover environmental management in all the sectors of development. The Environmental Impact Assessment Guidelines (1997) prescribe the process, procedures and practices for conducting site-specific Environmental Assessments based on the level and amplitude of impacts involved. In addition to these instruments, there are sector specific policies and legislations that prescribe the conduct for managing the environment. Summarized below are some of the policies and legislation that are directly relevant to the implementation of projects to be funded under EQUALS.

2.1.1 The Malawi Growth and Development Strategy (MGDS III) (2017-2022)

Education and skills development is key for socio-economic development; industrial growth and major source of economic empowerment for different groups of people especially women, the youth and disabled persons. By building an educated and highly skilled population, Malawi will not only achieve accelerated economic growth and development, but it will also achieve the Africa's 2030 agenda and subsequently the Sustainable Development Goals (SDGs).

Currently, 73% of Malawi's population of 17.2 million are aged below 30 years. This is an untapped resource for human capital that the government will develop as a factor of production. The education system will be reformed to include entrepreneurship in order to improve employability of the young Malawians and eventually reduce youth unemployment. The government will endeavor to reap the benefits of the demographic dividend by focusing on human capital development, in terms of skills development tailored to the needs of the economy. The Sustainable Development Goal (SDG) of ensuring inclusive and equitable quality education and promotint lifelong learning opportunities for all, is in line with EQUALS projects' objectives of increasing the number of students enrolled in public secondary schools and improvement of quality in the teaching of science and mathematics.

2.1.2 Revised Secondary School Curriculum (2014)

The rationale for reviewing the secondary school curriculum is contained in the NESP (2008-2017), and PIF (2000). The documents clearly state that the purpose of secondary education is to provide students with the academic basis for gainful employment in formal, private and public sectors. They further state that secondary education will prepare students for further education according to their abilities and aptitudes. However, it is important to note that for the majority of the children in Malawi, secondary education is terminal. Consequently, the curriculum has put

emphasis on practical skills and it is Science based that enable learners to achieve self-employment.

It is also clear that a good secondary school curriculum enables a student to develop into an adult with sound intellectual, moral, physical, and emotional abilities. Therefore the curriculum needs to address the whole range of students' abilities and interests. In addition, it should aim at equipping the student to become an independent learner in order to promote personal, family, community and national development. The new curriculum has therefore been deliberately designed to achieve these important goals. EQUALS project is focusing on quality of science and mathematics instruction which will enhance practical skills development in the students.

2.1.3 Girls Education Strategy (2014)

Girls Education Strategy (2014) presents a package of strategic interventions that address barriers to equitable girls' access to education. The strategy ensures that all girls in Malawi access, participate in, complete and excel at all levels of education that empowers them to effectively contribute to the country's sustainable social, economic development by 2018. EQUALS Project apart from increasing access by expanding schools, it will also support interventions aimed to expand secondary education opportunities especially for the poor and disadvantaged students. One of which is provision of bursaries to vulnerable students. (Girls inclusive).

2.1.4 National Education Standards (2015)

National Education Standards (2015) sets down expectations of education quality in important aspects of school education in Malawi. The Standards encompass key features of effective leadership, management and teaching and identify expected outcomes for students. The standards are aligned to the Malawi Growth and Development Strategy II (MGDS II) and the National Education Sector Plan 2008 - 2017. There are twenty six education standards organised in three groups; six standards for the students' outcomes, eight standards of teaching process and finally eight standards of leadership and management process.

For instance, on key aspects of teaching process, the Standards reflect the key skills involved in teaching. One standard from this group, emphasizes on teachers with good professional, subject and curriculum knowledge. This is what EQUALS will strive to achieve by carrying out orientation of science and mathematics teachers on the new curriculum and is expected to strengthen and improve the same by offering trainings and continuous professional development to teachers.

2.1.5 The National Environmental Action Plan (2004)

The Government of Malawi signed the Rio Declaration on Environment and Development in 1992 and committed herself to putting in place tools and mechanisms that ensure sustainable utilization of her resources. One of the outcomes of the Rio Conference was the Agenda 21 which is an action plan for sustainable development in the 21st Century. The Agenda 21 required that the Government prepare a National Environmental Action Plan (NEAP). The NEAP, developed in 1994, provides the framework for integrating environmental protection and management in all country development programs, with the view to achieving sustainable socio-economic development.

The National Environmental Action Plan (NEAP) was reviewed in 2004 to strengthen it as a framework for integrating the environmental planning into the overall socio-economic

development of the country through broad public participation. National Environmental Action Plan (NEAP) highlights key environmental issues that need to be addressed which include soil erosion; deforestation; water resources degradation and depletion; threat to fish resources; threat to biodiversity; human habitat degradation; high population growth among others. NEAP also provides guideline actions to be taken by stakeholders such as local communities, government, agencies, non-governmental organizations and donors in environmental planning and management.

Some of the activities to be undertaken under EQUALS project may lead to soil erosion, loss of vegetation and the risk of water pollution. Mitigation measures for these impacts have been outlined in the ESMF.

2.1.6 National Environmental Policy (2004)

National Environmental Policy, 2004 is based on the principles of National Environmental Action Plan, and provides broad policy framework on environmental planning in development programmes including undertaking environmental impact assessments for prescribed projects. The overall goal of National Environmental Policy is the promotion of sustainable social and economic development through the sound management of the environment in Malawi. The policy seeks to meet the following goals:

- Secure for all persons resident in Malawi now and in the future, an environment suitable for their health and well-being;
- Promote efficient utilization and management of the country's natural resources and encourage, where appropriate, long-term self-sufficiency in food, fuel wood and other energy requirements;
- Facilitate the restoration, maintenance and enhancement of the ecosystems and ecological processes essential for the functioning of the biosphere and prudent use of renewable resources;

The NEP highlights the areas of priority including efficient utilization and management of natural resources. It accommodates the private sector, CBOs, NGOs and the community to participate in the initiation and mobilization of resources, to achieve sustainable environmental management. It also provides for the involvement of local communities in environmental planning. The policy empowers the communities to protect, conserve and sustainably utilize the nation's natural resources. It advocates enhancement of public awareness and promotion of public participation. The EQUALS project has planned to enhance community awareness to reduce potential social risks associated with the project such as land conflicts, gender based violence, child labour among others. The community engagement will also assist in attaining sustainability of the project.

2.1.7 National Forest Policy (2016)

The goal of National Forestry Policy is to sustain the contribution of the national forest resources to enhance quality of life in the country by conserving the resources for the benefit of the nation. There are three general objectives for the policy and these are:

- Promoting regulated and monitored access to forest resources and products.
- Contributing towards improving the quality of life in rural communities and providing a stable local economy in order to reduce the degenerative impact on the environment that often accompanies poverty.

- Promoting incentives for community based forest conservation and sustainable utilization in order to alleviate poverty. This includes social forestry and allowing all communities to grow trees on their gardens and farms.

The Department of Forestry has identified all catchment areas, hill slopes and other environmentally fragile areas for permanent forest cover and protection. The department also works on improvement on control, protection and management of woodlands on customary land, forest reserves and protected hill slopes. In addition, the Department of Forestry works with local communities and non-governmental organization on various afforestation programmes covering bare area, fragile areas in the country. The policy will guide the tree planting interventions under EQUALS project.

2.1.8 Decentralization Policy (1998)

The Decentralization Policy, developed in 1998 devolves administration and political authority to district level, in order to promote popular participation. The Decentralization Policy assigns certain responsibilities to the District Council. One of the key responsibilities is to assist the government in the management and preservation of the environment and natural resources. In light of this devolution, the District Council will play a very important role in the implementation of the environmental management process for EQUALs funded sub-projects.

2.1.9 Malawi National Land Policy (2002)

The Malawi National Land Policy is the principal policy that guides land management and administration in Malawi. The policy introduces major reforms intended for land planning, use, management and tenure. It provides clear definitions of land ownership categories. The policy categorizes land into five categories: customary land, leasehold land, registered land, freehold land, Government land and public land. Issues of compensation payment for land will relate to leasehold land and registered land. The policy has provisions for environmental management, urban management of solid and liquid wastes, protection of sensitive areas, agricultural resource conservation and land use, community forests and woodland management. Of particular importance to EQUALS funded sub-projects are the requirements in Section 9.8.1 (b) of the policy, that environmental impact assessment studies shall be mandatory before any major land development project is carried out; and in Section 9.8.1 (c) that development activities in fragile ecosystems such as wetlands, game reserves, forest reserves and critical habitats will only be permitted after the appropriate authority has conducted an environmental impact assessment study. The school facilities that are going to be constructed under EQUALs are small in nature and do not fall under the list of prescribed projects for an ESIA. Schools that are located within environmentally fragile areas where an addition of more classrooms will have significant environmental and/or social impacts will not be included on beneficiary lists.

2.1.10 National Water Policy (2005)

The National Water Policy of 2005 sets the broad goal of sustainable management and utilization of water resources and establishes several guiding principles for reaching this goal, including decentralized and participatory management, demand-driven approaches to water development, polluter-pay approaches to pollution control, incorporation of disaster preparedness and climate change considerations in water planning. EQUALS will ensure that waste water from construction sites does not pollute the water bodies.

2.1.11 Malawi National HIV and AIDS Policy (2003)

The Malawi National HIV and AIDS policy was adopted by government in 2003. Its main goal is to prevent HIV and AIDS infections, to reduce vulnerability to HIV and AIDS, to improve the provision of treatment, care and support for people living with HIV and AIDS and to mitigate the socio-economic impact of HIV and AIDS on individuals, families, communities and the nation.

Chapter 7 of the Policy observes that in workplaces unfair discrimination against people living with HIV and AIDS has been perpetuated through practices such as pre-employment HIV and AIDS testing, dismissal for being HIV and AIDS positive and the denial of employee benefits if known to be infected. HIV and AIDS affects every workplace. Absenteeism and death impact on productivity, employee benefits, production costs and workplace morale.

The project will have the potential to cause labour influx in the project area which will likely cause spread of HIV and AIDS. As a way of implementing the Malawi National HIV and AIDS policy, the proponent will implement an HIV and AIDS workplace policy and prevention, treatment, care, support and impact mitigation programmes as one way of effectively reducing and managing the impact of HIV and AIDS in the work place.

2.1.12 National Gender Policy (2000)

The National Gender Policy which has been currently reviewed calls for integration of gender responsiveness in planning and implementation of development projects and programmes. It is considered that consideration of gender needs and benefits enhance poverty reduction in both rural and urban environments. The proposed development and operation of EQUALS project will integrate consideration of the needs of women, men, boys and girls in the project activities.

Some of the potential consideration will be the following:

- a) Employment of both male and female workers in project sites;
- b) Consideration of both men and women in participating in socioeconomic development of quarrying sites;
- c) The proponent to consider both qualified men to work in labour intensive tasks during construction activities for the proposed project; and
- d) Provisions of female and male condoms to the workers as this would empower both men and women to reduce risks of contracting HIV/AIDs and sexually transmitted diseases during construction and operation phases of the project

Some of the recommendations have been incorporated in the ESMP and are included in the enhancement measures. In addition, EQUALS project will ensure that wherever there are any employment opportunities women will be given equal chances as men for employment.

2.1.13 Education Act (2013)

The Education act of 2013 Part II, Section 5 talks about promotion of education where goals of education in Malawi are stipulated. Among the goals is to promote equality of education opportunities for all Malawians by identifying and removing barriers to achievements. Development of students' knowledge, understanding and skills needed for Malawians to compete successfully in the modern and over changing world is also being emphasized. EQUALS project will assist in removing the barriers through the expansion of some schools and provision of bursaries to the needy students.

2.1.14 Environment Management Act (1996)

The Environment Management Act enacted in 1996, outlines the EIA process to be followed in Malawi and requires that all project developers in both the public and private sectors comply with the process. The act sets out the powers, functions and duties of the Director of Environmental Affairs (DEA) and Environmental Affairs Department (EAD) in implementing the EIA process. The Act does not provide for an environmental and social screening process for those projects whose location and extent are not yet known at the inception and planning stage. However the EIA Guidelines of 1997 prescribe the types and sizes of projects, which should be subject to an EIA. The sub projects that are going to be implemented under EQUALS are small in nature and do not fall under the list of prescribed projects. Hence, no Environmental and Social Impact Assessment (ESIA) studies will need to be conducted before implementation of the project activities. These sub projects will only need to be screened for potential environmental impacts and develop ESMPs for mitigating the potential impacts.

2.1.15 Forestry Act 1997

The Forestry Act (1997) deals with the management of indigenous forests on customary and private land; forest reserves and protected forest areas; woodlots and plantation forests; and it also deals with cross-cutting issues including law enforcement and fire management. The Act underlines the need for EIA studies for projects in the forest reserves or forest-protected areas. The Forestry Act gives the Forestry Management Board the responsibility to approve ESIA reports for proposed projects within forest reserves and protected forest areas.

The Forestry Act (60:01) affirms the role of Department of Forestry on control, protection and management of forest reserves and protected forest areas. In addition the act recognizes the need to promote participatory social forestry and empowerment of communities for conservation and management of trees within the country. In this regard the act encourages community involvement woodlot establishment and in management of forest reserves through co-management approaches.

Government of Malawi has put in place an Environmental Management Manual (Forest Management and Conservation) to guide communities, community extension workers in participatory social forestry in Malawi. The manual provides step by step procedures in planning, implementation, monitoring and evaluation of community-based forest management activities in rural and per-urban areas. The system allows effective participation of communities at all stages. EQUALS project will involve cutting down of trees as such the project will strengthen the existing woodlots by planting more trees in collaboration with communities and District Forestry Offices.

2.1.16 Local Government Act (1998)

Local Government Act provides legal mandate for local assemblies in land administration, local environmental planning, infrastructure planning, chiefs' administration and implementation of various issues and development programmes in their respective geographical districts. One main function of the councils is that of local environmental planning and management. Some of the environmental management functions are provided in Section 2 of the second schedule of functions of the council outlined in Local Government Act. These include land administration, local afforestation programmes, control of soil erosion, appropriate management of solid and liquid wastes. District councils and Department of Forestry have in place *Manuals for Decentralised Environmental Management Guidelines (2012)* and *Community Environmental Management: Forest and Conservation Manual (2005)*, prepared with support of Ministry of Natural Resources, Energy and Mining. The EQUALS project will work with Local Authorities and relevant stakeholders at various levels in addressing issues related to land administration.

2.1.17 Water Resources Act (2013)

This Act makes provision for the control, conservation, apportionment and use of water resources in Malawi.

Under the Act, the right to use public water may be limited if the use may cause damage to natural resources of the area or in the vicinity. The Act defines pollution or fouling of public water to mean the discharge into or in the vicinity of public water or in a place where public water is likely to flow, of any matter or substance likely to cause injury whether directly to public health, livestock, animal life, fish, crops orchards or gardens which such water is used or which occasions, or which is likely to occasion, a nuisance.

The Act establishes that all water resources are vested in the State and that beds and banks of watercourses and lakes and the adjacent strips are public land. A National Water Resources Authority was established to manage these resources under the direction of a board appointed by the Minister. Abstraction and use of water from a water resource would require a license granted by the Authority. When necessary, this license could be combined with a permit. Permits would be required for drilling boreholes to explore groundwater and for discharging effluents.

The Water Resources Act also authorizes the Minister to prescribe standards for effluent quality and to set charges for water use and effluent discharges, and give state schemes priority for the use of water resources.

The implication of this Act on the EQUALS is that all sub projects should avoid water degradation and depletion in the construction of the building structures.

2.1.18 Occupational Safety, Health and Welfare Act (1997)

The Act regulates work conditions with respect to safety, health, and welfare of workers. During construction phase, there will be a number of workers working on the site using different types of machinery and facilities.

Construction activities in general pose a number of occupational health and safety risks and probable risk to workers and the surrounding communities at large. Furthermore, increased movement of vehicles and equipment during construction can pose a risk of accidents to the surrounding communities as well as the construction workers.

The Act therefore places a duty of care on contractors throughout the project construction phase and similarly, the workers have a duty to take reasonable care for their own safety and health. The duty of ensuring safety, health, and welfare of workers is on the employer. However, every employee is required to take reasonable care for his/her own safety and that of other workers. The key provisions relevant to the project under discussion are as follows:

- a) Section 13(1) places a duty on every employer to ensure the safety, health and welfare of all his employees at work;
- b) Section 51(1) mandates that manufacturers, importers and suppliers of hazardous substances used at workplaces shall provide sufficient information on such substances as well as the precautions to be taken; and
- c) Section 81 (7) stipulates that where the use of hazardous chemicals is likely to penetrate the skin and cause rash, skin contact with hazardous chemical shall be avoided and

personal hygiene and the type of clothing worn shall be such as to enable rapid removal of any chemical from skin contact.

Considering that the construction phase of the project will require a lot of labour force and use of heavy machinery, the Occupational Safety, Health and Welfare Act is important in safeguarding the health and welfare of all workers. The contractor will ensure that there is adequate protection for the workers who will be on site as required by the Act.

Section 66 of the Act defines the procedure to be followed in case of the occurrence of an accident which either can cause loss of life or disables a person from carrying out the normal duties at which he is employed. Furthermore it stipulates measures that relate to work in confined spaces (Section 55), matters relating to bulk storage of dangerous materials, matters dealing with noise (Section 63) and general matters relating to health and safety.

This ESMF has examined all aspects of occupational health, safety and welfare of all the persons involved in the project to determine compliance of the outlined sections of the law. In this effect the proponent will allow the Ministry of Labour to assess the facility and make determinations of the adequacy of the mitigation measures towards occupational safety of the workers.

2.1.19 Gender Equality Act (2013)

Section 14 (1) & (2) of the Gender Equality Act (2013) indicates that every person has the right to access education and training including vocational guidance at all levels except in the cases of special need, the Government shall take active measures to ensure that educational institutions provide equal access to girls and boys and women and men, to:

- (a) The same curricula;
- (b) The same examinations;
- (c) Teaching staff with qualifications of the same standard;
- (d) Institutional premises and equipment of the same quality, irrespective of sex of students at the same level; or
- (e) Provision of sanitary facilities that consider the specific needs of the sex of the students.

The EQUALS project shall support interventions aimed to expand Secondary education opportunities especially for the poor and disadvantaged students in line with Government strategy of increasing access to and equity of Secondary education. EQUALS project will ensure that vulnerable groups are also considered in the project by providing bursaries to vulnerable students across the nation.

2.2.20 Rural Electrification Act (2004)

This is an Act that was enacted to make provision for the promotion, funding, management and regulation of rural electrification; and for matters connected therewith. Section 23 of this Act says that the provisions of the Electricity Act and the Energy Regulation Act shall apply to rural electrification activities under this Act as if the same were part of this. However according to the act, where the Electricity Act or the Energy Regulation Act are in conflict with the provisions of this Act and the regulations made hereunder the provisions of this Act and the regulations made hereunder shall prevail over the provisions of the Electricity Act or the Energy Regulation Act as the case may be.

In section 24 no person is allowed to carry out or be engaged in any activities related to rural electrification without a license issued by the Authority. In addition to this in the case of Solar Home System the act encourages the applicant and/or its officers to have valid accreditation certificates issued by the Malawi Bureau of Standards or other body or agency the Minister may designate by notice in the Gazette. Section 31 states that where the rural electrification is by means of solar home agreements system technologies the Concedante and the Concessionaire and the Supplier of the equipment shall enter into the Solar Home System Purchase Guarantee and Service Agreement in the prescribed form.

Section 26 of the act regulates safety and also the supply, wiring, design and safety regulations under the Electricity Act apply to the grid and off grid extension rural electrification system. Codes of practice and design specifications for solar Home system equipment for rural electrification shall be recommended by the committee to the Authority who shall publish.

Since in EQUALS project there will be installation of Solar Energy in schools that are not connected to the grid, therefore there is need for the project to seek clearance and guidance from Malawi Energy Regulatory Authority (MERA). This will be important to ensure that those that will install the solar are approved by the Authority and also to ensure safety of the users and the general public. The project must ensure compliance to this Act, Electricity Act 2004 and Energy regulation Act, 2004.

2.2 WORLD BANK SAFEGUARD POLICIES

World Bank Safeguard policies are applied by the Bank in its operations in order to protect the interest of beneficiaries, clients, shareholders and the Bank. The policies provide a comprehensive framework for avoiding, negative impacts on the environment and people and enhance social equity and promote sustainability.

As described above, the project is expected to rehabilitate and expand existing public secondary schools. Considering the type and nature of these activities, and the requirements of the Bank's safeguard policies, the EQUALS project will trigger the following Bank safeguard policy:

1. OP/BP 4.01 Environmental Assessment

2.2.1 Environmental Assessment (OP/BP 4.01)

This policy requires an Environmental and Social Assessment (ESA) of projects proposed for World Bank financing to ensure that these projects are environmentally and socially sound and sustainable, and that decision-making is improved through appropriate environmental & social screening, analysis of actions and mitigation of their likely environmental impacts and monitoring. The policy is triggered if a project is likely to have potential adverse environmental and social impacts in its area of influence. As a result, the ESA process usually takes into account parameters related to natural environment (air, water, and land), human health and safety, social aspects. The policy classifies projects, with respect to significance of environmental and social impacts as indicated below:

(a) Category A: Projects in Category A are those that are likely to have significant adverse environmental and social impacts that are irreversible, diverse or unprecedented. These impacts may affect an area broader than the sites or facilities of the physical works.

EA for a Category A project examines the project's potential negative and positive environmental and social impacts, compares them with feasible alternatives (including the "without project" situation), and recommends measures needed to prevent, minimize, mitigate or compensate for adverse impacts and improve environmental and social performance. For a Category A project, the borrower is responsible for preparing a safeguards document, normally either a Framework (Environmental and Social Management Framework –ESMF whenever there is still an unclear definition of the project intervention footprint); or an ESIA (or a suitably sectoral EA) that includes as necessary, other elements such as environmental audits or hazard or risk assessments or when such a footprint of project intervention zone is made known. EQUALS project is not a category A project because there are no irreversible, diverse and unprecedented environmental and social impacts expected.

(b) Category B: These are projects that have potential adverse environmental and social impacts (on human populations or environmentally important areas - including wetlands, forests, grasslands, and other natural habitats) which are less adverse than those of Category A projects. These impacts are site-specific and easy to deal with; few if any of them are irreversible; and in most cases mitigatory measures can be designed more readily than for Category A projects. The scope of EA for a Category B project may vary from project to project, but it is narrower than that of Category 'A' EA. Like Category A EA, it examines the project's potential negative and positive environmental and social impacts and recommends any measures needed to prevent, minimize, mitigate, or compensate for adverse impacts and improve environmental and social performance. EQUALS Project falls under this category because significant impacts are anticipated on the soils, trees, quality of air, hygiene and sanitation during construction and expansion of classrooms. The impacts are reversible and mitigatable.

(c) Category C: A proposed project is classified as Category C if it is likely to have minimal or no adverse environmental and social impacts. Beyond screening, no further EA action is required for a Category C project.

(d) Category FI: A proposed project is classified as Category FI if it involves investment of Bank funds through a financial intermediary, in subprojects that might result in adverse environmental impacts.

The rehabilitation and expansion of public secondary schools are likely to have potential environmental and social impacts. However, the locations of the sub projects are not yet known. Therefore, an Environmental and Social Management Framework (ESMF) has been prepared for screening project activities and providing guidance on the level of environmental assessment required.

2.3 GAPS BETWEEN WORLD BANK POLICIES AND THE NATIONAL LEGISLATION

2.3.1 Environmental Assessment

Both the Malawi legislation on EIA and the World Bank OP 4.01 - Environmental Assessment - have provisions for conducting environmental impact assessment studies for projects that are

likely to cause adverse environmental impacts. For the case of Malawi legislation, there is no provision for environmental and social screening of projects whose activities and locations are not known, while the Bank policy provides for environmental and social screening of each proposed project (and its subprojects) to determine the extent and type of environmental (and social) assessment. The Bank further classifies proposed projects into one of four categories, depending on the type, location, sensitivity, and scale of the project, and the nature and magnitude of its potential environmental and social impacts. By preparing the ESMF, the gap that exists for the projects whose activities and locations are not known is bridged.

CHAPTER THREE

ENVIRONMENTAL AND SOCIAL WORK UNDER EQUALS PROJECT

3.1 DESCRIPTION OF WORKS TO BE DONE IN THE SCHOOLS

The Equity and Quality Learning at Secondary (EQUALS) Project will include a number of activities with potential environmental and social impacts and will cover selected Community Day Secondary Schools in Malawi. This ESMF is for the entire project but mainly addresses activities under Component 2 which relates to construction of classroom blocks, libraries, latrines and laboratories. The project will rehabilitate and expand capacity of at least 80 Community Day Secondary Schools (CDSS) (likely to increase with emerging savings from Component 1). The minimum expansion package will include: 2 furnished classroom blocks (4 classrooms), a twin furnished multi-purpose science block installed with requisite systems to facilitate science instruction, 2 gender and disabled friendly 6-stance ablution blocks (flush toilets will be provided where there is running water); 1 furnished library with furnished ICT laboratory block; and solar power installations for beneficiary schools that are not connected to the main power grid. No new schools will be constructed under this project but stand-alone classroom blocks may be necessary based on the site location. All these structures will be constructed on the existing land which is available in the schools. EQUALS will promote adoption of environmentally friendly technologies for use in the implementation of projects that include use of cement blocks as opposed to traditional burnt bricks.

The location of potential sites is yet to be determined. An assessment exercise will be undertaken based on community and school needs as defined by student to classroom ratio (SCR), number of primary feeder schools per rural public secondary school, number of existing schools within the catchment area, and potential to provide double-shift instruction based on school location. The assessment will also involve preliminary environmental and social screening to gauge whether they are found within environmentally fragile areas. Schools that are located in areas where the construction of classrooms will have significant environmental and/or social impacts will not be included in beneficiary lists.

3.2 POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS

The EQUALS project is expected to generate positive and negative impacts during the rehabilitation and expansion of public secondary schools. Since the actual site for the construction are not known at project preparation/appraisal, the Government of Malawi (GoM) has prepared this Environmental and Social Management Framework (ESMF) to provide a standard approach for addressing all potential impacts in construction activities. The ESMF spells out clear procedures and methodologies for environmental and social assessment, review, approval and implementation of safeguards activities to be financed under the project.

The appropriate level of environmental and social work could range from the application of simple mitigation measures (identified using the environmental and social checklist); to the preparation of an ESMP; to no environmental and social instruments being required.

The EQUALS will be implemented nationwide and if adequately managed the proposed interventions are not likely to result in significant adverse environmental or social impacts.

Weak or inadequate capacity for designing, managing and monitoring subprojects can lead to a low environmental and social performance of the project, exacerbating negative impacts and limiting enhancement of the positive impacts.

The early identification of potential risks during the preparation and design stages of the project, considering two levels, is of extreme importance to the following: a) the project's overall design and, b) the specific activities.

More specific considerations, which are outlined below, need to be made to ensure the quality of design for building structures are up to standard. This would provide mitigation measures and also enable best practice to be followed.

- Secure a close consultation process with the beneficiaries with the disclosure of data and grievance redress mechanisms.
- Design for safety. Ensure that a qualified structural/civil engineer either prepare or reviews and approves the buildings' design and periodically checks the quality of construction.
- Anticipate accompanying measures to secure sustainability of the project. For example, community participation and government funding.

The potential positive and negative environmental and social impacts of the EQUALS are described below, for the pre-construction, construction and operation and maintenance phases.

3.2.1 Potential Impacts at Pre-Constructional Phase

Increase in Employment Opportunities

The pre-construction phase may lead to creation of job opportunities for consultants and local communities etc. These consultants are Architects and Quantity Surveyors that the project will engage to assist with construction works.

Increase in Business Opportunities

The phase shall also increase business opportunities for the local traders. These are the small businesses that the locals would undertake to supply food items and a few materials required by the National Team that would be undertaking preliminary assessments and other works.

Loss of Vegetation

Some land portions at the project sites will need to be cleared of vegetation to allow for the construction of the buildings. This would result in the loss of vegetative cover at the project area, and may expose the land to the elements of weather.

Increased Risk of Soil Erosion

Top soil stripping on the site may result into increased surface runoff. This potential increase in runoff could enhance erosion, which could cause silting of the natural drainage channel. This in turn could adversely affect the hydrological properties of the area and receiving streams, and could lead to flooding.

3.2.2 Potential Impacts during Construction Phase

Increased Employment Opportunities

The construction of building structures may lead to creation of job opportunities for contractors, engineers, quantity surveyors, architects, skilled and unskilled laborer's from the community.

Increased Business Opportunities

The construction works shall increase business opportunities for the local traders and other external suppliers.

Source of Government Revenue

The construction works will increase the sources of Government revenue through various taxes

Noise, vibration and emissions

Noise, vibration and emissions will occur in the course of activities such as transportation and operation of machinery. Dust emissions from site clearing and excavations; fuel combustion emissions from vehicles and other equipment will also occur during this phase thereby affecting air quality and inducing human health implications.

Increased Risk of Soil Erosion

Top soil striping on the site may result into increased surface runoff. This potential increase in runoff coupled with excavations to foundations could enhance erosion, which could cause silting of the natural drainage channel. This in turn could adversely affect the hydrological properties of the area and receiving streams, and could lead to flooding.

Increased Generation of waste

Construction activities will generate considerable amount of solid and liquid waste which may include waste water, earth material, wood cut-offs, wood shavings, plastic cut-offs, empty cement sacks, paint cans etc. These would need to be appropriately disposed of.

Increased Risk or Spread of HIV & AIDS and other STIs

HIV & AIDS and STIs will likely increase due to influx of people to the areas in search of employment opportunities.

Traffic Disruption

Haulage trucks delivering building materials to site could cause traffic disruption by adding to vehicular traffic on roads serving the project area. This may also lead to increased accidents.

Disruption of Classes

Classes may be disrupted due to haulage trucks delivering materials to the project site, plants and equipment being used on site and noise from the workers. Classes could also be disrupted due to workers' grievances that might be directed to Headteacher in the absence of the contractor. Furthermore, occupancy of classrooms by contractors may disrupt classes.

Occupational Health and Safety Risks

Construction site workers will be exposed to risks of accidental collisions with moving vehicles, strains from repeated movements or from lifting of heavy objects, slips and falls. Accidental cuts from tools and machines are also safety risks. Wet cement as a building material is corrosive on contact to human skin. Dust from cement may cause respiratory infections.

Public Safety Risks

Excavations, pits and heaps of unconsolidated material will be left overnight at the end of a working day at the construction site. These would make the construction site dangerous to teachers, learners, surrounding communities and stray animals who might walk across the site at night.

Creation of borrow Pits

Sourcing of construction materials like quarry stone, sand and gravel may create borrow pits that can pose safety risks to the communities.

Water Pollution

Poor management of liquid and solid waste may lead to pollution of water bodies in the vicinity of project sites.

Increase in Gender Based Violence

Contractors on site may indulge in malpractices such as relationships with under aged, raping, physical assault, use of sexual provocative language etc.

Child labour

Contractors working in various sites may employ under aged (less than 18 years) workers.

Increase in Theft Cases

There would be an increase of theft cases of building materials especially where wage payments are delayed by contractors.

3.2.3 Potential Impacts during Operation and Maintenance Phase**Increase in number of students enrolled**

The increase in building structure may lead to increase in number of students enrolled in public secondary schools.

Promotion of the teaching of Science and Mathematics

The project will lead to an increase in percentage of public secondary school teachers practicing effective teaching methods in Mathematics and Sciences.

Increase in Retention of Teachers and Learners

Expansion of the schools will motivate learners from the surrounding community to continue learning at the same school and minimize transfer requests by science teachers.

Increased Knowledge in IT

The provision of ICT equipment will increase skills and knowledge in IT related discipline.

Increase in Employment Opportunities

The increase in building structures may lead to creation of job opportunities for teachers, lab technicians, local artisans etc.

Increase in Generation of waste

The operation phase activities will generate considerable amount of solid and liquid waste which may include waste water, paper wastes, food packaging and residues, laboratory wastes etc. These would need to be appropriately disposed of.

Soil Contamination and Water Pollution

Poor management of liquid and solid waste may lead to pollution of soil and water bodies in the vicinity of project sites.

Increase in Theft Cases

Increase in theft cases might come as result of additional learning materials and equipment.

3.3 MITIGATION AND MONITORING MEASURES

Most of the expected positive and negative environmental and social impacts may be effectively enhanced/mitigated through measures that should be established for the different phases and components of the project. The mitigation measures will ensure compliance with the national and international environmental and social requirements. The ESMF presents a generic set of mitigation measures that should be included and complemented in the Environmental and Social Management Plans for each subproject. Each ESMP will be budgeted in the technical specifications of each subproject.

3.3.1 Mitigation Measures during the Pre-Construction Phase

Environmental and social issues will be taken into consideration during the design process of the building structures in order to avoid or minimize the potential negative impacts and enhance the positive impacts. The expected mitigation measures to be undertaken under this phase may include:

Loss of vegetation

- Limit clearing of vegetation to the areas that will be directly affected by the construction and replace the ones that would be cut.

Increased Risk of Soil Erosion

- Limit clearing of vegetation to the areas that will be directly affected by the construction and construct proper drainage where necessary.

3.3.2 Mitigation Measures during Construction Phase**Noise, Vibration and Emissions**

- Dust at construction sites will be minimized by using closed/covered trucks for transportation of construction materials and debris
- Watering work sites in dry season.
- The vehicles and machinery will have proper maintenance and will be checked regularly in order to avoid excessive emissions and noise

Increased Generation of Waste

- Store waste in designated locations before final disposal at appropriate sites agreed with local authorities
- The oil should be stored in tanks and drums as hazardous waste and disposed off in an approved manner
- Spill trays should be provided and used where appropriate

Increased Risks of HIV & AIDS and STIs

- Conduct sensitization meetings on the dangers of contracting HIV and AIDS and other STIs to workers and communities

Traffic Disruption

- Restrict speed limits to 20km per hour
- Install and observe road signs

Occupational Health and Safety Risks

- Provide personal protective equipment (PPE)
- Provide first aid kits
- Conduct on site trainings to workers on Health and Safety
- Installation of signage

Disruption of Classes

- Construction should be done during the holiday while indoor fittings can still be done during schooling period.
- Delivering construction materials should be done after classes or during weekends.
- Identify alternative routes to the construction sites
- Contractors to provide own storage for materials and accommodation for workers
- Contractors should adhere to code of conduct for their workers

Public Safety Risks

- Contractors to hoard all the construction sites
- Contractors to put safety tape around all excavations
- Conduct sensitization meetings to communities
- Install signage to limit access

Creation of Borrow Pits

- Borrow pits must be rehabilitated to its original or near condition
- Shall be prohibited where they might interfere with natural or designed drainage patterns
- Contractors should access materials from designated places authorized by local councils.
- Contractors to put safety tape around all borrow pits

Water Pollution

- Contractor shall construct the necessary and adequate sanitary facilities to prevent pollution
- Contractor shall dispose off collected waste water in the manner agreed with the council
- The oil should be stored in tanks and drums as hazardous waste and disposed off in an approved manner
- Spill trays should be provided and used where appropriate

Increased Risks of Gender Based Violence

- Conduct sensitizations on Gender Based Violence, Sexual harassment,
- Promotion of women's employment

Child labour

- Avoid employing under aged (less than 18 years) workers
- Learners should not be engaged in any construction related activities
- Conduct sensitizations to communities, school committees and learners on child labour

Increase in Theft Cases

- Conduct sensitization meetings targeting workers and communities.

3.3.3 Mitigation Measures during Operation and Maintenance Phase

Increased Generation of waste

- Store waste in designated locations before final disposal at appropriate sites
- Install separators to manage the laboratory waste and dispose of in an approved manner
- Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle)

Soil Contamination and water pollution

- Provision of adequate sanitary facilities
- Clear all storm water drainage system from time to time

Increase in Theft Cases

- Local leaders to lead in sensitizations
- Establish/involve community policing

CHAPTER FOUR

PUBLIC CONSULTATION AND DISCLOSURE

4.1 RATIONALE FOR CONSULTATION AND DISCLOSURE

According to Malawi's Guidelines for EIA (1997) and World Bank policies for resettlement and environmental assessment, public consultations are an integral component of the EIA and RAP requirements, and the guidelines identify the following principal elements:

- a. Developers are required to conduct public consultation during the preparation of sub project environmental and social impacts assessment.
- b. The Director of Environmental Affairs may, on the advice of the Technical Committee on Environment (TCE), conduct his or her own public consultation to verify the works of a developer.
- c. Formal ESMP and RAP documents are made available for public review and comments. Documents to which the public has access include ESMP and RAP reports, and decisions of the appropriate authorities regarding project approval.
- d. Certificates approving projects will be published by the developer and displayed for public inspection. Public consultations are critical in preparing an effective proposal for construction activities. The first step is to hold public consultations with the local communities and all other interested/affected parties, during the screening process and in the course of preparing the ESMP and RAP.

These consultations should identify key issues and determine how the concerns of all parties will be addressed in response to the terms of reference for the ESMP and RAP which might be carried out for construction proposals.

4.2 INSTRUMENTS FOR USE DURING CONSULTATION

Annex G of the Malawi Guidelines for EIA (1997) provides details concerning the public consultation methods in Malawi. Such methods include press releases, information notices, brochures/fliers, interviews, questionnaires and polls, open houses, community meetings, advisory committees, and public hearings. The ESMF will be disclosed in the following locations:

- Infoshop at the World Bank
- Ministry of Education Science and Technology
- District Commissioner's Offices or DEMs
- The Department of Environmental Affairs
- Local Newspapers

The guidelines for public consultation include, among others, a requirement that major elements of the consultation program should be timed to coincide with significant planning and decision-making activities in the project cycle. In terms of Malawi's EIA process and World Bank policy standards, public consultation should be undertaken during (i) the preparation of the site specific

ESMPs and RAPs terms of reference; (ii) the carrying out of an ESMPs and RAP; (iii) government review of an ESMP and RAP reports.

4.3 PUBLIC CONSULTATIONS DURING THE DEVELOPMENT OF ESMF

Public consultations were carried out to 11 District Councils that will be implementing the project, Government Departments and Civil Society organizations on education. The consulting teams interacted with different people that were perceived to be the beneficiaries of the project or that are expected to interact with parts of project implementation to obtain their expectations from the project, what they perceived to be the potential impacts of the project and also understand the kind of approaches they wish to see to have been implemented to avert the impacts. The groups of people that were met in the District Councils include:

- a. Members of District Environmental Sub Committee
- b. Teachers from some sampled public secondary schools where the project will be implemented
- c. Local leaders
- d. Young learners

The Table 1 below outlines some of the key issues raised during the consultations and how the ESMF envisages to handle them while a detailed outline of the same has been presented in Annex 3.

Table 1: Issues Raised during public consultations and how they will be handled

No	ISSUE	SOLUTION
1	All structures especially toilets to consider cultural aspects	The ESMF shall ensure that ablution blocks should be gender sensitive
2	Structures to be disability friendly	The designs of all structures shall contain features of disability
3	Creation of jobs for the locals	The ESMF proposes development of Social Code of Conduct for Contractors that will ensure that Contractors are employing more locals
4	Loss of classrooms to contractors	The ESMF proposes development of Social Code of Conduct for Contractors that will enforce Contractors to construct own storage structures and avoid using school facilities
5	Child labour	ESMF proposes sensitization meetings to Contractors and the community on labour laws and dangers of employing the under aged
6	Gender based violence	ESMF proposes development of the Code of Conduct which shall list what shall constitute GBV and more sensitization meetings to avert the same

Further to the District consultations, a stakeholder's consultation meeting at a central point was also organized. This meeting was attended by members from various Ministries and District Councils that were not visited during District Consultations. It was aimed at reviewing the approaches presented in the ESMF. This meeting recommended that:

- a. The ESMF should be strengthened to make sure that all bidding documents must contain safeguards section and contracts must bear clauses that will ensure compliance by contractors.
- b. Availability of land in all selected schools must be verified by way of facilitating land agreement forms
- c. All relevant stakeholders must be involved in the implementation process
- d. The project must ensure that adequate trainings have been provided to the implementers

Minutes of this stakeholder consultation meeting has also been attached in Annex 4. Based on this feedback, the ESMF proposes that the Environmental and Social Safeguards Specialist for the project should be hired on time to ensure the following:

- a. That he is part of the EIMU's team that shall be developing bidding documents for the contractors to ensure that all safeguards requirements are part of these important documents
- b. To facilitate the signing of land forms by the community leaders and school management as evidence of land availability in all the sites.
- c. To facilitate a timely development of training modules and programs which should be delivered to the stakeholders in good time

4.4 COMMUNITY ENGAGEMENT PLAN DURING PROJECT IMPLEMENTATION

The ESMF proposes that further engagement of the community and stakeholder will be very important during the project implementation. This arrangement shall assist to keep the communities and stakeholders in know of how issues are being dealt with and also allows them to make an input on the same. The Table below summarizes some of the key stages where consultations have to be undertaken:

Table 4: Community Engagement Plan During Project Implementation

No.	Stage of Consultation	Purpose	Means of Consultation
1	Site Verification	To confirm land availability	Meeting
2	Environmental and Social Screening	To identify environmental and social impacts	Meeting
3	Development of ESMP	To identify means of addressing impacts and put in place strategies for addressing them	Meeting
4	Site Handover	To handover contractor to the community	Meeting
5	Sensitization Meetings	To sensitize communities on various issues	Meetings
6	Implementation of ESMPs	Implementation of mitigation measures	Meetings

CHAPTER FIVE

ENVIRONMENTAL AND SOCIAL ASSESSMENT PROCESS FOR EQUALS ACTIVITIES

5.1 ENVIRONMENTAL AND SOCIAL SCREENING PROCESS

The Malawi Environment Management Act (1996) and the Malawi EIA guidelines (1997) prescribe that small scale sub projects do not require to undergo Environmental and Social Impact Assessments (ESIA). Instead, the small scale sub projects should be subjected to screening process to identify the potential social and environmental impacts. The EIA guidelines (1997) outline the processes regarding the screening, identification, assessment and mitigation of potential impacts of proposed projects

Environmental and Social Screening Process outlines procedures for meeting the environmental and social management requirements and meets the requirements of the World Bank's OP 4.01, Environmental Assessment. It provides a mechanism for ensuring that potential environmental and social impacts of EQUALS' funded activities are identified, assessed, enhanced and mitigated as appropriate. The objectives of the screening process are to:

- a) Determine the level of environmental work required (i.e. whether an ESMP is required or not; whether the application of simple mitigation measures will suffice; or whether no additional environmental work is required);
- b) Determine appropriate mitigation measures for addressing adverse impacts;
- c) Incorporate mitigation measures into the development plans;
- d) Determine which construction activities are likely to have potential negative environmental and social impacts;
- e) Determine if there will be land acquisition, impact on assets, loss of livelihood, and/ or restricted access to natural resources.
- f) Indicate the need for a Resettlement Action Plan (RAP), which would be prepared in line with the Resettlement Policy Framework (RPF)
- g) Provide guidelines for monitoring environmental and social parameters during the construction and other related project activities.

5.2 COORDINATION OF ENVIRONMENTAL AND SOCIAL ASSESSMENT

The project implementation team in consultation with relevant stakeholders under this project will facilitate the screening process using the Environmental and Social Screening Form (ESSF – Annex 1), and based on the screening results consultants will be hired to develop ESMPs and submit to Environmental Affairs and World Bank for approval. It is expected that the appropriate mitigation measures identified for negative environmental and social impacts will be carried out by the contractors during their work on site.

The Implementation of the ESMF will follow a semi- decentralized system where EQUALS project implementation team will facilitate the undertaking of screening activities and recruitment of consultants for the preparation of Environmental and Social Management Plans (ESMPs) for specific sites based on screening results.

The technical oversight will be provided by the Ministry of Natural Resources Energy and Mining; Environmental Affairs Department, the Project Implementation team within the Ministry of Education, Science and Technology (MoEST and Divisions) during monitoring.

5.3 SCREENING OF EQUALS SUB PROJECTS

Malawi's Guidelines for EIA (1997) provides for the categorisation of projects into either List A or List B depending on the size, nature and perceived environmental consequences of a project. Where it is clear that project activities fall under List A of the Guidelines, an EIA has to be carried out. The screening process will be used to determine the appropriate environmental follow-up measures, depending on the nature, scope and significance of the expected environmental impacts from each EQUALS supported sub-projects. The Environmental and Social Screening Form (ESSF, Annex 1) will be completed by trained and qualified personnel, in the implementation of the screening process. The screening form, when correctly completed, will facilitate the:

- Identification of potential environmental and social impacts and their significance;
- Assignment of the appropriate environmental category;
- Determination of appropriate environmental mitigation measures; and
- Need to conduct an ESIA and prepare Resettlement Action Plans (RAPs) where required.

5.3.1 Screening of EQUALS Sub projects within District Councils

Preparation activities for the screening process will include a desk appraisal of the rehabilitation and expansion plans for the project related infrastructure. This will be carried out by the District Environment Sub-Committee (DESC) and Area Executive Committee (AEC). DESC is the environmental sub-committee of the District Executive Committee (DEC) and AEC is the village level administrative sub-committee of DEC. The DEC reports to the District Council.

Subsequent to the desk appraisal of the rehabilitation and expansion plans, the initial screening of the proposed project activities will be carried out in the field, using the ESSF by the AEC and DESC. The respective roles for various players in this screening process has been presented in the Figure 1 below.

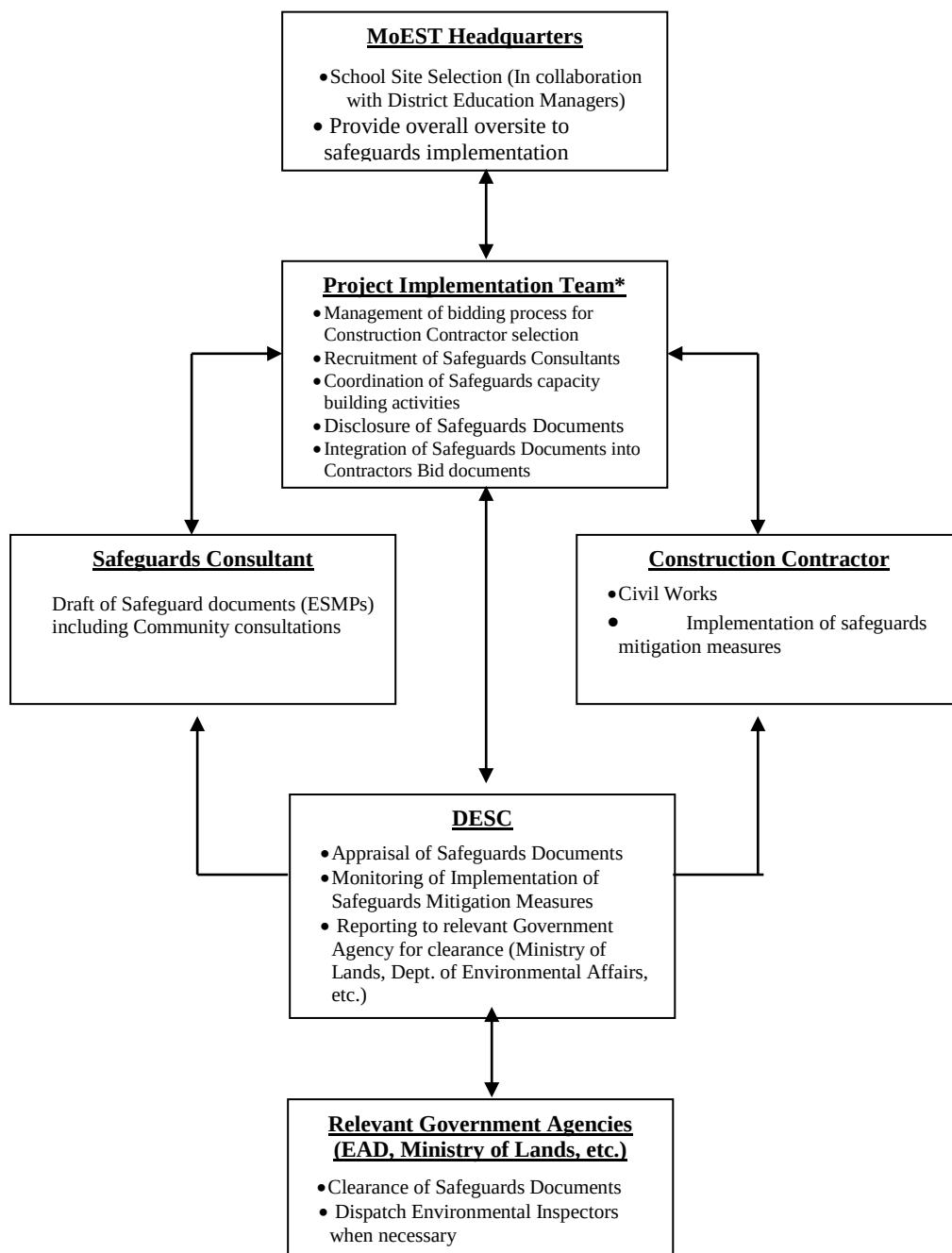


Figure 1: EQUALs Project Cycle

5.3.2 Assigning Appropriate Environmental and Social Categories

The ESSF, when completed, will provide information for the assignment of the appropriate environmental category to a particular activity for rehabilitation and expansion of new facilities. The DESC will be responsible for categorizing a construction or rehabilitation activity as either A, B or C.

Category A: Projects likely to have significant adverse and irreversible environmental impacts and requiring a ESIA including a detailed Environmental and Social Management Plan (ESMP).

Category B: The potential environmental impacts are less than those of Category A projects and are usually site-specific, few if any are irreversible and in most cases mitigation measures can be designed more readily than for category A projects. The scope of ESIA is narrower than that for Category A projects.

Category C: A project is classified as Category C if it is likely to have minimal or no adverse environmental and social impacts. Beyond screening, no further ESIA action is required.

Assignment of the appropriate environmental category will be based on the provisions of the Malawi EIA Guidelines (1997).

If the ESSF has ‘no’ entries, then a ‘C’ classification would normally be warranted. Hence the proposed activity will not require further environmental analysis and the DESC will recommend approval of the screening results to the District Councils respectively, for the implementation of the project activity to proceed-subject to adherence to environmental and social requirements, such as the Environmental Rules of Contractors that will be developed during civil works.

5.3.3 Carrying out Environmental and Social Screening

After reviewing the information provided in the ESSF and having determined the appropriate environmental category the DESC in consultation with Director of Environmental Affairs (DEA) will determine whether:

- The application of simple mitigation measures outlined in the ESSF (Annex 1) will suffice;
- An Environmental and Social Management Plan (ESMP) needs to be prepared to address specific environmental and social impacts (Category B); or
- An ESIA will need to be carried out (Category A), using the Malawi EIA Guidelines.

5.3.4. Environmental and Social Screening Form

The screening form proposed in Annex 1 is designed to provide the necessary information to the EQUALS Project Implementation Team and stakeholders to determine whether or not an activity would likely result in significant environmental / social impacts, during the rehabilitation and expansion of public secondary schools.

The form will be completed by trained DESC members. If there are already existing standard designs, the DESC will assess them for impacts on the chosen site and community; and recommend modification of the designs to include appropriate mitigation measures.

5.3.5. Environmental and Social Impact Assessment (ESIA)

Though not likely, it is conceivable that, as a result of the screening process, one or more of the EQUALS sub-projects may be found to require an ESIA. In such a case, the ESIA would identify and assess the potential environmental and social impacts of the proposed activities, evaluate alternatives, as well as design and implement appropriate mitigation, management and monitoring measures. These measures would be captured in the Environmental and Social Management Plan (ESMP) which will be prepared as part of the ESIA report.

Where required, preparation of the ESIA (including an ESMP) will be carried out in consultation with the relevant stakeholders, including potentially affected persons. The EQUALS Project Implementation Team in close consultation with Environmental Affairs Department will arrange for the (i) preparation of ESIA terms of reference; (ii) recruitment of a consultant with both Social and Environmental background and knowledgeable of World Bank operational safeguards policies to carry out the preparation of the ESIA; (iii) public consultations and participation; and (iv) review and approval of the ESIA through the national ESIA approval process. The general EIA process in Malawi is provided for in the Malawi Guidelines for EIA of 1997 and the Procedures for EIA Preparation has been outlined in Annexes 4 and 5.

CHAPTER SIX:

ENVIRONMENTAL AND SOCIAL MANAGEMENT PLAN (ESMP) AND MONITORING PLAN

6.1 INTRODUCTION

This section constitutes a Generic Environmental & Social Management Plan (ESMP) and monitoring plan for the contractors and project implementers. It is categorized in three major phases of the project, which are Pre-Construction, Construction and Operation and Maintenance. In each phase, the ESMP outlines the potential environmental and social impacts, their proposed mitigation measures and the corresponding responsibility for implementing the mitigation measures. The monitoring plan outlines the impacts, indicators and responsible institutions.

The consultants hired to develop Environmental and Social Management Plans (ESMPs) shall refer to Annex 2 for Generic Terms of Reference (TORs) and also consult EAD for Terms of Reference for specific sub projects.

Table 3: Generic Environmental and Social Management Plan (ESMP)

GENERIC ENVIRONMENTAL AND SOCIAL MANAGEMENT Expected Environmental /Social impacts	Proposed Mitigation/Enhancement Measures	Responsibility For Implementing Mitigation Measures
Pre Construction Phase		
Increased Employment Opportunities	Employ more local people	Contractor
Increase in Business Opportunities	Conduct trainings on VSL Place adverts for contractor recruitment in all targeted District Councils	DCDO, MoEST
Loss of vegetation	Limit the clearing areas to the affected site	Contractor, SMC, MoEST
Increased Risks of Soil Erosion	Limit the clearing areas to the affected site	Contractor, SMC, MoEST
Construction Phase		
Increased Employment Opportunities	Employ more local people	Contractor
Increase Business Opportunities	Conduct VSL trainings	DCDO, MoEST
Source of Government Revenue	Employ more local people	Contractor
Noise, vibration and emissions	Watering work sites in dry	Contractor

	season.	
	Use closed trucks	Contractor
	Service machinery regularly	Contractor
	Enclose generators	Contractor
Increased Risks of Soil Erosion	Stock pile soils away from drainage channels that lead to water sources	Contractor
	Plant trees to replace those cut down	Contractor, Department of Forestry, SMC
	Ensure bare and disturbed areas are revegetated	Contractor, Department of Forestry, SMC
Increased Generation of waste	Store waste in designated locations(waste bins, trash bags) before final disposal at appropriate sites agreed with local authorities	Contractor, District Council
	The oil should be stored in tanks and drums as hazardous waste and disposed off in an approved manner	Contractor, District Council
	Spill trays should be provided and used where appropriate	Contractor, District Council
Increased Risks of HIV & AIDS and other STIs	Conduct sensitization meetings on the dangers of contracting HIV and AIDS and other STIs to workers and communities	Contractor & District Council
Traffic Disruption	Restrict speed limits to 20km per hour	Contractor
	Install and observe road signs	Contractor
Disruption of Classes	Identify alternative routes to the construction sites	Contractor
	Construction activities to take place during holidays	Contractor

	Delivering construction materials should be done after classes or during weekends.	Contractor
	Contractors to provide own storage for materials and accommodation for workers	Contractor
	Contractors should comply with code of conduct and relevant laws	Contractor, EAD, MoEST
Occupational Health and Safety Risks	Provide personal protective equipment (PPE)	Contractor
	Provide, fire fighting equipment, first aid kits and first aiders	Contractor
	Conduct on site trainings to workers on Health and Safety	Contractor, District Council, Ministry of Labour
	Installation of signage	Contractor
Public Safety Risks	Contractors to hoard all the construction sites	Contractor
	Put safety tape around all excavations	Contractor
	Conduct sensitization meetings to communities	Contractor & District Council
	Install signage to limit access	Contractor
Creation of borrow Pits	Borrow pits must be rehabilitated to its original or near condition	Contractor
	Shall be prohibited where they might interfere with natural or designed drainage patterns	Contractor

	Contractors to put safety tape around all borrow pits	Contractor
Water Pollution	Construct the necessary and adequate sanitary facilities to prevent pollution	Contractor
	Dispose of collected waste water in the manner agreed with the council	Contractor
	Store oil in tanks and drums as hazardous waste and disposed of in an approved manner	Contractor
	Spill trays should be provided and used where appropriate	Contractor
Increased Risks of Gender Based Violence	Conduct sensitizations on Gender Based Violence, Sexual harassment	Contractor, District Council
	Promotion of womens employment	Contractor, District Council
Child labour	Avoid employing under aged (less than 18 years) workers	Contractor
	Conduct sensitizations on child labour	Contractor, Ministry of Labour
Operation and Maintenance Phase		
Increase in number of students enrolled	Enroll more students	MoEST
Promotion of the teaching of Science and Mathematics	Practical lessons to be conducted in laboratories Create a culture for stocking lab with all relevant materials	MoEST
Increase in retention of teachers and learners	Continuous in-service training Create an asset maintenance mechanism to maintain the beauty of the school	MoEST
Increased knowledge in IT	Create a culture of maintaining ICT materials	MoEST

	Train more teachers in IT	
Increased Employment Opportunities	More teachers employed due to new structures	MoEST
Increased Generation of waste	Store waste in designated locations before final disposal at appropriate sites	SMC
	Install separators to manage the laboratory and dispose of in an approved manner	MoEST
	Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle)	District Council
Soil contamination and Water Pollution	Provision of adequate sanitary facilities	SMC, MoEST
	Clear all storm water drainage system from time to time	SMC

Table 4: Generic Environmental Monitoring Plan

Expected Environmental /Social impacts	Proposed Mitigation/Enhancement Measures	Responsibility For Monitoring Implementation of Mitigation Measures	Frequency
Pre-Construction Phase			
Increased Employment Opportunities	Employ more local people	District Labour Officer, EAD, MoEST, SMC	Monthly
Increased Business Opportunities Increased	Conduct trainings on VSL	DCDO, MoEST	Monthly
Land Conflict	Use of the available land within the school boundaries	District Lands Officer, MoEST, SMC	At the early stage
	Community engagement	MoEST, District Council, SMC	Quarterly
	Facilitate signing of agreement forms	District Lands Officer, MoEST, SMC	At the early stage
Loss of vegetation	Limit the clearing areas to the affected site	EDO,DFO, MoEST, SMC	At the early stage
Increase in Risks of	Limit the clearing areas to the	District Lands Officer,	At the early

Soil Erosion	affected site	MoEST, SMC	stage
Construction Phase			
Increase in Employment Opportunities	Employ more local people	District Labour Officer, EAD, MoEST, SMC	Monthly
Increase in Business Opportunities	Conduct VSL trainings	DCDO, MoEST	Monthly
Source of Government Revenue	Timely Pay Taxes	EAD, MoEST, M&E Officer	Monthly
Noise, vibration and emissions	Watering work sites in dry season.	SMC, EDO,	Monthly
	Use closed trucks	SMC, EDO,	Monthly
	Service machinery regularly	SMC, EDO,	Monthly
Increased Risks in Soil Erosion	Stock pile soils away from drainage channels that lead to water sources	SMC, EDO	Monthly
	Plant trees to replace those cut down	SMC, District Forestry Officer, EDO	Quarterly
	Ensure bare and disturbed areas are revegetated	SMC, District Forestry Officer, EDO	Quarterly
Increase in Generation of waste	Store waste in designated locations before final disposal at appropriate sites agreed with local authorities	EDO, SMC, DPW	Monthly
	The oil should be stored in tanks and drums as hazardous waste and disposed off in an approved manner	EDO, SMC, DPW	Monthly
	Spill trays should be provided and used where appropriate	EDO, SMC, DPW	Monthly
Increase in Risks/Spread of HIV & AIDS and other STIs	Conduct sensitization meetings on the dangers of contracting HIV and AIDS and other STIs to workers and communities	District Council, MoEST	Monthly
Traffic Disruption	Restrict speed limits to 20km	District Council,	Monthly

	per hour	MoEST	
	Install and observe road signs	District Council, MoEST	Monthly
Disruption of Classes	Identify alternative routes to the construction sites	MoEST, District Council	Monthly
	Delivering construction materials should be done after classes or during weekends	MoEST, District Council	Monthly
	Contractors to provide own storage for materials and accommodation for workers	MoEST, District Council	Monthly
	Contractors should develop code of conduct for their workers	MoEST, District Council	Monthly
Occupational Health and Safety Risks	Provide personal protective equipment (PPE)	District Labour Officer, MoEST, EAD	Monthly
	Provide first aid kits	District Labour Officer, MoEST, EAD	Monthly
	Conduct on site trainings to workers on Health and Safety	District Labour Officer, MoEST, EAD	Monthly
	Installation of signage	District Labour Officer, MoEST, EAD	Monthly
Public Safety Risks	Contractors to hoard all the construction sites	District Council, MoEST	Monthly
	Contractors to put safety tape around all excavations	District Council, MoEST	Monthly
	Conduct sensitization meetings to communities	District Council, MoEST	Monthly
	Install signage to limit access	District Council, MoEST	Monthly

Creation of borrow Pits	Borrow pits must be rehabilitated to its original or near condition	District Council, MoEST	Monthly
	Shall be prohibited where they might interfere with natural or designed drainage patterns	District Council, MoEST	Monthly
	Contractors to put safety tape around all borrow pits	District Council, MoEST	Monthly
Water Pollution	Contractor shall construct the necessary and adequate sanitary facilities to prevent pollution	District Council, MoEST, EAD	Monthly
	Contractor shall dispose of collected waste water in the manner agreed with the council	District Council, MoEST, EAD	Monthly
	The oil should be stored in tanks and drums as hazardous waste and disposed off in an approved manner	District Council, MoEST, EAD	Monthly
	Spill trays should be provided and used where appropriate	District Council, MoEST, EAD	Monthly
Increase Risks of Gender Based Violence	Conduct sensitizations on Gender Based Violence, Sexual harassment	District Council, MoEST, EAD	Monthly
	Promotion of womens employment	District Council, MoEST, EAD	Monthly
Child labour	Avoid employing under aged (less than 18 years) workers	District Council, MoEST, EAD	Monthly

	Conduct sensitizations on child labour	District Council, MoEST, EAD	Monthly
Increase in Theft Cases	Conduct sensitizations	District Council, MoEST, EAD, SMC	Monthly
Operation and Maintenance Phase			
Increase in number of students enrolled	Enroll more students	MoEST, EAD, District Council	Quarterly
Promotion of the teaching of Science and Mathematics	More students acquire science and mathematics knowledge	MoEST, EAD, District Council	Quarterly
Increase in retention of Teachers and learners	Continuous in-service training Create an asset maintenance mechanism to maintain the beauty of the school	MoEST, EAD, District Council	Quarterly
Increased skills and Knowledge in IT	Create a culture of maintaining ICT materials Train more teachers in IT	MoEST, EAD, District Council	Quarterly
Increase in Employment Opportunities	More teachers employed due to new structures	MoEST, EAD, District Council	Quarterly
Increase in Generation of waste	Store waste in designated locations before final disposal at appropriate sites	MoEST, EAD, District Council	Quarterly
	Install separators to manage the laboratory and dispose of in an approved manner	MoEST, EAD, District Council	Quarterly
	Raise awareness on 4 Rs (Refuse, Reduce, Reuse and Recycle)	MoEST, EAD, District Council	Quarterly
Soil Contamination and Water Pollution	Provision of adequate sanitary facilities	MoEST, EAD, District Council	Quarterly
	Clear all storm water drainage system from time to time	MoEST, EAD, District Council	Quarterly

6.2 FINANCING ESMF IMPLEMENTATION

To effectively implement and monitor the environmental and social enhancement/mitigation measures as part of the ESMF, necessary budgetary provisions have to be made for sub-projects.

It is important to identify financial requirements even if indicative. This ensures upfront appreciation of the financial requirements and allows early planning and budgeting accordingly.

Tentative budget for the project includes the preparation of site specific safeguards instruments, environmental and social mitigation cost, sensitization and training cost and the cost of environmental monitoring and reporting. The table below shows an indicative budget breakdown and responsibility of the cost for implementing the due diligence in the project.

The total cost for implementing the ESMF is estimated at USD464 140. However, as at the time of finalizing this ESMF, potential projects are still undergoing identification and their environmental and social impacts largely remain unknown. Budgets for Environmental and Social Mitigation as proposed here are purely indicative and will be reviewed once ESMP and or RAP studies in respect of individual schemes get underway.

Table 5: Estimated Budget For Implementing The ESMF

Serial #	Item	Budget Estimates (in Malawi Kwacha)	*Budget (US\$)	Responsibility
1	Environmental and Social Screening	11600000	16000	PIT
2	Hiring Consultant to Develop ESMPs/RAPs	80000000	108 992	PIT
3	Facilitate implementation of ESMPs	160000000	221300	PIT
4	Monitor implementation of ESMPs	86500000	117 848	PIT
		338,100,000	464 140	

NB: \$1 was equated to MK728

6.2.1 Financing ESMP Implementation

ESMPs will be financed alongside the main project activities i.e. all bidding documents shall contain a safeguards section which shall guide the contractors in costing the safeguards requirements. Furthermore, the contracts shall contain clauses for ensuring implementation of safeguards by contractors. These clauses shall provide for the subsequent consequences that shall be undertaken in the event that contractors fail to oblige to the contracts.

6.3 ENVIRONMENTAL MONITORING AND EVALUATION

6.3.1 Environmental and Social Monitoring

Monitoring and evaluation (M&E) of the EQUALS is essential to assess performance of the projects' implementation of environmental and social safeguards. Monitoring is a continuous assessment that aims at providing early detailed information on the progress of the ongoing assessed activities to all stakeholders. Its purpose is to determine if the outputs, deliveries and

schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

Environmental monitoring will aim at monitoring the actual implementation of enhancement/mitigation measures, at both construction and operation phases. This will involve monitoring implementation of project Environmental and Social Management Plans (ESMPs) as appropriate.

Environmental monitoring will be a continuous process and will be mainstreamed in the overall Monitoring and Evaluation (M&E) system of the EQUALS Project. Environmental and social monitoring will involve:

- Measuring progress on environmental and social change or performance against scheduled actions and milestones, using input and output indicators.
- Measuring effectiveness of the change and provide timely information about the success of the project to enable changes to be made to the system, if required; and determine whether the mitigation measures set out have been effective in enhancing avoiding, minimising or eliminating environmental and social impacts and make recommendations to address any constraints.
- Reviewing of the costs incurred and how they relate to the budgetary provisions in the ESMP.
- Updating of the baseline data.
- Visual observations of impacts on environmental and social components;
- Consultation with the key stakeholders and communities; and

6.3.2 Evaluation

Evaluation is a systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of activities in light of specified objectives. The idea in evaluating projects is to isolate challenges and problems and to promote the successful mechanisms for current and future projects. Evaluation of the EQUALS and its projects will:

- a) Assess and present outstanding issues for attention, mid-way through the project and prior to closing of project activities, respectively
- b) Provide lessons and recommendations to decisions about current and future programmes;
- c) Inform project managers, EQUALS steering Committee on programme performance and areas requiring changes.

Programme/project evaluation can be conducted by various parties at various levels; District, National and Donors.

(i) District Level

At District level, the DESC in conjunction with the M&E section and School Management Committees will be responsible for monitoring of safeguards implementation from time to time.

(ii) National Level

At national level the Planning Section in the Ministry of Education, Science and Technology will be responsible for M&E EQUALS project. EAD in collaboration with the Ministry of Education will undertake environmental compliance monitoring for the project.

(ii) Donor Level

World Bank will undertake evaluations of the programme in line with World Bank requirements. This will constitute Bank supervision missions, mid-term evaluations and terminal evaluations as appropriate.

6.3.3 Reporting

The primary and overall responsibility for project environmental and social reporting rests with EQUALS, and in particular with the Project Implementation Team, since they have the responsibility to ensure that the environmental and social management procedures as outlined in this ESMF, RPF and Contractors Code of Conduct are complied to. In addition to EQUALS staff and management, the contractors involved in the implementation of the project's activities also have reporting responsibilities.

Contractors: As the actual implementer of the project works, the contractor bears responsibility for implementing the Contractors Code of Conduct and the ESMP that will form part of their contract. As part of implementing the project ESMP, the contractor must develop appropriate protocols to ensure compliance with environmental and social legislation.

CHAPTER SEVEN

CAPACITY BUILDING AND TRAINING

7.1 RATIONALE

The successful implementation of the ESMF depends on the capacity of the implementing institutions. Capacity building includes the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively. However, in Malawi there is inadequate capacity at all levels to implement the ESMF for the EQUALS. There is therefore need to conduct training programmes for multidisciplinary professionals at both national and district level.

The capacity building requirements will mostly be in the form of training programs for Ministry of Education, Science and Technology, Environmental Affairs Department and District Council staff.

7.2 IDENTIFICATION OF CAPACITY BUILDING NEEDS

The first step in pursuing capacity building will be to identify the capacity building needs of the various stakeholders. However, in addition to the needs identified, an indicative list of areas of training has been proposed which includes the following:

- a. ESIA process
- b. Difference between ESIA and ESMF
- c. Project cycle and ESIA/ ESMF
- d. World Bank policies Safeguard policies;
- e. Environmental and Social Screening Checklist
- f. Preparation of Terms of Reference for ESIA
- g. Environmental and Social Clauses in procurement process and in Contractors' contract and bidding documents
- h. Environment and Social priority issues
- i. Resettlement policies and procedures
- j. Land Acquisition process
- k. Identification of PAPs
- l. Occupational Health and Safety

There will be 2 Training of Trainers Programmes; one for national participants and the second one for District Council staff: Below is the tentative programme.

TABLE 6: Training Programme

Day	Topic
Day 1	ESIA process Concept of ESMF
	Difference between ESIA and ESMF
Day 2	World Bank policies Safeguard policies Malawi EIA Policy and Regulatory Framework
	Environmental and Social Screening Checklist
Day 3	• Preparation of Terms of Reference for ESIA;
	• Environment and Social priority issues; • Environmental and Social Clauses in Contractors' contract and bidding documents • HIV and AIDS and other STIs • Gender Based Violence • Child Labour
Day 4	• Project monitoring
	• Resettlement policies and procedures; • Land Acquisition process; • Identification of PAPs; • Occupational Health and Safety

The training will be conducted by Ministry of Education, Science and Technology, Environmental Affairs Department, Ministry responsible for Gender, Ministry of Labour (Department of Occupational Health and Safety) Ministry of Lands.

CHAPTER EIGHT

CONCLUSION AND RECOMMENDATIONS

This Environmental and Social Management Framework has been prepared in order to guide project implementers and other stakeholders to identify and mitigate environmental and social impacts of the EQUALS. It is recommended therefore that this framework should be used prior to any project activity of the Project.

In implementing this ESMF, it should be noted that there will be potential social and environmental impacts, arising from the construction of the building structures of EQUALS project.

It is expected therefore that in case of existing project activities in the sites, they need to have their own environmental and social management plans. In the same way, it is hoped that EAD and other relevant line ministries will ensure that activities that lead to deforestation and other environmental problems are properly managed.

Successful implementation of this ESMF will depend to a large extent on the involvement and participation of local communities. It is therefore recommended that experts to be involved in the implementation of the ESMF should widely consult with the local communities.

The implementers of this ESMF, in consultation with the local communities, should use the screening process, checklists and the EMP presented in this Framework.

Specifically, it is recommended that:

- a. Environmental and Social awareness and education for the key stakeholders and affected communities must be an integral part of the ESMF implementation;
- b. District and local community structures should be adequately trained to implement the screening process, to develop and implement appropriate Environmental and Social Management and monitoring Plans;
- c. This ESMF should be regularly updated to respond to changing local conditions and thereafter it should go through the national approval process and be sent to World Bank for review and approval; and it should incorporate lessons learnt from implementing various components of the project activities;
- d. The District Councils should be assisted to develop appropriate information management systems to support the environmental and social management process;
- e. The Environmental District Officers should be empowered to undertake screening of sub-projects under the EQUALS and should be given the necessary support and resources to ensure effective implementation
- f. EQUALS should work closely with EAD to ensure implementation of ESMF.

This ESMF will provide EQUALS implementers with the screening process that will enable them to identify, assess and mitigate potential negative environmental and social impacts.

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**ANNEX 1: ENVIRONMENTAL AND SOCIAL SCREENING FORM FOR
SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL
IMPACTS OF EQUALS ACTIVITIES**



Government of Republic of Malawi

Equity and Quality Learning at Secondary (EQUALS)

Environmental & Social Screening Form

(Guidelines: Site inspection of project site. The evaluation results to be a consensus of at least two officials)

Project Name:	District:
Project Location TA : GVH: Coordinates:	Name of Zone
Name of Village:	Nature/Size:
Name, Signature & Designation of Evaluator(s): 1..... 2.....	Date of Field Evaluation:
	Sector

		Appraisal		Significance			Proposed Mitigation Measures
		Yes	No	Low	medium	high	
1.0	Environmental Screening						
	Will the project generate the following negative impacts						
1.1	Loss of trees/vegetation						
1.2	Soil erosion						
1.3	Siltation of water courses						
1.4	Loss of habitat to wildlife						

1.5	Dust emissions						
1.6	Generation of solid wastes						
1.7	Increased incidences of open defaecation						
1.8	Borrow pits and pools of stagnant water						
1.9	Rubble/heaps of excavated soils						
1.10	Introduction of Alien / Invasive plants and animal species						
1.11	Destabilisation of river banks and or drainage system due to sand mining						
1.12	Spread of water related diseases e.g. Diarrhoea						
1.13	Loss of soil fertility						
1.14	Contamination from agrochemicals and pesticides						
1.14	Salinisation or alkalinisation of soils						
1.15	Reduced water quality and quantity						
1.16	Incidence of flooding						
1.17	Removal of native tree species						
2.0	Social and Economic Screening						
	Will the project generate the following negative social and economic impacts?						
2.1	Disruption of marriages						
2.2	Risk of injuries to workers and communities						
2.3	Spread of HIV/Aids and STIs						
2.4	Conflict over land use and ownership						
2.5	Risk of child labour						
2.6	Increase in cases of gender based violence						
2.7	Loss of land by households						
2.8	Loss of properties –houses, structures						
2.9	Loss of trees by households						
2.10	Loss of crops by people						
2.11	Loss of access to river/forests/grazing area						

2.1 2	Increase in risk of theft and crime						
2.1 3	Loss of cultural site, graveyard land						
2.1 4	Conflicts over use of natural resources e.g. water and forest resources						
2.1 5	Disruption of important pathways, roads						
2.1 6	Loss communal facilities e.g. play ground,						

3.0	SCREENING CRITERIA FOR POSITIVE IMPACTS	Yes	No	Low	Medium	High	Proposed Enhancement Measures
	Will the project generate the following positive social and economic impacts?						
3.1	Creation of job opportunities						
3.2	Promotion of local skills and knowledge						
3.3	Asset creation						
3.4	Improved transportation						
3.5	Improved food security						
3.6	Increased household income						
3.7	Improved standards of living/social status						
3.8	Creation of business opportunities						
3.9	Restoration of vegetative cover						
3.10	Reduced soil erosion						

Consultation (comments from beneficiaries).....

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.....

Overall evaluation of Environmental and Socioeconomic Screening Exercises.

The results of the screening process would be either the proposed sub - projects would be exempted or subjected to further environmental and resettlement assessment. The basis of these options is listed in the table below:

Review of Environmental Screening	Tick	Review of Socioeconomic Screening	Tick
1. The project is cleared. No serious impacts. <i>(When all scores are “No” in form)</i>		1.The project is cleared. No serious social impact. <i>(Where scores are all “No”, “few” in</i>	

		<i>form)</i>	
2. There is need for further assessment. <i>(when some score are “Yes, High” in form)</i>		2. There is need for resettlement/compensation. <i>(When some score are “Yes, High” in form)</i>	
3. Need to prepare ESMP		3. Need to prepare RAP	

Endorsement by Environmental District Officer		Endorsement by Director of Planning and Development	
Name		Name:	
Signature:	Date	Signature:	Date:

NOTES:

1. The DPD shall ensure that a completed form is filed within project file immediately after endorsement. EDO should keep a duplicate.
2. Project Management Committee will maintain a copy of completed form

ANNEX 2: GENERIC TERMS OF REFERENCE FOR ENVIRONMENTAL AND SOCIAL MANAGEMENT PLANS

The following will be the guideline for assessment reports prepared by consultants

1. Provide a full description of the nature of the project with respect to the name of the proponent, the postal and physical address, the spatial location of the potential site for the project, the estimated cost of the project, and size of land for the project site, including water reticulation, waste disposal and access roads.
2. Provide a site-specific map of the area (Scale 1:50,000) showing the proposed project site and existing establishments in the area and surrounding areas. A site plan for the project should also be provided.
3. Examine the existing conditions of the proposed site identifying and analyzing:
 - * Geological and soil conditions of the area;
 - * The scope of vegetative resources of the area;
 - * Existing land uses within the area and within adjacent villages;
 - * Ecologically important or sensitive habitats and resources e.g. water resources, biodiversity elements; and
 - * Suitability of the site for the proposed development.
4. Describe the major activities to be undertaken for the construction and operation of infrastructure services. This should include the size and type of infrastructure, the type of equipment to be used, the method and duration of construction, nature and quantity of wastes to be generated, the facilities for appropriate disposal and management of waste, number of people to be employed.
5. State the reasons for selecting the proposed site, the consequences of not undertaking the project at the proposed site and any alternative sites considered.
6. Predict the major short and long-term environmental impacts of the project. Examine both the positive and negative impacts as well as impacts on the biophysical, social, economic and cultural components of the environment. The potential impacts must include those related to:
 - * Project location (e.g. resettlement of people, loss of assets, loss of forest land, loss of agricultural land, impact on flora and fauna);
 - * Construction works (e.g. soil erosion, disposal of construction spoils, drainage and access roads)
 - * Project operation (e.g. solid waste disposal, sewage disposal).
7. Prescribe measures to eliminate, reduce or mitigate the negative effects identified and the measures to enhance the positive effects in 6.
8. Propose an Environmental and Social Management Plan (ESMP) in tabular form by which all of the mitigation/enhancement measures prescribed will be carried out, specifying who will be responsible for implementing these measures and the schedule for

implementation, cost of implementing the measures and the source of funding. An environmental monitoring plan should also be prepared including the indicators to be used for monitoring the impacts and responsible persons and institutions that will conduct the monitoring.

9. Undertake public consultations to ensure that all interested and affected parties are involved in the assessment process and incorporate their views into the reports. Evidence of consultation should be provided in the report.
10. Provide an account of all statutory and regulatory licenses and approvals obtained for the project to ensure that they are in line with sound environmental management practices and are in compliance with all relevant existing legislation. Reference should be made, but not limited to the Environment Management Act and other relevant and other relevant legislation.

ANNEX 3: SUMMARY OF COMMENTS FROM FIELD PUBLIC CONSULTATIONS

Visits were made to selected District councils targeted for construction works in EQUALS project including Zomba, Mchinji, Salima, Kasungu, Lilongwe Rural East, Phalombe and Balaka Districts. In these districts consultation meetings were made with DESC, Teachers Learners and local leaders to hear their views and expectations on the proposed project that can be taken into consideration in the ESMF development. The following is a summary of the meetings conducted in these councils

Targeted Group	Expectations from upcoming project	Expected likely Project Impacts	Proposed Enhancement/mitigation Measures to be included in the ESMF to Safeguard them	Approaches to be included in ESMF to handle Safeguards
DESC	- To be involved throughout the project cycle - All structures will be disability friendly - All structures especially toilets will take culture considerations at designing stage	- Increased school enrollment - Increased pass rate in science subjects - Creation of jobs - Disruption of classes due to noise - Increased risk of HIV/AIDS and other STI - Sexual relationships with learners - Loss of trees - Sand mining that can lead to siltation of rivers - Drenching of rivers	- Use of ORT funds for maintenance and procurement of learning materials to sustain the school - Community involvement - Employ local communities, timely payment of wages and slightly above minimum wage - Workers to be sensitized on conduct including need to lower their voices - Sensitization campaigns with	- Provision of adequate resources to DESC enhance safeguards implementation - Brief DEC before implementation of the project - Brief full council before implementation of the project and report to all relevant council committees - DPWs in all districts must be empowered to supervise quality

		• Child labour • Exploitation of workers • Disposal of waste • Increase in Interference of marriage • Land conflict with surrounding neighbors in schools which do not have proper boundaries due to Encroachment • Conflict over use of water Improper disposal of laboratory chemicals	emphasis on safe sex targeting workers and communities, place condoms in strategic places • Replace trees • Designate places for sand mining approved and monitored by the council • No learners or anyone under 18 will be allowed to work in the project • Ensure that workers are paid according to labour laws on wages • Sensitizing both the workers and community • Head teacher must ensure that water is not given to the contractor freely and give him/her guidance on time to draw water • Construct septic tanks to manage chemical wastes	of structures • Consult DPWs in all targeted councils on toilet designs so that they are acceptable to learners in their district • Provide adequate capacity building to enhance monitoring of safeguards (SMC, DESC & Extension workers) Sensitize ADCs on the project
Teacher,	• Improved quality of	• More learners	• Use local revenue	• Contractor make

Learners, SMC and Local Leader	science teaching and learning • Additional budget for maintenance and security • Learners with special needs will be taken into consideration • Improved education standards, • Learners to be computer literate, • Human Resource Development, • more learners can go to university, • Additional budget for maintenance • Additional guards for security • Delay in paying workers by Contractors leading to complaints to head teacher who will be disturbed • Project to target needy schools in the in the district other while others may benefit one item from the	from CDSS will go to university as they will be able to compete at national level in science subjects on pass rate • Science will be encouraged • E-learning will be encouraged/improved • Easy for teachers to teach science • Loss of vegetation • Increase cases of Theft during both construction and operation phase of the project • Sexual relations with learners • Reduced school dropouts • Increased risk of HIV/AIDS and other STI • Employment opportunities • Sexual relationships with learners	and ORT funding for maintenance and procurement of learning materials including laboratory chemical • Community involvement to contribute for maintenance • Science teachers utilization of laboratories for all practical • Continuous in service training • More teachers to be trained especially on ICT • Plant more trees and cutting limited to construction area • Additional guards and fence for security • Bulger bars must be strong • Sensitization meetings on STI HIV/AIDS ,GBV and noise management	formal agreement with MoEST that if involved in GBV,rape or sexual relationships with learners contract will be withdrawn • Contractor must pay workers in presence of Head teacher and or DLO
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	package • Advertisement of contractors will be pasted at council offices and strategic places in participating districts to allow local contractors to participate who are cheaper. • MoEST facilitate a formal agreement with the council to monitor quality of work to avoid substandard structures	• pollution • Sand mining that can lead to siltation of rivers • Soil erosion will enhanced by structures • Improved local skills • Noise pollution • Beautify the community • Public safety risks including Risk of injuries to learners as a result of borrow pits and stockpiled or heaped materials in the sites • Displacement after upgrading • Scramble for inadequate sanitary facilities • Loss of classrooms to contractor • Conflict over use of water • Poor management of laboratory	• Employ people from local communities and comply with Labour laws on salary • Sensitization campaigns with on HIV/AIDS and other STIs, place condoms in strategic places • Water from cement mixture must be controlled on site • Contractor to have their own toilets • Limit vegetation clearing to construction site and Replace trees • Contractor to get clearance from the council on where to take sand • Install water harvesting structures • Workers to be sensitized on conduct • Need for provision of	
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		waste	hoarding in the project sites • Backfill borrow pits • Contractors to construct their own toilets and storerooms. • Contractors must make arrangement with SMC when to draw water and also on how much to contribute to water bills. • Construction of pit for waste storage	

List of Participants

[illegible]

List of Participants

Name	Institution/ Village	District	Position/Title	Contacts	Date Consulted
Sate Mahabharata	Chitramma SS	Kannur	Director	0991222780 02/05/18	
Alexis F. Alexander	"	"	Teacher	0949448445 02/05/18	
Prasad B. Iyer	"	"	Teacher	0834241486 02/05/18	
Dhanu 2. Jale	Marikunja SS	Kannur	Teacher	0991682266 02/05/18	
J. J. J.	Chitramma SS	Kannur	Teacher	0991577264 02/05/18	
Albert W. W.	Chitramma SS	Kannur	Teacher	0813279550 02/05/18	
N.M.S. Nandini	Chitramma SS	Kannur	Teacher	0860134332 02/05/18	
Shree MATHIA	Chitramma SS	Kannur	Teacher	0999978703 02/05/18	
V. V. V. V.	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	
Prasad J. Danda	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	
Prasad J. Danda	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	
Prasad J. Danda	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	
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Prasad J. Danda	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	
Prasad J. Danda	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	
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Prasad J. Danda	Chitramma SS	Kannur	Teacher	0991115065 02/05/18	

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List of Participants

Name	Institution/ village	District	Position/Title	Contacts	Date Consulted
Chusomo Kuchepa	Council Secretariat	Mchinge	Acting MEO	0999911805	3/08/18
Samuel Kipiddu	Agriculture	Mchinge	DFP Fisheries	0888516024	2/08/18
Samuel Chigwe	Agriculture	Mchinge	LCD	059912605	2/08/18
Chippandi Silekwa	Community Dev.	Mchinge	AC-SD	0999204709	3/08/18
Mukwiza Kithumba	L.D.F	Mchinge	PC	0999292112	3/08/18
Bright Mkolomo	Mchinge EDO	Mchinge	A-MEO	099943217	3/08/18
Bright Mkolomo	EDUCATION	Mchinge	DE-HC	0999256619	3/08/18
John Mwanjira	Council Secretariat	Mchinge	AS-SD	0999156656	3/08/18
Joseph K. Nkwila	DAK Mchinge	Mchinge	DIO	0888333462	03/08/18
Harold Kamukaga	Police Station	Mchinge	DFD	0888657121	03/08/18
Samson F. Nantoni	Police Station	Mchinge	Teacher	0999693376	03/08/18
Mellingtona Belama	Mchinge Sec. School	Mchinge	Teacher	0999310207	03/08/18
Lesly S.A. Chikwa	Mchinge Sec. School	Mchinge	Teacher	0999281518	03/08/18
Mary Kamwaza	Mchinge Sec. School	Mchinge	H. Teacher	0999744866	03/08/18
Adam Dawa	Sanitation	Salima	AS-EDD	0999193825	6/08/18
Moses Kufu	Planning Dept	Salima	AS-EDD	0999524451	6/08/18
Evans Mlatika	Fisheries Dept	Salima	Fisheries Inspector	0999297891	6-08-18
STEWART MAFERA	L.D.F (N.A.F)	Salima	Fisheries Officer	0999684736	6-08-18
Mwimerere Chayala	Labour	Salima	DLO	0999422383	06-08-18
Kucire Njobvu	S.A. & Comm.	Salima	SN-HO	0999306629	06-08-18
Gate Mwanza	SADC	Salima	A-MDCU	0999100411	06-08-18
Adam Mwanza	S.D.C	Salima	AS-EDD	0999318311	06-08-18
Pauline Mwanza	S.D.C	Salima	AS-EDD	0999112049	06-08-18
Pauline Mwanza	S.D.C	Salima	AS-EDD	0999140275	06-08-18
Chac Kumikunda	S.D.C - Education	Salima	DEM	0999266431	06-08-18
Mwimerere Kamwaza	S.D.C	Salima	DEM	0999200509	06-08-18
Lloyd Chusomo	S.D.C	Salima	EDD	0999365075	06-08-18

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List of Participants

Name	Institution/ Village	District	Position/Title	Contacts	Date Consulted
1. LLOYD WACHUKA	MATHISONGA CHS	Zomba Rural	HEAD TEACHER	0884413861	03 Aug 2016
2. CHARLES LITHANSONA	MATHISONGA CHS	Zomba Rural	TEACHER	0881834912	03 Aug 2016
3. MILE MILIMO	MATHISONGA CHS	Zomba Rural	TEACHER	0884304785	03 Aug 2016
4. GEORGE Y. VERMADE	MATHISONGA CHS	Zomba Rural	TEACHER	0881761737	03 Aug 2016
5. GEORGE Y. SAKABA	MATHISONGA CHS	Zomba Rural	TEACHER	09925611216	03 Aug 2016
6. SAMIR SAMBA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
7. ESSAY MATHEKA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
8. DEBY K. PRUNGA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
9. RODRIGUES NADOMBE	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
10. KATHINE THIRIA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
11. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
12. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
13. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
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15. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
16. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
17. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
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99. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016
100. EMMERICH CHIKAKHAKHA	MATHISONGA CHS	Zomba Rural	TEACHER	0991204902	03 Aug 2016

NAME	LOCATION OF INSTITUTION	DISTRICT	POSITION IN TITLE	CONTACT	DATE CONTACTED
FRASER MUSEUS	SONGOMI CBS	Zomba Rural	HEAD TEACHER	088 1976261	3rd Aug, 2018
JAYCE MUKWIRWA	SONGOMI	Zomba Rural	Adm. Deputy H/T	0992026456	3rd August 2018
ANASTAZIA PHURI	SONGOMI	Zomba R	Teacher	0995692894	3rd August 2018
Alnoje Banda	Songom	Zomba Rural	Teacher	0881551704	03/08/2018
Shel Chind	Songom	Zomba Rural	Teacher	08823382868	03/08/2018
Agnes Chisumbi	Songom	Zomba Rural	Teacher	0884450339	03/08/2018
Harry Mhaya	Songom	Zomba Rural	Teacher	0888659483	03/08/18
Jeremiah Pembe	Songom	Zomba Rural	Teacher	0884345374	03/08/18
JOHN MBERERE	SONGOMI	Zomba Rural	Teacher	0888662050	03/08/18
WILSON KACHEMBE	SONGOMI	Zomba Rural	TEACHER	0884470437	03/08/18
LEWELANI THANDU	SONGOMI	Zomba Rural	TEACHER	088847373	03/08/18
TOPAS MATUSA	SONGOMI	Zomba Rural	PTA	0994442203	03/08/18
DICK NZENGERA	SONGOMI	Zomba Rural	PTA CH	0999313461	03/08/18
DICKSON NENEMBO	SONGOMI	Zomba Rural	P.S.G. CHAIR		03/08/18
NEPHE BALASANI	SONGOMI	Zomba Rural	MOTHER GROUP	0886008197	03/08/18
Aida Gama	Songom	Zomba R	P.S.G.	0888821292	03/08/18
Kobeni Singwa Songom	Songom	Zomba R	P.S.G.	099288364	03/08/18
Hassan S. Mwanadi	Kondyere Songom	Zomba Rural	P.S.G.	099297150	03/08/18
Isabel Tekemba	Songom	Zomba	SBC		03/08/18
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List of Participants

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ANNEX 4: MINUTES FROM STAKEHOLDER CONSULTATION MEETING HELD AT HILL SIDE EXECUTIVE LODGE, DOWA ON 08TH AUGUST, 2018

Members Present: (See below)

Chairpersons: Mr. Patrick Viyazyi (MESIP safeguards Specialist and Mr. Biswick Mlavia (Environmental Officer)

1.0 Welcome Remarks By Chairperson

The meeting started at 9:00 hours with a word of prayer. The Chairperson (Mr. Patrick Viyazyi) welcomed every participant for making it to the meeting and requested every participants to be free in making contributions. Further to that, the chairperson gave background information as regards to the process which was undertaken to come up with the draft ESMF which was to be reviewed by the participants. He indicated that the meeting was organized to review the draft ESMF and to provide comments that would strengthen it.

2.0 Introductions by Meeting Participants

Every participant introduced themselves by name and institution they represented.

3.0 Adoption of Agenda

The agenda for the meeting was adopted with changes. The meeting started with presentations before opening remarks as the DEM who was supposed to open the meeting with remarks came in a bit late.

4.0 Presentations

4.1 Presentation on overview of EQUALS project (made by Mr S. Chibwana-MoEST)

The presentation focused on project overview. The following areas were presented

- a) Target Districts/ Education Divisions
- b) Project estimated cost
- c) Project phases
- d) Description on Project components and the related activities

The presentation was followed by a session on question and answers. See table 4.1 on comments and questions raised during the meeting.

4.2 Presentation on ESMF Overview (Made by Patrick Viyazyi- MESIP Safeguards Specialist)

A summary of the draft ESMF was made focussing on the following areas:

- a) Introduction of EQUALS project
- b) Objectives and justification for developing ESMF for \EQUALS project
- c) Summary on chapters of ESMF
 - Policy and legal framework
 - Environmental and Social Impacts of EQUALS project and their mitigations
 - Institutional arrangement
 - Generic ESMP
 - Capacity Building
 - Conclusion and recommendations

After the presentation, a number of comments and questions were raised as regards to the gaps identified in the draft and project related questions. Table below provides a summary of comments and questions raised.

Table 4.1: Comments raised by stakeholder on ESMF and project document

ISSUES RAISED	RESPONSES
How will MoEST bridge the gap if secondary teachers who have not upgraded go back to primary school, why not upgrade them	The EQUALS project will upgrade under qualified teachers in the targeted schools from Diploma level to first degrees
Does the MoEST intend to involve institutions to train teachers as nowadays there a lot of teachers with various qualifications obtained from various institutions	Only institutions recognized by Malawi Government will be used to train teachers in the project
Why environmental management is not part of the main project component so that its profile is raised high	This is not a component but a necessity in the project and will be budgeted. Environmental and Social considerations have been provided for in the ESMF. Mainstreamed across the project
Are we going to mainstream climate change	The interventions proposed in the ESMPs will respond to climate change issues
Why are some major players such as Department of buildings not included in the list of stakeholders	This was incorporated in the ESMF
Loss of cultural sites which appears in ESS form, maintenance of historical test in some school, meeting trees,	Such issues are not expected as the project will utilize already available land in the schools
Why is Disposal of waste-is only pit latrines in secondary schools, and not flush toilets in CDSS	This has been considered in the project
Man-made disasters eg fire, floods etc to be included	This was included
Cover page to be revised	Edited
Why didn't you engage a consultant, include the names of the people who did to be included	No funding and capacity building to developer
Chapter one introduce components and be clear that this is an ESMF	This has been rephrased
Policies and acts be separated sections	Edited
Years of acts and policies be quoted rightly	Verified
Generic ESMP must have columns in ESMP, include timelines, cost of implementation	Revised
Impacts should be clear-generation of waste be poor waste management/disposal, increase transmission of STI	Revised
Separate positive and negative impacts and start with front-line positive impacts	Revised
Environmental monitoring plan include costs, frequency, include	Revised

other institutions eg Labour, department of building	
List all government document in references	Revised
Operational principals not included. standards are performance based are they not being used	Principles incorporated and Standards not yet enforced but during implementation we may borrow.
What will happen to contractors who do not implement the ESMP, develop rules for contractors and attach them to their payment	Has been incorporated in the ESMF
After triggering resettlement are we developing the RPF	RPF will be developed too
Financing ,budget for monitoring is too little	Has been revised accordingly

5.0 Closing Remarks

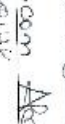
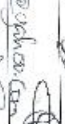
5.1 Closing remarks by Secretariat, Mr Patrick Viyazyi

The chairperson thanked members for the comments raised during the consultative meeting and indicated that the comments were very useful for the draft ESMF to be made complete. He assured the participants that the comments would be incorporated in the ESMF.

5.2 Closing remarks by EDM

Mr. Henry Gwede (EDM for SWED) thanked each participant for making it to the meeting and for the comments made on the draft ESMF. He made a plea to the experts to continue providing comments for the perfection of the ESMF and also for successful implementation of EQUALS project. Lastly, he wished every participant all the best in their work and travelling mercies on their way to various working stations. The meeting closed at 12:52Pm by a word of prayer offered by Mrs. Mercy Dube (TCE Member).

EQUUS PROJECT
ESMF STAKEHOLDER CONSULTATION MEETING
HILLSIDE EXECUTIVE LODGE - MPONELA

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