

**ENVIRONMENTAL CODE OF PRACTICE (ECOP)
Minor School Maintenance¹**

LAO PDR
Second Global Partnership for Education Project (P149130)
July 23, 2014

1. INTRODUCTION

The Government of Lao PDR (GOL) receives US\$ 16.8 million from the Global Partnership for Education (GPE) to improve the quality of education in the country, reduce remaining inequalities in access and improve learning outcomes. The project will continue to support the implementation of the Education Sector Development Plan (ESDP) 2011-2015 as well as the ESDP 2016-2020. The development objective of the proposed project is to support the Government in improving school and teaching effectiveness at the pre-primary and primary education levels in target areas. The project has three main components that will support: (i) strengthening school based management (SBM) and (ii) improving learning outcomes and assessment capacity; and (iii) project management and monitoring and evaluation.

Under the component 1, the project will provide school block grants (SBGs); which will support minor school maintenance. The size of the support is very small, the budget is LAK 30,000 per student, and thus, the project supports per school would be LAK 15,000,000 or equivalent to US\$ 2,000 maximum. Activities are mainly repainting the walls, replacing damaged roof, furnishing and school furniture. Although the World Bank environmental safeguards policy (OP/BP 4.01) is triggered, environmental impacts are unlikely. However, since the project is supporting minor school maintenance, and the work will be carried out by communities themselves; an Environmental Code of Practice (ECOP) is developed to educate communities on possible impact and put in place mitigation measures.

2. OBJECTIVE OF THE ECOP:

The objective of this document is to provide the guidelines in implementing and incorporating environmental management practices to minimize adverse environmental impacts associated with minor school maintenance funded by GPE. It aims to establish environmental management standards and self-sufficiency among Implementing/Executing Agencies, Coordinating Departments (CDs), and communities in undertaking their various tasks and responsibilities for minor school maintenance. It can be implemented to address the direct environmental impacts associated with minor school maintenance, but also to some extent, indirect environmental impacts. This document is intended for use of the above parties in their day-to-day works in environmental management of minor school maintenance.

3. ENVIRONMENT CODE OF PRACTICE

This ECOP provides in-house best environmental management practices, and technical guidelines for a simple impact assessment and mitigation measures for minor school maintenance financed under GPE. The table below provides guidance for the project owner to identify issue and mitigation measure before the maintenance begins.

¹ Using chapter 12 under the School Block Grant eligible for expenditure

Issues to focus	Actions	Responsible by
<i>Planning stage:</i>		
Type of activities	Identify activities to be carried out in selected school.	CD
Potential impacts	<p>Identify all potential impacts (maintenance materials that could cause health problem, storage of material, noise and dust could be generated during the maintenance, safety for workers and students, water pipe interruption, drainage interruption, and waste generation etc.).</p> <p>It is important also to identify potential impact after the maintenance (O&M).</p>	CD
Mitigation measures	Identify mitigation measures to address each impact. A parent association may be required to monitor the school after minor maintenance.	CD
Training and consultation	Consultation/training to be provided to communities regarding the impacts and mitigation measures.	CD
Maintenance oversee committee	Establish oversee committee at the village level (focus on safeguard aspect)	CD and communities
<i>Maintenance stage:</i>		
Site block	Clearly demarcate and/or close the maintenance area. Avoid the maintenance during school hours.	Communities
Material use	Do not use asbestos-based materials and other toxic substances. Store materials in an appropriate location.	Communities and CD
Water system	Avoid any disruption of water system (pipe, tank etc.)	Communities
Drainage system	Avoid any disruption of drainage system	Communities
Noise and dust control	Undesirable noise to be controlled and minimize production of dust to avoid impacts on children. If needed, place dust screens around maintenance areas, minimize disruptions from vibration or noise coming from maintenance activities.	Communities

Waste materials	Solid, sanitation and hazardous wastes must be properly controlled. Minimize the production of waste that must be treated or eliminated, identify and classify the type of waste generated. Identify and demarcate disposal areas clearly indicating the specific materials that can be deposited in each. Control placement of all waste from the maintenance to approved disposal sites (>300 m from rivers, streams, lakes, or wetlands). Dispose in authorized areas all materials generated during the maintenance.	Communities and CD
Safety during minor maintenance	The communities' responsibilities include the protection of every person and nearby property from maintenance accidents. If needed, conduct safety training for maintenance workers and inform teachers and students prior to beginning work. Provide personal protective equipment and clothing (goggles, gloves, respirators, dust masks, hard hats, steel-toed and shanked boots, etc.,) for maintenance workers and enforce their use. Clearly explain the risks to them and their partners. Ensure that the removal of asbestos-containing materials or other toxic substances be performed and disposed appropriately. During heavy rains or emergencies of any kind, suspend all work. Brace electrical and mechanical equipment to withstand seismic events during the maintenance.	Community
<i>Operation stage:</i>		
Waste management	Establish an agreement with parent association and teachers on management of waste generated during school operation.	Communities
O&M	Establish an agreement with parent association and teachers for school operation and maintenance (fencing and small repairing).	Communities

Good engineering and housekeeping practices:

The following good housekeeping practices are required for GPE funded activities. Communities who carry out the minor school maintenance are required to follow these rules.

DO:

1. Limited working hour during the school hours;
2. Minimize dust and noise generation;

3. Proper maintenance of repair equipment;
4. Provide appropriate safety sign (day and night) and closely inform local residents;
5. Avoid spill of paint and other toxic materials, including safe transportation and storage;
6. Apply good housekeeping in the maintenance and/or storage sites to ensure safety of workers and peoples (Gather up and remove debris to keep the maintenance site orderly and safe; plan and implement adequate disposal of scrap, waste and surplus materials; keep the maintenance area and all equipment tidy. Designate areas for waste materials and provide containers; keep stairways, passageways and ladders free of material, supplies and obstructions; secure loose or light materials that are stored on roofs or open floors; keep materials at least 2m (5ft) from openings, and roof edges; remove or bend over nails protruding from lumber; keep hoses, power cords, welding leads, etc from laying in heavily traveled walkways or areas; ensure structural openings are covered/protected adequately; provide the appropriate fire extinguishers for the materials found on-site; etc.)
7. Ensure access to clean water and latrines by workers and provide mosquito net during the maintenance.
8. Avoid social/cultural conflict between workers and local population.
9. Store flammable or explosive materials such as gasoline, oil and cleaning agents apart from other materials.
10. Keep flammable and explosive materials in proper containers with contents clearly marked.
11. Dispose of greasy, oily rags and other flammable materials in approved containers.
12. Store full barrels in an upright position.
13. Store empty barrels separately.
14. Post signs prohibiting smoking, open flames and other ignition sources in areas where flammable and explosive materials are stored or used.
15. Store and chain all compressed gas cylinders in an upright position.
16. Mark empty cylinders and store them separately from full or partially full cylinders.
17. Ventilate all storage areas properly.
18. Ensure that all electric fixtures and switches are explosion proof where flammable materials are stored.
19. Establish an agreement with parent association and teachers for the operation and maintenance (manage waste, fence and small repair work) during school operation.

DO NOT:

1. Do not permit rubbish to fall freely from any locations of the project and/or access by animals (dogs, cats, pigs, etc.). Use appropriate containers.
2. Do not throw tools or other materials.
3. Do not raise or lower any tool or equipment by its own cable or supply hose.
4. Use grounding straps equipped with clamps on containers to prevent static electricity buildup.
5. Do not allow hunting of animals by workers in protected areas.

4. IMPLEMENTATION ARRANGEMENTS

Under the GPE, communities will be responsible for implementing minor school maintenance. In collaboration with education sector at district and provincial levels, CDs will carry out compliance monitoring.

5. MONITORING

The implementation of ECOP will be monitored by education office and project team; a report will be integrated into each technical monitoring report. The CD will be responsible to fill up the forms for the monitoring periods.

ANNEX 1: Table of Summary on Environmental Safeguard Monitoring of Minor School Maintenance under GPE II, Planning and Preparation Stage

(to be completed during monitoring visit and included in quarterly progress and Annual Report)

Province:....., **District:**.....,
Village:
Completed by:, **Cell phone number:**....., **Office phone Number:**.....
Email or Fax:.....
Date:.....

Issues to be observed	Comment	Recommendation
Activities have been identified and work plan is available.		
Potential impacts (maintenance materials that could cause health problem, storage of material, noise and dust could be generated during the maintenance, safety for workers and students, water pipe interruption, drainage interruption, and waste generation, etc.), including potential impact after the maintenance (O&M) have been identified.		
Mitigation measures to address each impact have been established.		
Consultation/training was conducted for communities regarding the impacts and mitigation measures.		
Oversee committee at the village level (focus on safeguard aspect) was established.		

ANNEX 2: Table of Summary on Environmental Safeguard Monitoring of Minor School Maintenance under GPE II, Implementation Stage

(to be completed during monitoring visit and included in quarterly progress and Annual Report)

Province:....., **District:**....., **Village:**.....
Completed by:, **Cell phone number:**....., **Office phone Number:**..... **Email or Fax:**.....
Date:.....

Issues to be observed	Comment	Recommendation
Clearly demarcate and/or close the maintenance area. Avoid the maintenance during school hours.		
Do not use asbestos-based materials and other toxic substances. Store material (sand, gravel, timber, brick, nails etc.) in an appropriate location.		
Avoid any disruption of water system (pipe, tank etc.)		
Avoid any disruption of drainage system		
Undesirable noise to be controlled and minimized production of dust to avoid impacts on children. If needed, place dust screens around maintenance areas, minimize disruptions from vibration or noise coming from maintenance activities.		
Solid, sanitation, and, hazardous wastes must be properly controlled. Minimize the production of waste that must be treated or eliminated, identify and classify the type of waste generated. Identify and demarcate disposal areas clearly indicating the specific materials that can be deposited in each. Control placement of all maintenance waste to approved disposal		

<p>sites (>300 m from rivers, streams, lakes, or wetlands). Dispose in authorized areas all materials generated during the maintenance.</p>		
<p>The communities' responsibilities include the protection of every person and nearby property from accidents. If needed, conduct safety training for maintenance workers and inform teachers and students prior to beginning work. Provide personal protective equipment and clothing (goggles, gloves, respirators, dust masks, hard hats, steel-toed and shanked boots etc.) for maintenance workers and enforce their use. Clearly explain the risks to them and their partners. Ensure that the removal of asbestos-containing materials or other toxic substances be performed and disposed appropriately. During heavy rains or emergencies of any kind, suspend all work. Brace electrical and mechanical equipment to withstand seismic events during the maintenance.</p>		
<p>Establish an agreement with parent association and teachers on management of waste generated during school operation.</p>		
<p>Establish an agreement with parent association and teachers for school operation and maintenance (fencing and small repairing).</p>		

ANNEX 3: Table of Summary on Environmental Safeguard Review of Minor School Maintenance under GPE II, After the Maintenance

(to be completed during monitoring visit and included in quarterly progress and Annual Report)

Province:....., District:....., Village:.....
 Completed by:, Cell phone number:....., Office phone Number:..... Email or Fax:.....
 Date:.....

Issues observed	Comment provided during the minor school maintenance	Recommendation