

REPUBLIC OF KENYA**MINISTRY OF EDUCATION****State Department of Basic Education****ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK****SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)****REFERENCE NO: MOE/SEQIP/IC /02/2016-2017)****Prepared by**

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ABBREVIATIONS AND ACRONYMS

ARC	Agricultural Resource Centre
ASAL	Arid and Semi-Arid Lands
AWP&B	Annual Work Plans and Budget
BoE	Board of Education
BoM	Board of Management
CBC	Competency-Based Curriculum
CBD	Convention on Biological Diversity
CBO	Community-Based Organization
DCSCs	Design and Construction Supervision Consultants
CDE	County Director of Education
CDF	Constituency Development Fund
CEB	County Education Board
CEC	Chief Executive Committee Member
CEMASTE	Center for Mathematics, Science, and Technology Education for Africa
CPCU	County Project Coordinating Unit
CQASO	County Quality Assurance & Standards Officer
CRA	Commission for Revenue Allocation
CSO	Curriculum Support Officer
CSOs	Civil Society Organizations
DCS	Department of Children Services
DfID	Department for International Development (UK)
DLIs	Disbursement Linked Indicators
DLRs	Disbursement Linked Results
DPC&D	Directorate of Project Coordination and Delivery
DSNE	Directorate of Special Needs Education
EA	Environmental Assessment
EARC	Education Assessment and Resource Centre
ECDE	Early Childhood Development Education
ECOP	Environmental Code of Practice
EDPCG	Education Development Partners Core Group
EIA	Environmental Impact Assessment
EMCA	Environmental Management and Coordination Act
EMIS	MoE's Education Management Information System
ENSO	El Niño Southern Oscillation
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework

ESMP	Environmental and Social Management Plan
ESP	Economic Stimulus Programme
FAWE	Forum for African Women Educationalists
FDSE	Free Day Secondary Education
FPE	Free Primary Education
FPIC	Free, Prior and Informed Consultations (Consent)
GDP	Gross Domestic Product
GRM	Grievance Redress Mechanism
GoK	Government of Kenya
GPE	Global Partnership for Education
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
KPI	Key Performance Indicators
HR	Human Resource
ICP	Informed Consultation and Participation
ICT	Information Communication and Technology
IDA	International Development Association
IEIA	Integrated Environmental Impact Assessment
IFMIS	Integrated Financial Management Information System
INSET	In-Service Education Training
ITCZ	Inter Tropical Convergence Zone
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KICD	Kenya Institute for Curriculum Development
KISE	Kenya Institute of Special Education
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KSE	Kenya School of Education
KUPPET	Kenya Union of Post Primary Education Teachers
L.N	Legal Notice
M&E	Monitoring and Evaluation
MLP	Monitoring Learning Progress
MoE	Ministry of Education
MoH	Ministry of Health
MoWI	Ministry of Water and Irrigation
MPSSI	Minimum Package of Safe School Infrastructure
NACADA	National Authority for the Campaign Against Drug and Alcohol Abuse

NASMLA	National Assessment System for Monitoring Learning Achievement
NBSAP	National Biodiversity Strategy and Action Plan
NCCRS	National Climate Change Response Strategy
NEAP	National Environmental Action Plan
NECC	National Environmental Complaints Committee
NEMA	National Environment Management Authority
NESP	National Education Strategic Plan
NET	National Environment Tribunal
NPGD	National Policy on Gender and Development
OP	Operational Principle
OSHA	Occupational Safety and Health Act
PAPs	Project Affected Persons
PCRS	Physical Cultural Properties
PDO	Project Development Objective
PHO	Public Health Officer
PIC	Prior Informed Consent
PIU	Project Implementation Unit
PLWD	Persons Living with Disability
PMC	Project Management Consultant
PRIEDE	Primary Education Development project
PSC	Project Steering Committee
PTA	Parents Teachers Association
RBF	Results-Based Financing
REP	Rural Electrification Programme
SAGAs	Semi-Autonomous Government Agencies
SBTSS	School Based Teachers Support Systems
SDGs	Sustainable Development Goals
SDO	Social Development Officer
SEQIP	Secondary Education Quality Improvement Project
SESA	Strategic Environmental and Social Assessment
SIMU	School Infrastructure Management Unit
SIP	School Improvement Plan
SME	Sciences, Mathematics and English
SMS	Short Message Service
SOP	Standard Operating Procedure
STI	Science Technology & Innovation
TFR	Total Fertility Rate

TMSS	Textbook Management Support System
TOR	Terms of Reference
TPAD	Teacher Performance Appraisal and Development
TPD	Teacher Professional Development
TSC	Teachers Service Commission
UNCCD	United Nations Convention to Combat Desertification
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations International Children's Emergency Fund.
USAID	United States Agency for International Development
VMGF	Vulnerable and Marginalized Groups Framework
VMGs	Vulnerable and Marginalized Groups
WB	World Bank
WHO	World Health Organization
YDO	Youth Directorate Officer

EXECUTIVE SUMMARY

Preamble and project objective

The Government of Kenya (GoK) with the support from the World Bank (WB) is in the process of preparing the 'Kenya Secondary Education Quality Improvement Project' (SEQIP) whose project development objective (PDO) is to 'improve transition from primary to secondary education in 30 targeted counties, and system capacity'. The Project is designed to compliment other projects and activities financed by the Government under the National Education Strategic Plan (NESP), the Global Partnership for Education (GPE) grant, TUSOME Project supported by USAID and DfID and other programs supported by various Development Partners (DPs) in the sector.

Project description

To achieve the aforementioned PDO, the project has four components with a series of sub-components, i.e, **Component 1:** Improving Retention and Transition in targeted areas; **Component 2:** Improving School Environment for Learning in Targeted Areas; **Component 3:** System Reform Support; and **Component 4:** Project Management, Coordination and Monitoring and Evaluation. More specifically, Component 1 will focus on reducing teacher shortages and deficiencies, and improve retention in upper primary and transition to secondary of poor and vulnerable students. Component 2 will contribute to the improvement of school infrastructure, School-Based Teachers Support (SBTS) and, provision of textbooks. Component 3 will on the other hand focus on the development and introduction of a Competency-Based Curriculum (CBC) in grades four to nine, development of Formative Assessment Capacity (FAC) and establishment of a National System for Monitoring Learning Progress (MLP) and, Component 4 will be mainly on Project Management and Coordination to ensure efficient and effective delivery of the project outcomes. The fourth component will also support project monitoring, evaluation and learning.

Safeguard policies triggered

Implementation of the Project Components 1-3 is anticipated to have both positive and negative environmental and social impacts albeit on local scale and hence the project is classified as 'Category B Project' under the World Bank Operational Safeguards Policies, which therefore mandatorily requires the preparation of an Environmental and Social Management Framework (ESMF) since the project specific locations and activities are not defined prior to project appraisal stage. The proposed project has triggered 3 World Bank Safeguards Policies, i.e., Environmental Assessment OP/BP 4.01, Indigenous Peoples OP/BP 4.10 and Physical Cultural Resources OP/BP 4.11. The objective of this Environmental and Social Management Framework (ESMF) is to ensure that any adverse environmental and social impacts are avoided or appropriately mitigated and compensated for where necessary. The ESMF is based on the World Bank's environmental and social safeguard policies as well as the Government of Kenya policies. An overarching principle the ESMF is to prevent and mitigate any anticipated negative impacts on the environment and surrounding communities/populations either directly or indirectly. In addition, the ESMF will enable project proponents (the Ministry of Education) and beneficiaries integrate and incorporate environmental and social concerns in the entire cycle of project implementation. This ESMF also proposes guidelines on how environmental and social impacts screened when the

subprojects are identified and implemented and after the life of the project. The ESMF provides an overview of relevant World Bank Safeguards Policies and Government of Kenya regulations and describes the planning process concerning environmental and social issues, including screening, preparation, implementation, and monitoring of all project components and sub-components to ensure full compliance with the agreed guidelines.

Project potential environmental and social impacts

Following extensive consultations with the Government of Kenya Officials from the Ministry of Education, other selected stakeholders at the national level, and county level players in the education sector from the targeted counties, the proposed SEQIP is likely to have both positive and negative environmental and social impacts largely at local or project site levels. To ensure a comprehensive coverage of the likely impacts, the assessment was based on the Project Components.

Some of the notable adverse environmental impacts include increased soil erosion as result of excavations and construction, point source environmental pollution arising from increased waste generation, increased silt load on surface water within and around infrastructure development sites, declining water quality and quantity, and loss of vegetation cover and deforestation because of sourcing for construction and energy provision materials. Noise pollution will be an additional nuisance particularly for the pupils and students in the locality of infrastructure development sites. It is worthwhile noting that most of the impacts will be short-lived given that they will arise only during project implementation.

On the social aspects, the Project will influence negatively the availability of family labour¹ due to increased pupil and student retention and transition. In most of the target counties, family labour is largely sourced from school age going pupils and students. The anticipated increased retention and transition will adversely affect some of the existing cultural practices including early marriages for girls. This will likely trigger conflict between the Ministry of Education and other supporting partners and local communities who may not be fully sensitized on the longer-term benefits of the project on the socio-cultural dynamics of the target communities.

Mitigation measures

Since the proposed project components and sub-components with minor impacts are eligible, these will easily be mitigated through the application of sensible and negotiated site selection criteria, good construction practices and diligent management practices in the operational phase of infrastructure development (new construction and rehabilitation) including proper siting of infrastructure (classrooms, laboratories, boarding facilities and water delivery system) to avoid and minimize negative impacts, control of dust generation and prevention, waste management and the introduction of appropriate technologies for toilet facilities like leaching fields, organic composting, and septic tanks. It is also proposed that energy saving technologies be used as well both in lighting and preparation of meals for boarding schools or under the meals provision programs by the Government. Other measures that will be promoted include water harvesting (roof catchment), exploration of ground water sources to avoid competition over surface water sources available to

¹ In some of these targeted counties, non-school going age children kept at home to provide family labour for a number of activities – animal herding, water fetching which in most cases is far away from homesteads, and taking care of old parents and siblings among other household activities.

communities both in-and off-sites, and preparation of the Environmental Code of Conduct (ECOP) in respect to e-waste management. On the other hand, to avoid or minimize conflicts on family labour loss and other perceived losses due to delayed marriages, it is proposed that extensive awareness and negotiations are conducted among the most affected communities. The ESMF places great emphasis on community participation since local knowledge and practices are important in forming the basis for identification, designing and planning the implementation of practical and cost-effective mitigation measures. The community members should also be involved in the design of monitoring, evaluating and exploring lessons learnt.

Project implementation arrangements with a focus on ESMF

The MoE will provide overall coordination of the Project and lead in the implementation of Component 2, which will include overall responsibility for safeguards due diligence, and compliance monitoring. MoE through the Directorate of Project Coordination and Delivery (DPC&D) will ensure that Terms of Reference (ToR) for hiring the Design and Construction Supervision Consultant (D&CSCs) contain clauses that relate to safeguards and Occupational Health and Safety (OHS) competencies and specific tasks related to, safeguards screening, preparation of the supplementary safeguards instruments and safeguard monitoring and enforcement. The selected D&CSCs will be responsible for screening of the subprojects, coordinating and supporting the implementation of safeguards, and will prepare checklist for subprojects, their potential threats, and mitigation measures as well as capacity building for safeguards implementation and compliance monitoring. Thus, civil construction companies who bid for any of the subprojects under this component should indicate their respective bids how they intend to address environmental and social sustainability issues that could be associated with the provisions of those services. The selected civil construction companies will be responsible for implementing the safeguards on the ground, including ensuring compliance with Environmental and Social Management Plans (ESMPs) and occupational health and safety requirements. The generation of safeguard reports during implementation of project activities will start from the civil construction companies and through the D&CSCs to MoE.

The ESIAs/ESMPs will be prepared by the Design and Construction Supervision Consultants (DCSCs) who will have a qualified Environmental Expert in their Project Team and licenced as an ESIA Expert by NEMA. The ESIAs/ESMPs will be reviewed by the Environmental Safeguards Officer at the Directorate of Project Coordination and Delivery (DPC&D) dedicated for this project. ESIAs/ESMPs will be submitted to the World Bank for review and clearance, and the ESIAs will be submitted to NEMA for review, approval and licensing.

MoE Support in Screening Process

Through this ESMF component 2 will be screened for potential adverse environmental and social impacts. Based on the screening results, each subproject will include local costs of implementing and monitoring the mitigation measures. This will be done through involvement of National Environment Management Authority (NEMA), D&CSCs and DPC&D. This will be complemented by the availability of County Environmental Officers who are the environmental custodians for their own counties.

The environmental and social screening process will take place once sub-projects are identified prior to implementation. This section identifies and illustrates the specific steps to be involved in the environmental and social screening process leading towards the review

and approval of the sub projects from environmental and social management aspects. The steps followed incorporate the requirement of both relevant national laws and the World Bank's Operational Safeguards Policies for this Project.

D&CSCs as implementing entities for the SEQIP will screen the sub projects per region to identify adverse environmental and social impacts using the screening form provided. Then the institutions will introduce into the sub project design the required measures to mitigate impacts identified from use of the screening form and checklist before submission of the sub project design to MoE for review and clearance.

In addition, to the Environmental and Social Screening Form, an Environmental and Social Checklist will be prepared and availed to facilitate the identification of simple mitigation measures for SEQIP sub-projects not requiring a separate EA report. Main features of the checklists will include: a detailed description of the activities to be undertaken, potential adverse impacts (environmental and social concerns), mitigation measures to be undertaken and the organization/person responsible for each activity, and monitoring responsibilities, and cost estimates. MoE through the D&CSCs will environmental and social checklist to guide the civil construction companies that will be subcontracted to undertake the civil works for the Component 2 of the Project.

Public consultations and Disclosure

This ESMF is a result of extensive consultations through a series of meetings held at the Ministry of Education Headquarters and at the regional level with representations from selected counties. At the Ministry headquarters', the major focus was on the key stakeholders who needed to be involved and the key reference materials to be made available. During this meeting, a regional consultative meetings plan was drawn and key participants agreed upon. Four regional consultative meetings were held in Mombasa, Isiolo, Nakuru and Kisumu with representation from 10 selected counties representing about 33% of the targeted counties.² Key environmental and social issues that were deliberated on include – the measures the Ministry will formulate to ensure safety of the students while the project will be underway, soil erosion control measures, waste management, and socio-cultural implications of the project. A range of mitigation measures suggested by the stakeholders, and others based on EMCA, (Amendment) 2015 provisions and its relevant regulations and World Bank General EHS Guidelines are provided in this report.

It is mandatory that all key documents prepared to address safeguards are publicly disclosed according to the Constitution of Kenya and the World Bank disclosure policy. This must be done prior to project launch to inform the local communities and other stakeholders on the implications of the project in general and the ESMF. All appropriate and acceptable disclosure pathways shall be used including distribution of hardcopies, School/ institutional/ MoE meetings, consultative workshops at county and national levels. This report was also disclosed at a National Stakeholders Disclosure Workshop held at the Kenya Institute of Curriculum Development (KICD) on 30th June, 2017. The ESMF report will also be disclosed in the Ministry website and the World Bank InfoShop.

² The counties that participated in the regional consultative meetings were: Busia, Homa bay, Isiolo, Kwale, Kilifi, Kitui, Laikipia, Muranga,,Tharaka Nithi. and West Pokot

Cost implication of ESMF

It is estimated that a budget provision of about US\$746,206 be made available for the full implementation of this ESMF over the project duration (6 years). Major cost items budgeted for include services related to preparation of awareness creation materials and capacity building in ESMF, environmental management, WB Environmental and Social Safeguards, review of ESIAs, ESMPs, Environmental Audits, environmental monitoring and supervision and performance tracking of ESMF.

CHAPTER ONE: INTRODUCTION AND PROJECT DESCRIPTION

1.1 Background

This document presents the Environmental and Social Management Framework for the ‘Secondary Education Quality Improvement Project’ (SEQIP) under the Technical Assistance arrangement with the Ministry of Education. Through a participatory and consultative process, the ESMF has been developed to manage and minimize any negative environmental and social impacts arising out of the implementation of the project. This ESMF also attempts to consolidate the anticipated positive impacts that will arise out of the project implementation.

SEQIP is being developed as part of the larger national investment in improving the overall quality of education in the Republic of Kenya. It is a complimentary initiative to other on-going Government and donor-supported investments in the education sector in line with NESP. The project is targeting to benefit 110 educationally and economically disadvantaged sub-counties in 30 counties in the country. These counties and sub-counties have been identified and selected on the basis of their high incidences of poverty, low retention rates at primary level and low transition rates from primary to secondary level. It is anticipated that, a total of 7,852 and 2,147 public primary and secondary schools respectively will directly benefit from the project. Additionally, approximately 560,000 students in upper primary grades seven and eight, 550,000 students in the four grades of secondary level, 61,000 primary-level teachers and 17,500 secondary-level teachers in those schools will directly benefit from project interventions. It is targeted funding that is aimed at addressing some of the gaps in the improvement of education in Kenya. The project will be funded under the International Development Association (IDA) through the Investment Project Financing (IPF) at a cost of US\$225 million.

The key drivers that have informed the design of the project include; (i) the uneven progress in poverty reduction and high inequalities across the country with the targeted counties most affected; (ii) the need to improve access, quality and equity of education in the targeted counties; (iii) failure by the education system to produce adequate graduates with knowledge, skills, and competencies needed for achieving Vision 2030 objectives, (iv) the wide disparities in transition from primary to secondary despite the improvement in the overall transition rate – the targeted counties most affected; and (v) the need to sustain the Government’s on-going comprehensive and ambitious reform agenda across all levels in the education sector.

1.2 Justification and Objectives of ESMF

The objective of the ESMF is to provide a framework for effective management of environmental and social issues in the proposed SEQIP Project. It seeks to both enhance environmental and social development benefits of the project and mitigate any adverse impacts, in line with Government of Kenya and World Bank policies and guidelines on management of environmental and social development projects. Moreover, since the precise locations and potential impacts of future subprojects are not known, the ESMF provides the basis for the preparation of necessary environmental and social tools, as needed for the subproject investments supported through the Project.

1.3 ESMF Approach and Methodology

In the preparation of an acceptable ESMF that is based on the ground issues and knowledge, the consultant undertook a series of consultations with the Ministry of Education project officials with the view of developing a common understanding on the project components. This was achieved through face-to-face interactions with the Ministry Officials as well as through one-day consultative workshop held at the Ministry Headquarters in May 2017. At the County level, the Consultant held a series of regional consultative meetings in the month of May 2017 in Isiolo, Nakuru, Kisumu and Mombasa with the aim of creating awareness to the stakeholders on the proposed project, development of a matrix of likely environmental and social impacts of the project, mitigation measures, capacity building needs and mapping out of responsibilities in the implementation of ESMF. The 10 selected counties that participated in the regional consultative meetings were: Busia, Homa bay, Isiolo, Kwale, Kilifi, Kitui, Laikipia, Muranga, Tharaka Nithi. and West Pokot. The proceedings of the consultative workshops and full list of stakeholders consulted are attached as Annexes A and B, respectively. More details on engagement of stakeholders can be referred to the chapter on public consultation. The consultant was also provided by the MoE key reference materials including policy documents, Project Appraisal Document (PAD) legislations and plans that are relevant to the assignment.

1.4 The Structure of the Document

This ESMF contains the executive summary that provides the highlights of the document; the introduction; the main body which articulates all the critical aspects of the ESMF including, the baseline in respect to the proposed project, the legal and policy frameworks that support the development and implementation of ESMF, the likely environmental and social impacts for each of the legible components, the mitigation measures, capacity needs and training requirements for effective and efficient implementation of the Framework, a matrix on responsibilities and roles in the implementation of ESMF, and estimated 6 year budget for ESMF implementation.

The annexes contain relevant outputs and materials referenced throughout the document while the Operational Tools and Guidelines provide the resources needed for implementing the SEQIP environmental and social review, environmental screening, appraisal, monitoring and performance tracking and reporting.

1.5 Project Description

1.5.1 Project Development Objectives

This ESMF is prepared on behalf of the Ministry of Education with funding from the World Bank and is developed with the primary aim of supporting the implementation of SEQIP in as far as environmental and social impacts are concerned. The preparation of this ESMF heavily draws on experiences and lessons learnt from other World Bank supported projects in the sector in Kenya and other neighbouring countries.

The Project Development Objective (PDO) is to improve student learning in secondary education and transition from primary to secondary education, in targeted areas.

1.5.2 Project Beneficiaries

The project will benefit a total of 7,852 public primary schools and 2,147 public secondary

schools, as well as approximately 600,000 students in upper primary grades 7 and 8, 600,000 students in the 4 grades of secondary level, and 17,000 primary-level and 8,500 secondary-level science, mathematics and English teachers in the targeted schools. These schools, students, and teachers are in 110 educationally and economically disadvantaged sub-counties in 30 counties (see Annex C). These sub-counties have been identified based on their high incidences of poverty, low retention rates at primary level and low transition rates from primary to secondary level.

In addition, institutional beneficiaries include county and sub-county level officials, as well as officials and technical staff at MoE, Kenya Institute of Curricula Development (KICD), TSC, Kenya National Examination Council (KNEC), and Centre for Mathematics, Science and Technology Education in Africa (CEMASTEa).

1.6 Project Components

The project incorporates lessons from many countries on measures to improve education quality, with a focus on gender and socio-economic equity, including evidence from the latest comprehensive meta-analysis of education impact evaluations in developing countries³. The critical factors that have been found to contribute to improved student learning are: (i) teachers having requisite content knowledge and pedagogical skills; (ii) addressing accountability and incentive issues in teacher management so that teachers are deployed where required and effectively use instructional time; (iii) a “structured pedagogy” approach, defined as a package of teacher training, ongoing teacher support, resources for teachers, and learning materials for students, all of which are well-aligned with each other; (iv) a learning environment, including appropriate class size, that enables all students to engage in learning; (v) adequate and timely provision of learning preparations or remediation to students; and (vi) an appropriate curriculum, with regular assessments that are linked to expected curricular outcomes. The project also explicitly addresses the educational and socio-economic needs of students, especially girls, at risk of dropping out at the end of the primary cycle to facilitate their transition to secondary school, as well as during secondary school to improve their chances of completing basic education.

The project comprises the following components and sub-components.

- (a) *Component 1: Improving quality of teaching in targeted areas:*
 - (i) Sub-component 1.1: Reducing teacher shortage
 - (ii) Sub-component 1.2: Enhancing teacher professional development
 - (iii) Sub-component 1.3: Provision of textbooks
- (b) *Component 2: Improving retention in upper primary school and transition to secondary school in targeted areas:*
 - (i) Sub-component 2.1: Improving school infrastructure
 - (ii) Sub-component 2.2: Improving retention in upper primary school and transition to secondary school of poor and vulnerable learners
- (c) *Component 3: System reform support*
 - (i) Sub-component 3.1: Development and introduction of a Competency -Based Curriculum
 - (ii) Sub-component 3.2: Strengthening of National System for Monitoring Learning Progress and national examination

³ This meta-analysis (Snijlsteit et al., 2015) indicates that interventions targeted at the school and teacher, as well as “multi-level” interventions, have the greatest impact on improving learning in SSA countries.

(d) *Component 4: Project management, coordination and monitoring and evaluation*

- (i) Sub-component 4.1: Project management, coordination, and communication
- (ii) Sub-component 4.2: Research, and monitoring and evaluation

1.6.1 Component 1: Improving quality of teaching in targeted areas

This component will address the critical supply side issues that constrain teaching and learning, using a Results-Based Financing (RBF) modality. On the supply side, deficiencies in the quantity, quality, and classroom practices, as well as availability of textbooks have been identified to be key contributors to poor learning outcomes.

To address these very different but equally challenging sets of constraints, three subcomponents are proposed. The first subcomponent aims to reduce teacher shortages; the second is to improve the quality of classroom instruction; and the third is to enhance the availability of textbooks, which is a key input for effective instruction in an environment that lacks instructional materials. Disbursements of IDA funds will be conditioned on the achievement of results, as measured by Disbursement Linked Indicators (DLIs).

1.6.1.1 Subcomponent 1.1: Reducing teacher shortage

To alleviate teacher shortages in mathematics, science and English both in primary and secondary schools, TSC has committed to allocate ten percent of the annual budgeted new teaching posts for these subject areas to the targeted sub-counties during the project period. To this end, an allocation plan that considers equity within and across sub-counties, will be developed by TSC. To ensure that the new posts are filled annually by qualified candidates, TSC will regularly monitor “teachers on duty” status and ensure that in the event of any teachers’ position filled under the project falls vacant it is filled within 6 months.

The associated risks with this sub-component include: (i) the National Treasury not providing the full allocation of new teacher posts, which is 5,000 in 2017; and (ii) teachers recruited in some of the sub-counties affected by insecurity may leave their posts. Considering the relatively positive projections for economic growth and the fiscal situation as well as GoK’s commitment to human capital development for achieving Vision 2030 goals, it is unlikely that the National Treasury will completely stop new teacher post allocations. Prior experience with providing additional incentives for teachers recruited for schools affected by insecurity have not been successful. TSC will closely monitor the presence of teachers in those schools and ascertain what appropriate actions can be taken.

1.6.1.2 Sub-component 1.2: Enhancing Teachers’ Professional Development

This sub-component will support two sets of interventions identified by the TSC as part of the three contexts areas⁴ that are part of its Teacher Professional Development (TPD) programs. The two sets of interventions are, the “School Based Initiated TPD Programs” and the “Prescribed Modules Programs”. During the implementation of SEQIP, both sets of interventions will start with needs assessment using data collected under the Teacher Performance Appraisal and Development (TPAD), an instrument developed by the TSC.

The first set of interventions, which falls within the scope of TSC’s “School Based Initiated TPD Programs”, will involve the establishment of a School-Based Teacher Support System (SBTSS) that will enable teachers to receive professional development support to assist them

⁴ These areas are: (i) Teacher Initiated TPD Programs; (ii) School Based Initiated Programs; and (iii) Prescribed Modules.

address subject matter and pedagogical content knowledge gaps in mathematics, science⁵ and English. The aim is to improve teaching practices by enhancing pedagogic and content knowledge of teachers teaching these three subjects. The lead institution for implementation of this sub-component is TSC, which will work closely with CEMASTEAs.

Based on the analysis of TPAD data, TSC and CEMASTEAs will recruit specialized subject matter specialists to establish panels to review and develop course contents for mathematics and sciences, and train facilitators/trainers. The facilitators will train targeted science and mathematics teachers in grades 7 and 8 and Forms 1 to 4 of the target schools in using CEMASTEAs school based training facilities, and conduct follow-up mentoring and support at the school level. The training will cover topics identified through the TPAD needs assessment analysis; new pedagogic practices including learner's exercises and formative assessments; and simplified teacher's guides for instructional support. The trainers will visit a target school at least thrice in a year. The trainers will conduct additional follow up teacher support visits in low performing schools. The project will also support peer learning using ICT. Teachers will receive training on how to address and solve issues through collaboration, how to share knowledge and experience among them, and how to leverage this social group effectively to improve their knowledge and classroom instructional practices. They will receive support and assistance as needed from the facilitators for establishing a Whatsapp group.

Considering that CEMASTEAs core mandate and experience covers only science and mathematics, providing support to teachers on English language presents a new challenge that will require establishing a new partnership between TSC and relevant institutions. TSC will therefore identify experienced institutions, both national and international, to work with CEMASTEAs to deliver teachers' professional development support in English.

The school based teacher support system will be implemented in a phased-out approach based on clusters of primary and secondary schools that will be established based on CEMASTEAs school based In-Service Education and Training (INSET) centers in the selected sub-counties. There are 59 secondary and 9 primary INSET centers in the targeted sub-counties. In the first 2 project years, the 68 clusters with about 500 secondary schools and 2,000 feeder primary schools will be formed across all target sub-counties. The INSET centers will act as the 'resource centers' for both primary and secondary schools. Each cluster will be supported by a resource team comprised of highly skilled trainers; 1 to 2 CEMASTEAs faculty; select faculty from the nearby Teacher Training College; a quality assurance and standards officer; and a curriculum support officer. The trainers will be selected based on established trainer standards and minimum academic qualification. The existing pool of 1,000 trainers at CEMASTEAs will be considered within the established terms and performance standards. The estimated numbers of primary school teachers and secondary-school sciences, mathematics and English teachers to be trained are 17,000 and 8,500, respectively.

The intervention will be out-scaled to cover all the primary and secondary schools (over 5,500 additional primary and 1,500 additional secondary schools respectively) in the targeted sub-counties in the third year of project implementation based on the outcome of the SBTSS process evaluation.

The second set of interventions supports TSC's effort to implement the teachers' professional development strategy aimed at improving primary and secondary teachers' competencies according to Kenya's Quality Teaching Standards. These interventions will consist of (i) assessment of teacher competencies using the TPAD system; (ii) establishment of a TPD framework to align teachers' performance with the 8 nationally prescribed teaching standards; and (iii) implementation of the TPD training through a modular approach.

⁵ For the project, sciences at secondary level include physics, chemistry and biology.

TPD training will be made available through a flexible approach consisting of 6 modules covering all the 8 competency areas of the national teaching standards. The modules will combine face-to-face sessions, written work, e-learning using interactive interfaces and blended approaches covering the 8 teaching standards. Upon successful completion of the training modules, the participating teachers will be awarded a teaching certificate required for contract renewal and career progression..

1.6.1.3 Sub-component 1.3: Provision of Textbooks

This sub-component will address issues related to the timely and cost effective provision of textbook for every student enrolled in grades 7 and 8 and Forms 1 to 4 in targeted sub-counties. The main objectives of this sub-component are to assist schools in targeted sub-counties reach a target of one-to-one textbook-student ratio in sciences, mathematics and English in grades 7, 8 and Forms 1 to 4, to reduce unit price of existing textbooks and to enhance MoE's capacity to make informed policy decisions related to the provision of textbooks.

A two-pronged strategy that combines decentralized selection of SME textbook titles for Grades 7 and 8 and Forms 1 to 4 by schools, with a centralized managed procurement by the MoE will be used to achieve these objectives. Currently, the system is decentralized with decisions on the books to buy based on a catalogue⁶ of approved textbooks prepared by MoE made at the school level. The current catalogue lists between 4 to 6 titles for each subject matter, and the unit price variation between the lowest and the highest price that ranges from 26 percent to 318 percent. Each school buys directly from local distributors using funds allocated to them through a specific teaching and learning materials (TLM) earmarked grant. While this modality of textbook provision gives schools control over which books to use, the price of textbook purchased by schools in Kenya is quite high compared to other Sub-Saharan Africa countries such as Benin, Cote d'Ivoire, Madagascar, Namibia and Rwanda.

The textbook strategy supported by the project will keep the decision of what textbook to use with schools, but the procurement of books will be managed by the MoE who will invite all publishers whose textbooks are in the current catalogue to resubmit proposal with revised unit price. Publishers will also be invited to present new books for review. Textbooks with the lowest price will become the reference title used to be included in a new textbook catalogue. Only those titles whose prices are within a 20 percent range from the reference book will be included in the new catalogue that will be sent to schools for their decision about what textbook to select.

Schools in the targeted sub-counties will select 1 science, 1 mathematics and 1 English book for each grade 7 and 8 and Forms 1 to 4. The number of students enrolled in those grades will be used as the basis for submitting a request to the sub-county education offices indicating the total number of books needed at each grade/form and subject. The sub-county will validate the request based on enrollment data and will further communicate it to the MoE for further processing. Using the information sent by schools via the sub-county the MoE will procure the books in volume from the publishers who will be responsible for delivering the appropriate number of textbooks to each school. Publishers will be paid upon confirmation by the head-teacher and sub-county education authority that the textbooks have reached the schools.

To manage the school request and the procurement and distribution processes the project will make full use of the TLM module of Education Management Information System (EMIS) being developed by MoE.

⁶ This catalogue is commonly known as the "Orange Book".

1.6.2 Component 2: Improve retention in upper primary and transition to secondary in targeted areas

This component will address the critical supply and demand issues that constrain retention at primary and secondary schools and transition from primary to secondary. This component will support and finance 2 sets of interventions: (i) provision of a Minimum Package of Safe School Infrastructure (MPSSI) in targeted areas, and ICT-enabled training facilities for education managers, through an investment project financing (IPF) modality and (ii) advocacy and social support, gender sensitization, and scholarship and mentoring interventions for improving retention as well as primary to secondary transition of poor and vulnerable children in targeted areas, through results-based financing modality. The first set of interventions on school infrastructure improvement will prioritize schools for special needs children located in the targeted sub-counties.

1.6.2.1 Sub-component 2.1: Improve school infrastructure

This sub-component will finance (i) hiring of Design and Construction Supervision Consultants (D&CSCs); (ii) infrastructure needs assessment; (iii) construction of additional classrooms, science laboratories, multi-purpose rooms/libraries, dormitories, toilets and water facilities, electricity provision based on school-based infrastructure needs assessment of secondary schools in targeted areas; (iv) construction of toilets, water facilities and replacement of highly unsafe structures in primary schools; (v) construction of 1 modern training center with boarding facilities at the national level for training of national, county and sub-county education officials and school managers; and (vi) fixtures, furniture and ICT equipment as required in the newly constructed secondary schools and training center.

The project will finance construction of toilet and water facilities in about 3,000 primary schools out of the total 7,852 primary schools in the targeted areas, which either do not have these facilities or have large girls' enrolment but inadequate functional toilets and water facilities. MoE will identify such primary schools through the County Director of Education (CDE) within 3 months of project effectiveness. Each sub-county will identify not more than 40 percent of the total primary schools for the provision of toilet and water facilities under the project.

Infrastructure needs assessment will be conducted in all secondary schools in the targeted sub-counties based on MPSSI norms, which will create comprehensive school-based infrastructure database for MoE for school infrastructure development planning. Based on the school-based infrastructure assessment, beneficiary secondary schools will be selected based on the following criteria for MPSSI inputs: (i) schools with over-crowded classrooms; (ii) schools having all 4 Forms 1-4 with minimum 150 enrollments, but with maximum shortfall with respect to the MPSSI; (iv) girls' schools; and (v) special needs schools located in the targeted sub-counties.

Where possible, secondary schools will be connected to the electric grid, SEQIP will establish synergy with another IDA-financed project, Kenya Off-Grid Solar Access project, from which about 200 secondary schools located in north-eastern counties will benefit. The experience of the solar project will inform possible scaling up of micro solar energy solutions for schools. For water facilities, existing water facilities in schools will be restored/augmented. However, in secondary schools with boarding facilities, where water requirement is much higher, appropriate and adequate water sources will be provided, which will be determined by the needs assessment and prioritization.

The infrastructure development activities will have 4 steps; (i) needs assessment and prioritization; (ii) preparation of work plans, packages, design, bill of quantities, bid documents, the screening and preparation of the ESMPs or ESIA for the sub-projects; (iii)

execution and supervision; and (iv) completion. MoE will appoint 3 to 4 D&CSCs to provide technical support to implement all 4 steps. All the activities under this sub-component will be implemented and monitored in accordance with the infrastructure development strategy and protocol to be agreed at credit negotiations and included in the Project Implementation Manual (PIM). The needs assessment and the design will incorporate applicable social and environmental safeguards measures as well as standards for seismic resistant construction.

The potential risks associated with the implementation of this sub-component are non-performance of D&CSCs, and ineffective contract management of the D&CSCs by the Directorate of Project Coordination and Delivery (DPC&D)/MoE. The first risk will be mitigated through the competitive selection of the D&CSCs with proven track record. The capacity of the DPC&D/MoE's School Infrastructure Management Unit (SIMU) will be strengthened with additional qualified staff. In the event of non-performance by any of the D&CSCs, the same will be replaced by others, which will be clearly spelt out in the bid document.

1.6.2.2 Sub-component 2.2: Improve retention in upper primary and transition to secondary of poor and vulnerable students

This subcomponent will support the development and implementation of: (i) a targeted advocacy and social support program that will involve social mobilization focusing on parents and community leaders and provision of a school kit for targeted children that will offset indirect costs borne by parents enabling poor and vulnerable⁷ students to complete the upper primary grades (grades 7 and 8); (ii) a gender sensitization program to make schools, teachers and students more gender sensitive; and (iii) a scholarship program combined with mentorship and social support that enables poor but academically promising students to transition to Form 1, with a higher possibility of completing the 4 years of secondary education. The beneficiaries will be students enrolled in upper primary and secondary schools in the targeted sub-counties who are selected through a transparent, community based process drawing on the experience of several NGO-implemented programs in Kenya that have demonstrated positive impacts⁸.

The first set of interventions, advocacy, social support, and gender sensitization, will be provided to the upper primary grades 7 and 8. The choice of the intervention combining targeted advocacy with in-kind support at the upper primary grades is based on lessons learned from other programs that have a similar objective of improving school attendance of poor and vulnerable children⁹. Among the advocacy strategies, a key one will be to reach out to parents and community leaders to encourage them to take up practices that positively impact on the education of girls and other vulnerable children. Social support program includes in-kind support as well as mentorship support. In-kind support will be delivered to about 37,500 learners in the form of a school kit¹⁰ that poor households cannot afford to provide for their children to attend school. Under the advocacy program, the children, who are likely to drop out, and therefore, receive school kit, will be targeted to increase their

⁷ Vulnerable students are those who have lost one or two parents, suffered neglect and/or abandonment, and whose parents are unable to educate their children due to mental or physical disablement, HIV/AIDS or other debilitating illnesses, and extreme poverty, as well as girls who have little or no school opportunity due to inhibitive practices such as early marriage and female genital mutilation, and boys endangered by exposure to grave negative influences, such as radicalization and child labor.

⁸ The 'Wings to Fly' program, widely recognized as one of the more successful scholarship programs for secondary school students in Kenya, uses a community-based selection process that combines a participatory approach with home visits to verify the applicant's eligibility for the scholarship. Other scholarship programs where the community plays a major role in the selection of beneficiaries include those financed by DFID and the Northern Kenya Education Trust (NOKET).

⁹ While conditional cash transfers piloted by Save the Children in Garissa County have shown some impact on raising school attendance, the complexity and high administrative costs of this model have discouraged replication and scaling-up. The GoK's Sanitary Towels for Girls program is widely recognized as a successful intervention to promote girls' education.

¹⁰ School kit will contain items such as uniforms/clothes, shoes, and underwear as well as basic hygiene supplies like soap, toothbrush, toothpaste, and sanitary towels.

motivation to attend school regularly and complete primary education. In addition, a gender sensitization program will be implemented at the school level to sensitize learners and teachers. A teacher, preferably a female teacher in each of the primary and secondary schools in the targeted areas will be designated as a gender champion, whose capacity will be strengthened on how to deal with gender issues.

The second intervention, a secondary school scholarship program combined with child-specific mentorship, will support deserving primary school graduates in the targeted sub-counties who do not have the means to continue their education. A gender sensitization program will also be implemented in all the secondary schools. The children eligible for scholarship will be selected from grade 8 cohorts in the targeted areas in the first and second years of the project. Scholarship recipients will have their school fees (including boarding fees) paid for at the beginning of Form 1 at schools to which the student is admitted. Other scholarship benefits include: (i) stipend to cover the costs of transport to and from school and other necessities; (ii) school kits; and (iii) mentoring support¹¹ to help scholars, both boys and girls, cope with schooling and other social challenges. The scholar will continue to enjoy these benefits until she/he completes Form 4, subject to satisfactory school attendance, behavior, and academic performance each year¹². The scholarship program will enable the 2 cohorts of around 18,000 students, each cohort of about 9,000 students, to complete 4 years of secondary education starting from Form 1. To implement this program with a strong focus on targeting, monitoring and evaluation, MoE will partner with one or more agencies within or outside GoK that have a proven track record on managing scholarships/bursaries with students' mentorship.

The detailed policies and procedures for the 2 programs will be documented in the operations manual. A third-party verification agency will be contracted by MoE to visit schools on a random sampling basis, to ascertain whether the programs are being carried out in accordance with the operations manual, and progress reporting reflects reality on the ground. The third party will investigate the timeliness of fund transfer to schools for payment of fees, and compliance by school principals with reporting requirements on student attendance and performance.

At mid-term, a process evaluation of the advocacy and social support, gender sensitization, and scholarship and mentorship program will be conducted to assess how effectively the systems, procedures and mechanisms established to implement, manage and monitor the program are working. MoE will conduct a rigorous evaluation of the two programs to draw lessons for potential integration into longer-term government programs.

The main risks associated with this sub-component are: (i) potential beneficiaries have little knowledge about the social support and scholarship programs; and (ii) nepotism in the selection of eligible candidates for the programs. To mitigate the first risk, MoE will develop and implement a communication strategy to disclose information on the programs to all the stakeholders in the targeted sub counties, drawing on the extensive grassroots network of MoE's partner agencies for this subcomponent. In respect of the second risk, mitigation measures include identification of eligible candidates by the implementing agencies through a rigorous community-based selection process, validation of selected beneficiary households against the Single Registry for cash transfers, and establishment of a grievance mechanism to address complaints about program processes.

¹¹ Scholarship recipients will be mentored through school-based coaching and peer support programs as well as mentorship fora at regional and national levels. This will specifically target girls with life skills mentorship.

¹² Specific conditions include school attendance of above 75 percent during the school year, improvement in academic performance as measured by internal school assessments, and demonstrated high levels of discipline.

1.6.3 Component 3: System Reform Support

This component will contribute to the Government's on-going efforts to put in place, a new curriculum that is more attuned and responsive to the socio-economic reality of Kenya and its Vision 2030. Implementation of the new the (CBC), which is a major shift from the current teacher-centered and content-based one, will require capacity building of teachers, school managers, national and sub-national education administrators, development of new teaching-learning materials, and institution of new student assessment systems. Support for these activities will be provided through two sub-components; one focusing on CBC development for selected grades, and the other on development of the associated student assessment systems.

KICD is the key institution responsible for curriculum reform and its implementation, whereas KNEC is responsible for students' assessment reform. Considering that these institutions will need to work in tandem for smooth implementation of the reform, the sub-components have been designed to foster a collaborative approach.

1.6.3.1 Sub-component 3.1. Development and Introduction of a CBC

As part of a wider reform of education, KICD launched in January 2017 a new Basic Education Curriculum Framework and is currently working on the introduction of a new CBC for early years of education comprising 2 years of pre-primary education and grades 1 to 3 of lower primary education. It is expected that the new curriculum for grade 3 will be rolled out during the 2018 academic year.

This sub-component will enable KICD to develop the new CBC and related supporting materials through a phased approach for grades 4 to 9 under the proposed 2+6+3+3 education structure. Sequence charts to guide the development and roll out of new curricula and materials will be formulated in academic year 2018.

During the life of the project CBC will be rolled out in grades 4 to 8. Under the rollout, all teachers will receive training before classes begin for the academic year when the new curricula are introduced. This induction training will be implemented in collaboration with TSC, KNEC and CEMASTEIA. Its main objective will be to get teachers acquainted with the new CBC and to help them understand how the changes brought about by the new curriculum will affect teaching methods and routines as well as student assessment practices. Teachers will receive mentoring and coaching support on curriculum content, pedagogy and formative assessment methodology. A participatory monitoring and assessment process will accompany the introduction of the new CBC to provide feedback for fine-tuning the materials as well as identify areas where teachers may need further training and support.

The above activities will be supported through financing of consultant services, workshops for the development of new curriculum standards, curriculum content, teaching and learning materials, and assessment tools; the awareness training of teachers, head teachers and related education personnel through a modified cascade model; production of support materials for the new CBC; and continuous monitoring, assessment and feedback.

1.6.3.2 Sub-component 3.2. Strengthening of National System for Monitoring Learning Progress (MLP) and National Examination

A central aspect of the basic education curriculum reform launched in January 2017 is the reform of the current student assessment system involving; (i) introduction of continuous formative assessment over the entire education cycle using a variety of learning assessment tools, including portfolios; (ii) establishment of a sample based national student assessment

at the end of grade 3 (lower primary in the proposed new structure) and grade 6 (upper primary in the proposed new structure), which are expected to replace the current grade 8 summative examination; (iii) the implementation of follow up of MLA at Form 2 that will be used to assess the impact of SEQIP on student learning enhancement; and (iv) introduction of a national assessment, or national exams, at the end of grade 9 (lower secondary education in the proposed new structure) which, together with the cumulative formative assessment results, will form the basis for guiding students to different pathways or tracks offered in senior secondary school education (grades 10 to 12).

In light of the above, this sub-component will support KNEC in: (i) assisting KICD to include in their training information on strategies for continuous formative assessment; (ii) improving its capacity to conduct national examinations more effectively to minimize errors and fraud during exam implementation and; (iii) institutionalizing the sample based national MLP at the end of grade 3 and introduce a new MLP in grade 6. This support will build on the experience gained by KNEC during the ongoing implementation of the National Assessment System for Monitoring Learning Achievement (NASMLA) in grade 3 that is financed under the Kenya Primary Education Development (PRIEDE) project and SACMEQ. In respect of (ii), the sub-component will finance technical assistance to KNEC to establish an internet-based repository of test items, practices and examples that teachers and other education personnel can access to design valid formative assessment instruments consistent with the new CBC. In respect of (iii), financing will be provided for technical assistance for KNEC to develop new assessment and survey instruments for the new CBC, including the establishment of a national examination item bank. A third set of activities that will be financed is related to the development of a web-based portal to facilitate access to test items, formative assessment practices, dissemination of MLP and examination results, and conduct of Form 2 MLA at baseline, mid-term and end-term of the project. Specific activities include acquisition of ICT equipment, software, statistical packages, storage/management capacity for the item banking system, and training of KNEC staff in data collection, processing and analysis.

1.6.4 Component 4: Project Management, Coordination and Monitoring and Evaluation

This component will support and finance effective project management through two sub-components; (i) project management, coordination and communication; and (ii) research, and monitoring and evaluation. The key activities will involve; (i) preparation and execution of annual work plans and budget (AWP&B), procurement plans and capacity building plans; (ii) project monitoring, reporting and evaluation; (iii) assessment and research feeding policy reform; (v) development and implementation of a communication strategy for the project in general, and for the advocacy, social support and scholarship sub-component, in particular; (vi) capacity building of the project management officials on planning and management, M&E, and other technical aspects; and (vii) efficient fiduciary and safeguards implementation and reporting.

Based on the lessons learnt from the GPE-PRIEDE Project, external technical assistance will be financed right from the beginning to support MoE for smooth and speedy implementation, monitoring and evaluation, and third party DLI verification. The project will also finance transport and per diem cost incurred for project management, monitoring and reporting by the national, county and sub-county level staff, workshops, capacity building activities, development, production and dissemination of communication materials, assessments and policy studies, reasonable amount of office equipment and consumables, and maximum 4 vehicles and related fuel and maintenance cost.

1.6.4.1 Sub-component 4.1: Project Management, Coordination, and Communication

The existing Project Steering Committee (PSC) chaired by the Education Cabinet Secretary will function as the apex body to monitor the implementation progress of the project, provide strategic policy guidance, ensure effective inter-agency coordination as required under the project, and resolve high level strategic issues affecting project implementation. The Principal Secretary, State Department of Basic Education will be responsible and accountable for the project delivery.

DPC&D, a recently established department within MoE with the mandate of preparing and managing externally-funded projects, will be directly responsible for SEQIP implementation, management, coordination, monitoring and evaluation. The core functions of DPC&D are: (i) directly implement those activities MoE is responsible for; (ii) facilitate and oversee implementation of those activities for which other MoE institutions and TSC are responsible; (iii) carry out the required monitoring and evaluation and manage third party verifications; (iv) prepare AWPB for the whole project in a timely manner and obtain necessary approvals; (v) implement fiduciary and safeguards arrangement and ensure compliance; (vi) ensure timely fund release and utilization and submission of statement of expenditure (SoE) and withdrawal claims to the Bank; (v) facilitate bi-annual joint supervision missions undertaken by the Bank and provide necessary documents for the missions; (vi) prepare communication strategy for the project and implement the strategy; (vii) establish an efficient grievance redressal mechanism; (viii) prepare annual budgeted plans for capacity building of project and other MoE officials and execute the plans with necessary approvals, including the Bank; and (ix) carry out assessments and policy research.

Efficient implementation will critically depend on the adequacy and competence of staff positioned in the DPC&D. MoE will position 1 project coordinator, 4 deputy project coordinators each in-charge of a project component, 2 supply chain officers, 1 finance officer, 2 accountants, and required number of support staff. The project coordinator will be assisted by 2 officers and each of the deputy project coordinators will be assisted by at least 1 officer. One of the deputy project coordinators will be in-charge of safeguards implementation. During the bi-annual supervision mission, efficiency of the project implementation team will be assessed and necessary recommendations will be made, which MoE will implement on a priority basis. In addition, MoE will enhance the capacity of the SIMU within MoE by adding 4 more qualified and experienced officers deputed from the State Department of Public Works.

Strengthening the institutional framework and performance related to procurement function in MoE and Implementing Agencies (IAs) of this project to have long lasting impact of the project, the activities shall include: (i) a detailed review of the current institutional structure and procurement skills of the Procurement Department of MoE and IAs to develop a targeted plan for strengthening the procurement capacity and to implement the plan and improve performance; and (ii) to increase transparency and value for money in procurement of textbooks.

1.6.4.2 Sub-component 4.2: Research, and Monitoring and Evaluation (M&E)

This sub-component will support and finance hiring of qualified agencies/institutions, both public and private, to carry out independent verification and evaluations in order to build country capacity in M&E. Local institutions such as universities and research institutions will be involved in project M&E, policy studies and other assessments. In addition to the assessment activities under sub-component 3.2, some research, monitoring and evaluation activities are: (i) independent verifications of all DLI-based activities; (ii) process evaluation of activities as mentioned in various components; and (iii) any other research and evaluation

recommended by the joint implementation support missions and the PSC. In addition, the project will also support some important policy research and documentation that will help MoE make policy decisions. Illustrative studies are: (i) studies to underpin reorganization of the existing 2+8+4 education structure to 2+6+3+3; (ii) expenditure surveys to track capitation grants and use the findings to strengthen accounting and reporting of capitation grant and its better utilization; and (iii) study on spatial distribution of secondary schools to ensure universal access.

CHAPTER TWO: PROJECT ENVIRONMENTAL AND SOCIAL BASELINE INFORMATION

This chapter describes the overall baseline condition of Kenya in terms of biophysical environment, as well as the socio-economic. Existing environmental and socio-economic conditions will, in many cases, provide a basis for predicting impacts of the project components and sub-components.

2.1 Location and Landscape Characteristics

Kenya is situated along the equator in the eastern part of the African continent, between the between latitudes 4° 21' N and 4° 28' S and between longitudes 34° and 42° E. It borders with Ethiopia and South Sudan to the north, Uganda to the west, Tanzania to the south, Somalia to the northeast, and the Indian Ocean to the southeast (see Figure below).

Kenya's landscape is grouped into geographical zones including; the Savannah grasslands covering most of the arid and semi- arid areas, the Coastal Margin, the Rift Valley, the Highlands and the Lake Victoria Basin (Survey of Kenya, 2003). Most of the country consists of high plateau areas and mountain ranges that rise up to 3,000 m and more. The plateau area is dissected by the Eastern Rift Valley, which is 40-50 Km wide and up to 1,000 m lower than the flanking plateau. A zone of thorn bush-land dominates the narrow coastal strip along the Indian Ocean. From the coast, the altitude changes gradually through the coastal belt and plains (below 152Metres above sea level), the dry intermediate low belt to what is known as the Kenya Highlands (over 900 Meters above sea level).

The country is split by the Great Rift Valley into the Western part, which slopes into Lake Victoria from the Mau ranges and Mount Elgon (4,300m) and the Eastern part dominated by Mt. Kenya and the Aberdare Ranges, which rise to 5,200m and 4,000m respectively.

2.2 Kenya's Environmental Setting

2.2.1 Climatic Conditions

The climate in Kenya is primarily influenced by the movement of the twice-yearly Inter Tropical Convergence Zone (ITCZ) resulting in two seasonal rainfall peaks of long rain (March – May) and short rain (October - December) in most places, and also by topography (elevation). The average annual rainfall ranges from 250mm to 2500mm; the average potential evaporation ranges from less than 1200mm to 2500mm; and the average annual temperature ranges from less than 10°C to 30°C (Republic of Kenya, 2013a). All the mountain ranges have high rainfall while dry tongues are found in the valleys and basins. The annual rainfall generally follows a strong seasonal pattern, with variations being strongest in the dry lowlands of the north and east, but weakest in the humid highlands of the Central and Rift Valley areas (Olago et al., 2009).

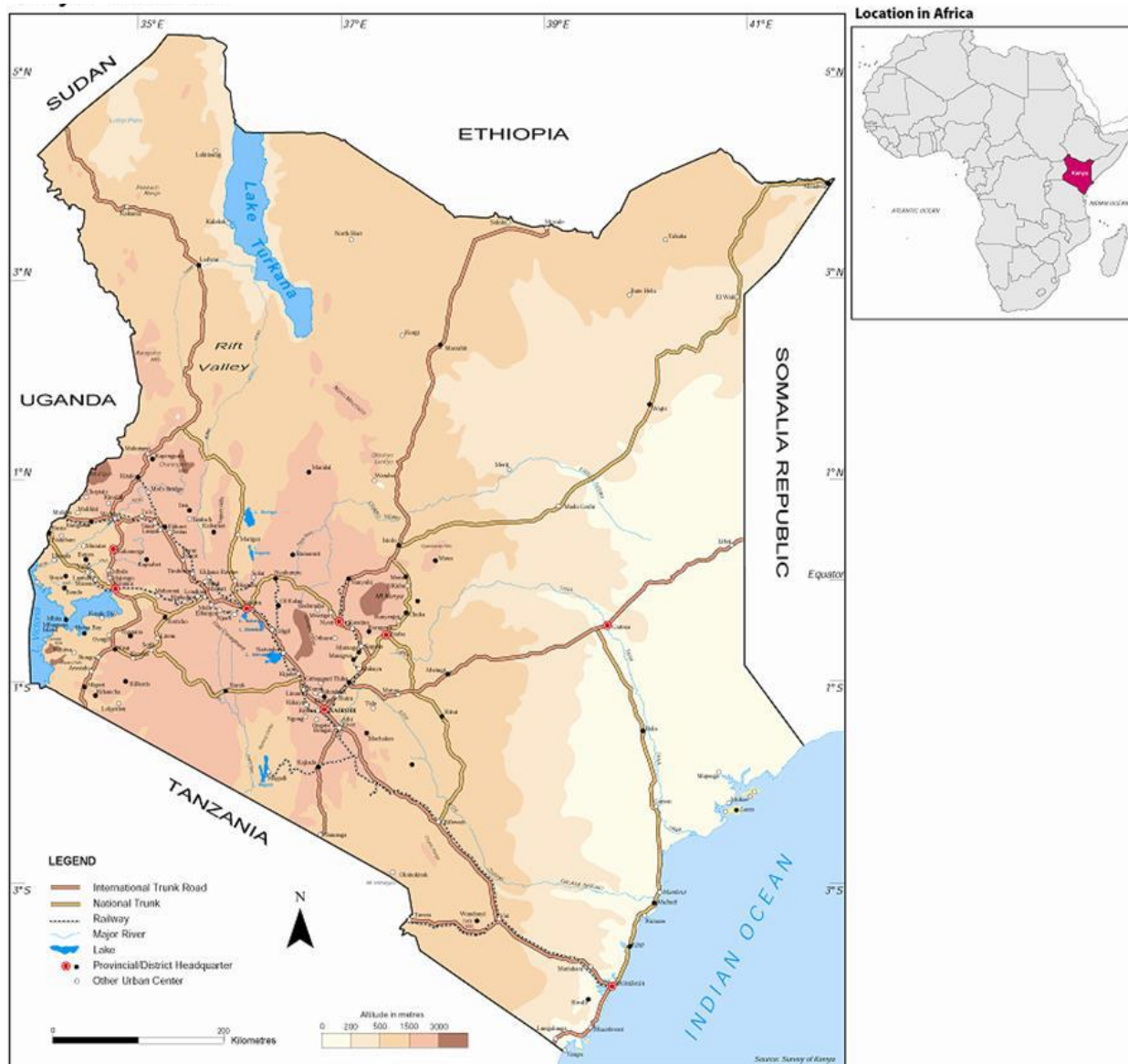


Figure 2-1: Map of Kenya

Mean temperatures in Kenya are closely related to ground elevation. The highest temperatures are recorded in the arid counties of the North Eastern region along the Somalia coast and to the west of Lake Turkana where the night minimum may be as high as 29°C during the rainy seasons (Survey of Kenya, 2003). Coldest areas are the tops of the mountains where night frost occurs above 10,000 feet and permanent snow or ice cover the area above 16,000 feet (Mt Kenya). Annual temperature variations are generally small (less than 5°C).

2.2.2 Topography, geology and water resources

The Republic of Kenya has an area of approximately 582,646 sq. Km. comprising of 97.8% land and 2.2% water surface. Only 20% of the land area can be classified as medium to high potential agricultural land (based on rain-fed agricultural potential) and the rest of the land is mainly arid or semiarid (Jane Kabubo-Mariara and Fredrick K. Karanja, 2007). Forests, woodlands and national reserves and game parks account for ten percent (10%) of the land area, i.e. 58,264 sq. Km.

Kenya's total land surface comprises of 13,396 sq. Km of water surface. This water surface comprise of a number of small lakes with fluctuating limits as well as part of Lake Victoria and most of Lake Turkana. Only 3,831 Km² of Lake Victoria is in Kenya while most of Lake Turkana lies in Kenya. Kenya's coastal line extends approximately 402 Km along the Indian Ocean.

Topographically, the country may be divided into 4 distinct geographical and ecological regions or zones with different patterns of land use, namely; the coastal plain, the arid low plateau, the highlands, and the Lake Victoria basin. The rainfall patterns are extremely varied but generally follow those regions, with the Lake Victoria basin receiving the heaviest and most consistent rainfall.

A small percentage of the water surface area is covered by surface drainage. The surface water resources that contribute more than 80 percent of water demand occur within the five water catchments/basins, namely Lake Victoria Basin, Rift Valley, Tana River, Ewaso Ng'iro North and Athi River catchments (Republic of Kenya 2016).

This drainage is determined primarily by the Rift Valley, which roughly bisects the highland zone from North to South. Within the Rift Valley, drainage is into a chain of lakes, which have no surface outlet west of the Rift Valley rivers drain into Lake Victoria. To the East, rivers follow a southeasterly course into the Indian Ocean.

Groundwater resources are dependent on the geology and recharge conditions. Presently, groundwater meets water supply for domestic, industries, irrigation as well as environmental needs. Wetlands such as Mzima Springs, Njoro Kubwa, Lari Swamp in Limuru, the Kibwezi "groundwater forest", Ondiri Swamp, and Kikuyu Springs are important sources of groundwater that provides for domestic use and environmental services.

In terms of geology, the country is divided into three broad areas. These are volcanic rocks, Precambrian metamorphic basement rocks and Precambrian intrusive rocks and sedimentary rocks (Jane Kabubo-Mariara and Fredrick K. Karanja 2007). The volcanic rocks cover 26% of the country, more commonly in the western half of Kenya. The Precambrian rocks cover an area which is approximately 17% of the country and are widely distributed in the central, western and north western parts of Kenya. Water in these areas occurs in deep horizons of faults, and fractures. Aquifers are generally unconfined and yields and water levels vary within rocks. The sedimentary rocks cover 55% of the country, predominantly in the eastern parts. These areas have loose and permeable sediments. The aquifers are shallow and unconfined and most of them are generally saline. The salinity results from accumulation of solute evaporite minerals within the sediments.

Groundwater sources occur in old land surfaces, which are weathered zones between successive lava flows that signify periods of quiescence. Fractures, faults, fissures and joints are also useful. Water is mainly of bicarbonate type with low total dissolved solids. Local pockets of high fluoride are believed to be of volcanic and fumarolic origin.

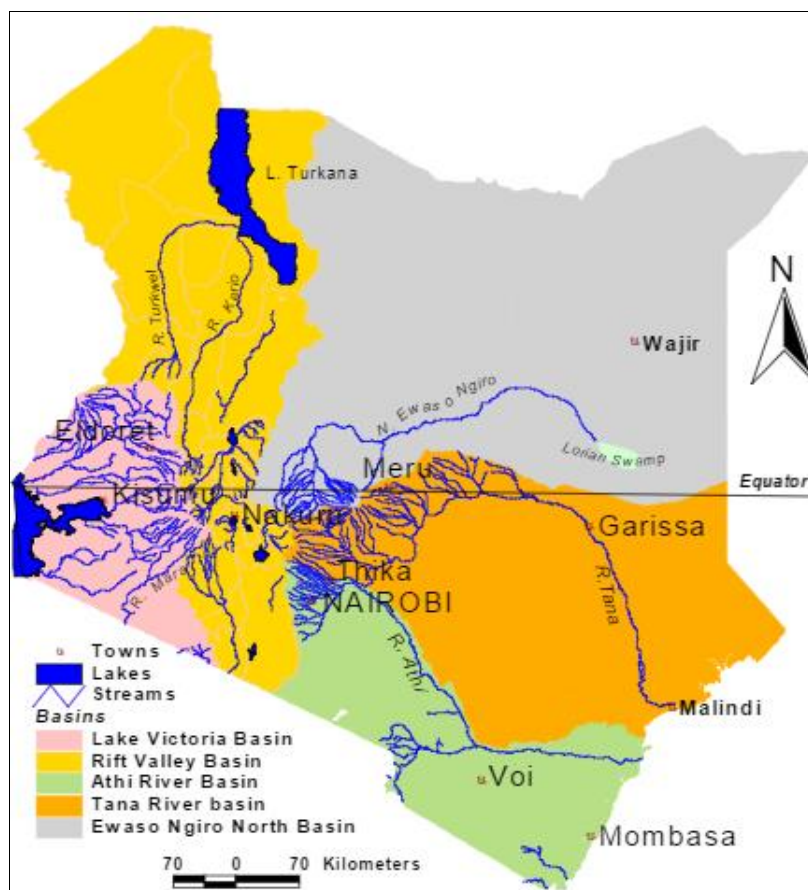


Figure 2-2: The main drainage basins of Kenya

Kenya's four largest inland water bodies (Lake Victoria, Lake Turkana, Lake Naivasha, and Lake Baringo) account for about 1.9 per cent of the land area (Figure 3-2). The majority of Kenya's lakes, including both saline and freshwater, and closed and open basin systems, are located within the Great East African Rift Valley. Kenya's major permanent rivers originate in the highlands. The Nzoia, Yala, Sondu Miriu, and Migori rivers drain into Lake Victoria. The EwasoNgiro River is found in the northeastern part of the country and the Tana and Athi rivers flow in the southeastern part. The rivers draining into Lake Victoria (covering over 8 per cent of Kenya's land area) provide about 65 per cent of Kenya's internal renewable surface water supply. The Athi River drainage area (11per cent of Kenya's land area) provides 7 per cent, the lowest share among Kenya's major drainage areas (MOWI). Overall, Kenya is a classified as a water scarce country with only 647 cubic meters of renewable fresh water per capita (Shadrack Mulei Kithiia 2012). The same is characterized by high spatial and temporal variability and extremes of drought and flood more particularly over the last 10 years.

2.2.3 Biological Environment

Kenya's land is covered by different types of vegetation according to the climate, topography, and other physical factors. The major categories are grassland, forests, semi-deserts, and mountains. Anthropogenic activities and impacts on the land continue to alter the distribution, amount, and health of these ecosystems (Survey of Kenya 2003).

2.2.4 Forests and Woodlands

Kenya is endowed with a wide range of forest ecosystems ranging from montane rainforests, savannah woodlands; dry forests and coastal forests and mangroves. The current forest cover of 6.99% of the land area of the country is still below the constitutional requirement of 10% (Republic of Kenya 2014) (see Figure below). These forests have high species richness and endemism, which has made the country be classified as mega diverse. They rank high as the country's natural asset, due to their environmental, life supporting functions, and the provision of diverse good and services. The main forest types are moist highland forest, dry forest, tropical rain forest, coastal forest, and riverine and mangrove forests (Survey of Kenya 2003). Although they are not extensive land cover, Kenya's forests provide significant environmental and ecological goods and services, including numerous non-timber forest products that provide local people with food, fibres, medicines, and shelter, climate amelioration and fresh water supplies. The closed canopy forests are habitat for a disproportionately large percentage of the country's wildlife and other biodiversity. It is estimated that they harbor 40 per cent of large mammals, 30 per cent of birds and 35 per cent of the nation's butterflies. About half of Kenya's threatened mammals and birds are found in its forests (Survey of Kenya 2003).

2.2.5 Wetlands

Kenya's wetlands occur in the fringes of both fresh and salt waters. They include coral reefs, mangroves, deltas, creeks, lakeshores, rivers, marshes, ponds, impoundments, and mountain bogs. They are a source of water, provide numerous ecosystem services, and have a high diversity of characteristic biota or living organisms (Ramsar Convention, 2001).

Kenya's wetlands cover about 14 000 km² (2-3 per cent of the country's surface area) and are found along the major rivers. In addition, many seasonal and temporary wetlands occur all over the country, including rock pools and springs in the southern part of Nairobi, west of Ngong Hills, and at Limuru (Macharia 2004). Wetlands have also been created by damming water for hydroelectricity and water supplies, and some wetlands have been built to treat wastewater.

Wetlands are a source of social-cultural and economic potential providing people with food, medicinal products, firewood, and materials for building and handicrafts. Rapid population growth, agricultural operations, and encroachment of development pose a serious threat to wetlands. Expanding industries and urban centers discharge their waste water into them and the polluted waters are unhealthy for human and livestock use, destroy aquatic life, and restrict recreation opportunities (Ramsar Convention, 2001).

They include the shallow lakes Nakuru, Naivasha, Magadi, Kanyaboli, Jipe, Chala, Elmentaita, Baringo, Ol'Bolossat, Amboseli and Kamnarok; the edges of Lake Victoria and Lorian, Saiwa, Yala, Shompole swamps; Lotigipi swamp (Lotagipi) and Kano plains; Kisii valley bottoms and Tana Delta; and coastal wetlands (WWF, 2005).

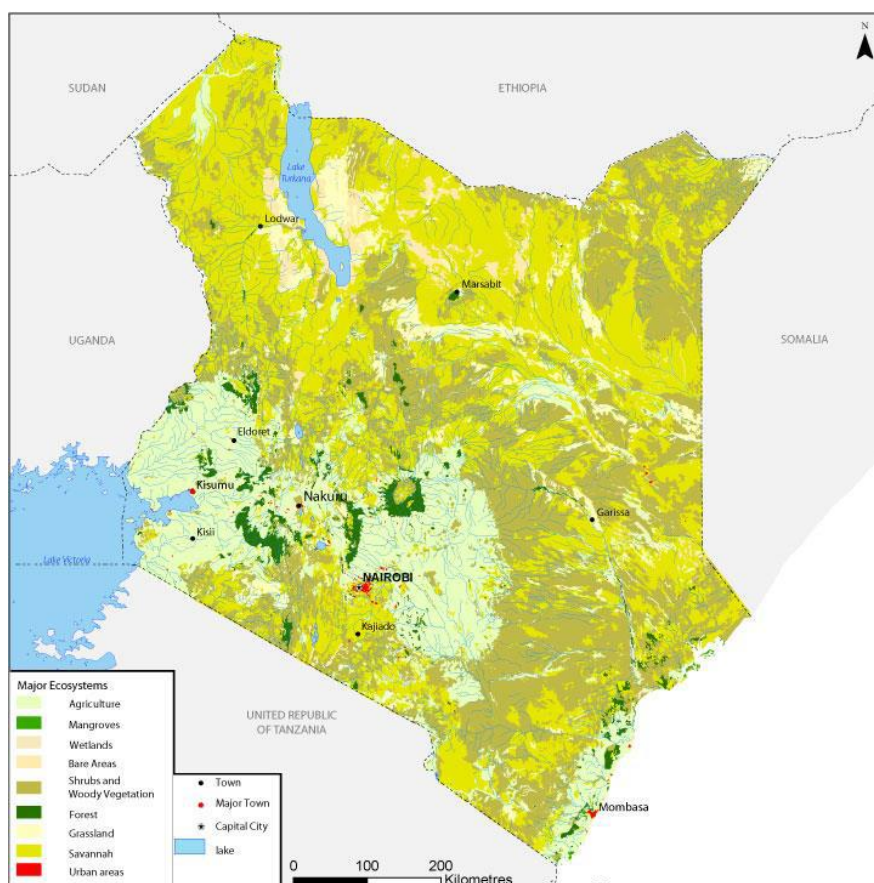


Figure 2-3: Kenya's major ecosystems

2.2.6 Soils

In most parts of Kenya, soils are deficient in nitrogen, phosphorous and occasionally potassium. In dry areas, the soils have low organic matter mainly because rainfall is low, variable, unreliable and poorly distributed. The country can be divided into several agro-climatic zones, which also vary in their soil type. The zones with a potential for agriculture consist of 12% of the total land area. The humid regions (highlands) are areas with an altitude of over 1500m which receive an annual rainfall of over 1000 mm, and include the highlands east and west of the Rift Valley and the Rift Valley floor. They have volcanic rocks and the soils are mainly loamy. Other humid areas with an altitude less than 1500m (humid lowlands) have sandy soils which are well drained and are of loamy, sandy clay texture (e.g. along the Kenyan coast). Other areas of the highlands have fertile loam soils, while alluvial soils (silts) are found along river valleys. Sand dunes and mangrove swamps are found along the coast. The soils covered by mangrove swamps are deep, grey, saline and poorly drained (World Bank, 2007).

The sub-humid regions (the Lake Region and western Kenya) receive slightly less rainfall than the humid areas. They have volcanic and basement rocks and soils are red clay and generally productive. These regions lie between 1000m and 2000m above sea level and rainfall is up to 1000 mm per year. Dark red clays, sandy loams and alluvial deposits of eroded material from the uplands are common along the flood plains of big rivers in these regions. Peat swampy soils and black cotton soils dominate the lowlands. The semi-arid regions (northern and northeastern Kenya) receive on average 300–500 mm of rainfall per year and their soils are shallow and generally infertile, but variable. These soils have

developed mainly from sedimentary rocks. Fertile volcanic soils, black cotton soils, dark red soils, lava soils and alluvial soils are scattered across the region depending on the distribution of rainfall, altitude and parent rock type.

2.3 Socio-economic Baseline

2.3.1 Population Patterns/ Demography

The first national population census was conducted in 1969, six years after gaining independence, at which time Kenya's population stood at 10.9 million. According to the 1999 Population Census, it had tripled to 30.4 million. The most recent census conducted in 2009 showed the country's population at 38.6 million (UNESCO 2015). It is expected to rise to 55 million by 2050. In terms of demographic characteristics, the population remains relatively young with 60% being below the age of 18 years, and over 51% being female.

Kenya's mortality experience was characterized by high levels in the 1970s; a declining trend in the 1980s and early 1990s; an upsurge in late 1990s and early 2000s; and, a rapid decline by 2009 (Gideon Thuku et. al., 2013). The infant mortality rate fell from 119 deaths per 1,000 live births in 1969 to 88 and 66 in 1979 and 1989 respectively, but then increased to 77 deaths per 1,000 live births in 2003 before falling to 52 deaths per 1,000 live births in 2009. Childhood mortality fell from 115 deaths per 1,000 live births in 2003 to 74 deaths per 1,000 live births in 2009 (Gideon Thuku et. al., 2013).

One of implications of high population growth rate has been the large increase in the population below 25 years of age (school/ college going population) estimated at 18.8 million in 2009 and representing about 50 per cent of the total population. The population of the young people aged 10 to 24 years constituted about one third of the total population in 2009. This proportion not expected to change by 2020 due to underlying population dynamics (Republic of Kenya, 2012).

2.3.2 Land Use and Population Distribution

Land is a valuable resource in Kenya and is the basis of livelihood for vast majority and a foundation of economic development. Approximately seventy five per cent (75%) of the country's population lives within the medium to high potential agricultural areas (consisting of 20% of the land mass) while the rest of the population lives in the vast Arid and Semi-Arid Lands (ASALs) (Republic of Kenya 2009). One consequence of this is that size and distribution of land vary widely as the population density, which ranges from as low as 2 persons per sq. km. in the ASALs to a high of over 2000 persons per sq.km in high potential areas. Nairobi County has the highest population of persons (3,138,369). Other counties with a population greater than one million persons include Bungoma, Kakamega, Kiambu, Kilifi, Kisii, Kitui, Machakos, Mandera, Meru, and Nakuru.

The rural-urban population balance stands at 78% and 22% respectively with the most rapid growth confined to major urban centers and satellite towns (Republic of Kenya 2009). According to the 2009 Population Census, the overall growth rate of Kenya's urban population stood at 6% implying a very rapid rural-urban migration pattern. The census also indicates that absolute poverty in the rural and urban areas now stands at 54% and 53% of the population respectively.

In the rural areas, the high to medium potential zones are dominated by small farm holdings. In some cases, insecure land-tenure systems have led to low investment in land improvement and productivity. Many smallholder areas are suffering continuous fragmentation of holdings into uneconomic sizes, and farms are getting smaller in the high rainfall areas and in the drier zones. In addition, many large state farms that used to produce seed and breeding stock have been sub-divided and transferred to private ownership (Republic of Kenya, 2012).

Internal migration patterns in Kenya have been driven by the economic disparities between geographical areas, the search for employment and settlement. The attraction to urban centers is mainly due to their dominance in the national formal, informal and tertiary industrial sectors. Rapid urban growth may also be attributed to boundary changes, reclassification of small agglomerations from rural to urban, and an increasing rate of rural to urban migration. However, majority of the population still resides in the rural areas, hence the dominant types of migration are rural-urban and rural-rural. The emerging urban settings, however, are characterized by a radical process of change with positive and negative effects. In particular, there have been increased inequities, greater negative environmental impacts, expanding metropolitan areas and fast growing slums. The continued high rate of urbanization in general has led to problems such as increased urban poverty and inadequate services especially among the poor. The continued strain on the existing urban infrastructure, particularly on housing, transportation, educational and health facilities, and employment has created new challenges (Republic of Kenya 2012).

2.3.3 Economic growth, and setting

Kenya's GDP growth rate has been fluctuating over the years. Kenya's economy recorded high growth rates of real Gross Domestic Product (GDP) averaging 6.6% per annum during the immediate post-independence years (1964-1973) and towards the end of that decade. Deceleration of this growth which started in late 1970s, continued until 2002 when the economy registered a record negative growth rate of 0.2%. During the years 1997-2002 economic growth declined steadily with GDP recording an average annual growth rate of only 0.9%, against a population growth rate of 2.9% per annum (Gideon Thuku et al., 2013).

Among the key factors contributing to the economic decline were poor infrastructure, particularly bad roads, inadequate energy supply, inadequate water supply, a weak institutional framework, weak performance of the major sectors of the economy namely; agricultural and manufacturing sectors, and poor macro-economic management.

Recent report by Kenya National Bureau of Statistics (KNBS) shows that Kenya's economy expanded by 5.7% in the third quarter of 2016 compared to 5.8% in the same period in 2015. The quarterly report says that the economic growth was well spread although most of the sectors of the economy recorded slowed growth. The tourism and hotel industry, information and communications, and public administration are among the sectors that registered improved growth during the quarter. Inflation was contained within the Central Bank's target to average at 6.3% compared to an average of 6.14% during the same quarter in 2015. The slight increase in inflation was primarily due to increases in the prices of food and beverages during the period under review.

Kenya's economic performance remains solid, with the growth rate expected to improve from 5.6% in 2015 to 5.9% in 2016, according to a new World Bank Group economic report. It is projected to rise further to 6% in 2017 (World Bank 2016).

Table 2-1: Sectors with significant growth (%)

SECTOR	2015	2016
Agriculture, forestry, fishing	5.5	4.0
Mining and Quarrying	12.4	9.5
Wholesale and retail trade; repairs	5.9	3.8
Information and communication	7.4	9.7
Financial and insurance activities	9.4	6.9
Construction	13.9	9.2
Electricity supply	11.5	9.1
Transport and storage	8.0	8.4
Real estate	7.2	8.8

Source: Kenya National Bureau of Statistics (KNBS)

Agriculture has performed average despite the moderate drought. Agriculture production grew by 3.5 percent in the second first half of the year as rains normalized, especially in Kenya's "bread basket", the Rift Valley, and production held up again. The drought mostly affected Kenya's livestock production in Northern and Eastern regions. It is estimated that the drought shaved off 0.2 percentage points from GDP growth, mainly because of livestock mortality. Beyond these arid regions, low rainfall and high temperatures affected tea production.

2.3.4 Poverty rate

About 46.6 % of Kenya's population of 35.5 million people in 2005/06 was estimated to be living below the country's poverty line in both rural and urban areas. A report by the Commission on revenue Allocation showed an average poverty rate of 51.9% (CRA 2011). Turkana County recorded poverty rates as a high as 94.3%, as compared to Kajiado County with 11.6% (see figure below).

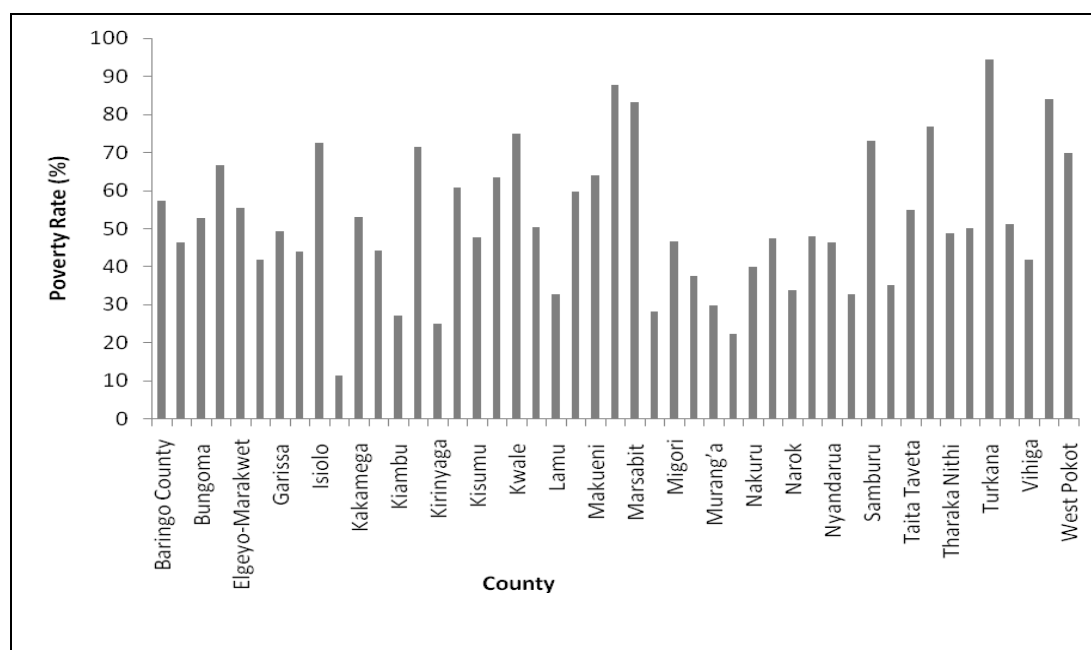


Figure 2-4 Poverty levels per County

(Data source: CRA 2011)

2.3.5 Infrastructure (road, rail, electricity)

Kenya's road network extends to 160,886 kilometers. According to World Bank 2011 report on infrastructure, about 56 percent of the road network is in poor condition which reflects many years of neglect and inadequate financing and maintenance. Major investment has gone into the improvement of both road and rail network, including the most recent completion of Phase 1 of the Mombasa –Nairobi Standard Gauge Railway.

Additionally, investments in the development of electricity in rural areas (Rural Electrification Programme (REP)), has resulted in an increase in access by households from 13 to 23 percent between 1999 and 2009. The REP strategy is to connect secondary schools, health facilities, community water projects, coffee factories, tea buying centers, and businesses operating in rural trading centers, to help open up opportunities for growth. Through the strategy, individual households are expected to make connections from the nearest point at an average cost of about US\$ 500 (World Bank 2011). This approach is clearly in line with the observation that electricity provision at trading centers has a stronger positive impact on incomes. Kenya's electricity supply network comprises of approximately 3,542 km of high voltage network and another 39,952 km of medium voltage network. Kenya relies heavily on hydropower, whose supply is determined by seasonal rainfall patterns and is therefore unpredictable. However, rainfall determines the hydro power supply and in a good year the contribution can increase to 60 percent and drop to 32 percent in a drought year.

2.3.6 Literacy levels

In Kenya, 88% of women age 15-49 are literate. Among young women age 15-24, 93% are literate. The majority of Kenyan counties, a total of 29, have literacy rates greater than 90%

among young women (KNBS and IST, 2016). Less than half of young women age 15-24 are literate in Turkana (41%), Garissa (43%), Wajir (47%), and Mandera (49%).

More men age 15-49 are literate compared to women in Kenya. Almost all men (97%) age 15-49 are literate. Among young men age 15-24, 95% are literate. The majority of Kenyan counties, a total of 33, have literacy rates greater than 90% among young men. Literacy among young men is lowest in Marsabit (78%) and Turkana (70%) (KNBS 2006).

The current Kenya National Adult Literacy Survey indicates that average 38.5 per cent of the Kenyan adult population is illiterate (KNBS 2006). There are also very wide regional disparities; for example, Nairobi had the highest level of literacy, 87.1 per cent, compared to North Eastern region, the lowest, at 8.0 per cent (CBS 2004). Males have higher literacy and numeracy rates of 64.2 per cent and 67.9 respectively, compared to 58.9 and 61.4 per cent for females (KNBS, 2006).

2.3.7 Access to improved drinking water sources

Access to improved sources of water (wells and boreholes) has improved in Kenya over the last three decades. In 1999 rivers, lakes, and streams were the main sources of water for 40 percent of households. Trends show that investments over the past decade have been concentrated in wells and boreholes, as access from these sources increased from 21 percent of households in 1999 to 35 percent in 2009 (CBS, 2003). Almost 7 in 10 households in urban areas have improved drinking water compared to 59% of households in rural areas.

Improved water sources include piped water into the dwelling, yard, or plot; a public tap/standpipe or borehole; a protected well or protected spring water; rainwater; and bottled water. Lack of easy access to an improved water source may limit the quantity of suitable drinking water that is available to a household as well as increase the risk of illness.

More than 8 in 10 households in eight counties have access to an improved water source (KNBS). These counties include: Isiolo (82%), Nyeri (82%), Mombasa (83%), Vihiga (85%), Kijido (90%), Kisii (91%), Kiambu (93%), and Nairobi (97%). Less than half of households in eleven counties have access to an improved water source; Migori (28%), West Pokot (33%), Narok (36%), Turkana (37%), Baringo (39%), Kitui (41%), Tana River (43%), Bomet (45%), Mandera (47%), Wajir (48%), and Tharaka-Nithi (49%).

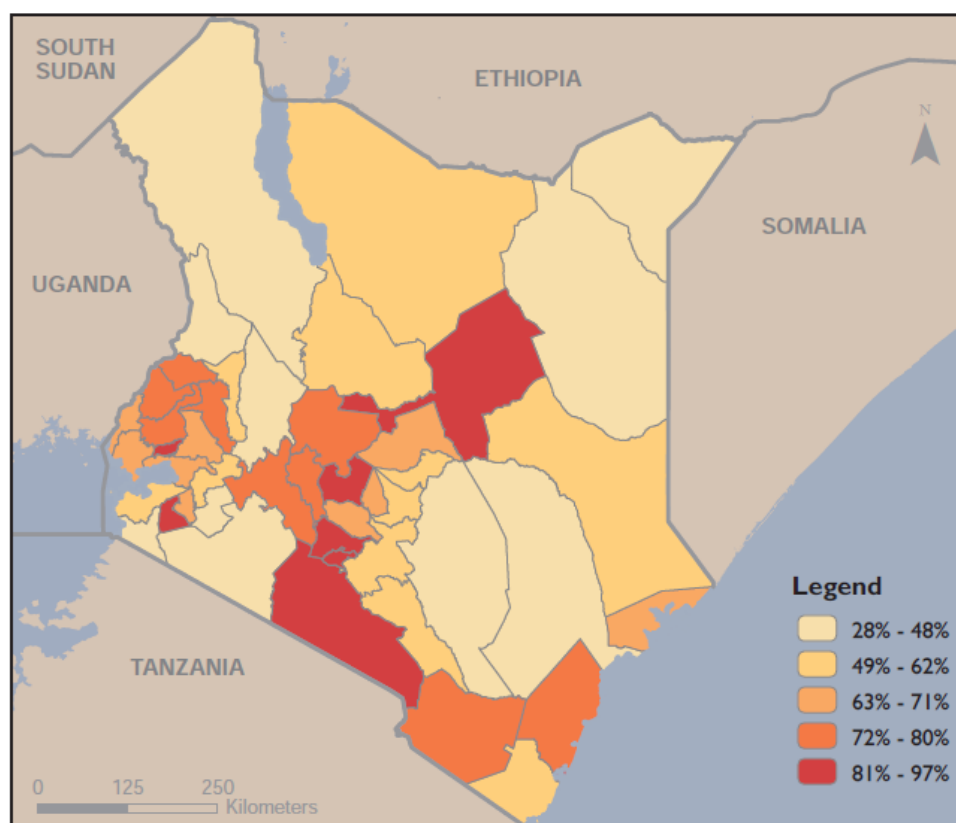


Figure 2-5: Access to improved water sources

2.3.8 Access to improved sanitation

Less than one-quarter of Kenyan households have an improved, not shared toilet facility as indicated by the Kenya Environmental and Sanitation Hygiene Policy 2016-2030 (MoH). An additional 30% have a shared toilet facility, while almost half (47%) have a non-improved facility or no facility at all. Households in urban areas are more likely to have shared facilities (50%), while households in rural areas are more likely to have an unimproved facility (64%). Sixteen percent of households in rural areas have no toilet at all. The Policy also indicates a correlation between poverty levels and sanitation levels.

Whereas 5.7 million households have access to improved sanitation facilities, only 4.9 million have access to safe water (KNBS). Nairobi and Mombasa are among the counties with high rates, and most urban centers. Improved sanitation varies by county. Overall, 13% or less of households in ten counties have access to an improved, not shared sanitation facility (MoH). These counties include Samburu (3%), Turkana (4%), Tana River (5%), Bomet (9%), Bungoma (9%), Busia (10%), Wajir (10%), Marsabit (12%), Mandera (13%), and Vihiga (13%). Improved sanitation is highest and more than 30% in Kirinyaga (32%), Machakos (32%), Kisumu (33%), Makueni (34%), Murang'a (38%), Taita Taveta (45%) and Kericho (47%). Poor sanitation and unsafe drinking water can affect a child's health and in turn can affect their schooling. Many water-borne and worm infections are spread through poor sanitation and environmental conditions and these can affect children severely and lead to other health related complications.

2.3.9 Access to education

The Government of Kenya (GOK) introduced Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008. The objectives of these programmes were to increase access, quality, equity and relevance in basic education and to cushion poor households by abolishing school fees. The partnership between the development partners and government led to increased enrolment rates and retention of learners in schools (UNESCO, 2015).

Furthermore, enrolment grew from 6.1 million in 2000 to 7.4 million in 2004, to 10.2 million in 2013. In 2000, the primary completion rate was 57.7 percent (60.2 boys, 55.3). By 2013 it had increased to 81.8 percent (80.3 boys and 78.8 girls). Since the introduction of FPE in 2003, the pupil completion rate has been fluctuating between 57.2percent and 83.2percent. During this period 2003 - 2009, the pupil completion rate was just below the third quartile. After 2009 it went above the third quartile (UNESCO 2015). This remarkable achievement in completion rate can be attributed to increased access to basic education due to infrastructure development and policy shift favoring the promotion of girl education.

Primary to secondary transition rates by sex is presented in Figure 3-5. The transition rate for both boys and girls from Primary to Secondary school increased from 66.9 (64.0 Girls and 70.2 boys) in 2009 to 76.6 (74.6 Girls and 78.6 Boys) in 2012. This can be attributed to the government initiatives such as the Free Day Secondary Education programme and promotion of girl child education through policies, legal frameworks and advocacy which has expanded access to secondary education. Previously, user fees and levies hindered many learners from transiting to secondary education due to the poverty levels. Socio-cultural practices in some communities were also contributing factor (UNESCO, 2015).

As a result of the FSDE initiative, the total enrolment in secondary schools grew from 758,967 in 2000 to 2.1 million in 2013. Between 2009 and 2013, the total enrolment for boys rose by 43.1percent compared to 42.6percent increase in girls' enrolment.

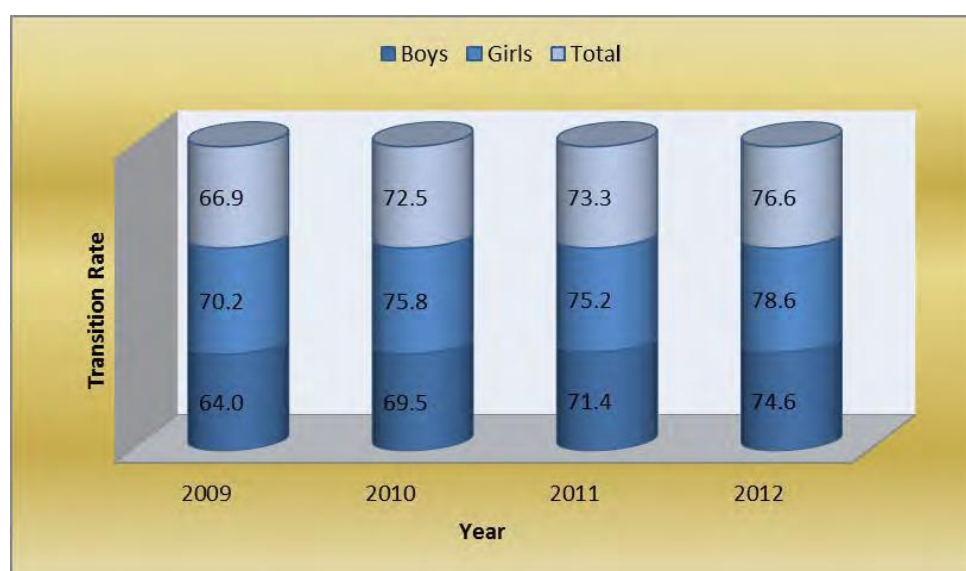


Figure 2-6: Primary to Secondary school transition rates

Source: Kenya National Bureau of Statistics (KNBS)

CHAPTER THREE: DESCRIPTION OF NATIONAL AND INTERNATIONAL REGULATORY FRAMEWORK

3.1 General over view

This chapter describes the Country's national regulatory policies, legal and administrative frameworks that are relevant to SEQIP and ESMF. The chapter also highlights relevant international conventions or agreements relevant to this ESMF and the project. The policies, legal and administrative frameworks are discussed in regard to their relevance in supporting compliance in the design and implementation of ESMF.

3.2 The Constitution of the Republic of Kenya 2010

The preamble of the Constitution makes two critical affirmations in respect of the environment, a common heritage and a determination to sustain it for the benefit of the future generations; and the people of Kenya commit to nurturing and protecting the wellbeing of individuals, families, communities and the nation. While the first commitment focuses on sound environmental management, the second commitment refers to social aspects that should be safeguarded for the advancement of individual, family, community and national aspirations. More specifically, the Constitution has provisions on the management of the environment. Under Article 42, every person has a right to a clean and healthy environment including, the right to an environment that is protected for the benefit of the present and future generations through legislative and other measures. In addition, under the Economic and social rights, Article 43, every person has a right to social security and education as well a right to safe and clean water in adequate quantities. Chapter 5 of the Constitution is devoted to Land and Environment with specific provisions of environment and natural resources appearing under Part 2: Articles 69 and 70. The articles lay emphasis on sustainable exploitation, utilization, management and conservation of the environment and natural resources as well as ensure equitable sharing of the accruing benefits. The Constitution, is therefore a critical pillar in developing and managing an ESMF in as far as sound environmental management principles and practices are concerned and the promotion of social security and education. *Therefore, SEQIP must ensure that people's constitutional rights are safeguarded by ensuring that no project component threatens undermines the integrity of the environmental resources, social security is promoted and access to educational facility is enhanced.*

3.3 National Policy Framework

The section below highlights policies to be considered by SEQIP.

3.3.1 Sessional Paper No. 10 of 2012 on Kenya Vision 2030

This is the country's long-term development blueprint, which aims to create a globally competitive and prosperous country providing a high quality of life for all its citizens. It aspires to transform Kenya into a newly industrializing, middle-income country by 2030 with three pillars – Economic, Social and Political.

Vision 2030 envisages a number of enablers including infrastructure development across the various sectors. Such infrastructure would take the form of educational facilities – laboratories, construction of new classrooms, sanitation and water supply facilities.

SEQIP is seeking to address upgrading and provision of the above-mentioned facilities and hence a direct contribution to the achievement of Vision 2030 goals.

3.3.2 Kenya National Policy on Gender and Development (NPGD), 2000

The Policy spells out a policy approach of gender mainstreaming and empowerment of women and clearly states that it is the right of women, men, girls and boys to participate in and benefit equally from the country's development process. The NPGD provides a framework for mainstreaming gender in all policies, planning and programming in Kenya and puts in place institutional mechanisms to ensure effective implementation.

All SEQIP subcomponents should adopt the gender mainstreaming strategy to ensure that all project aspects address how women, men, girls and boys are 'reached', 'influenced', 'affected' and 'involved'. Some ongoing interventions that touch on gender which are going to be strengthened by SEQIP include affirmative action for marginalized areas and special needs children as well as implementation of gender and re-entry policies.

3.3.3 National Information & Communications Technology (ICT) Policy (2006) & the National Information & Communications Technology draft Policy (2016)

The policy covers: ICT infrastructure and access, Science technology and innovation, content and applications development, universal access, accessibility, equity participation, Regional integration amongst others.

The March 2006 ICT Policy of is currently undergoing revision to align it with the 2010 Kenyan Constitution and Vision 2030

The revised Policy will provide a clear and compelling roadmap to drive social, economic, cultural and political transformation through the effective use of ICT.

The SEQIP ICT component will utilize this policy as a guiding document to ensure project objectives tie in with national objectives that ultimately aim to help the country achieve vision 2030 goals and actualize the Sustainable Development Goals (SDG) of which all three pillars of sustainable development – economic development, social inclusion and environmental protection – need ICTs as key catalysts

3.3.4 The National ICT Strategy for Education and Training (2006)

The strategy aims to modernize Kenya's educational system using ICT and expand access to education, training and research resources and facilities, as well as to improve the quality of education and training responsive to the needs and requirements of the rapidly transforming economy and society with specific reference to the development of the information and knowledge based economy and society. The key objective of this is to transform Kenya into an ICT or information knowledge driven nation.

The strategy was developed in 2006 and urgently needs to be revised so as to align it with the 2010 constitution and to ensure it resonates with the rapid technological advances, changing public needs and evolving global trends. *SEQIP will among other issues*

support the implementation of this policy through the use of ICT across the project components

3.3.5 The National Environment Policy 2013

The Policy provides a framework for an integrated approach to sustainable management of Kenya's environment and natural resources. In particular it proposes to strengthen:

- Legal and institutional framework for good governance
- Integrate environmental management with economic growth, poverty reduction and improving livelihoods
- Research and capacity development
- Promote new environment management tools
- Promote collaboration and cooperation and partnerships in environment management,
- Promote domestication, co-ordination and maximization of benefit from Strategic Multilateral Environment Agreements

The SEQIP will integrate sound environmental management with school-based infrastructure development, enhance the capacity of selected staff from national and county levels to environmental friend initiatives

3.3.6 The National Climate Change Response Strategy (NCCRS), 2010

The strategic objective of the Strategy is to promote economic resilience in Kenya. NCCRS has the following key recommendations: adaptation and mitigation measures in key sectors; necessary policy, legislative and institutional adjustments; enhancing climate change awareness, education and communication in the country; capacity building requirements; enhancing research and development as well as technology development and transfer in areas that respond to climate change, among many others.

The strategy guides on how to tackle the climate change challenges with a view of ensuring a climate change resilient country. *Therefore, the proposed SEQIP should align to this strategy by promoting efficient resource utilization technologies – e.g., water, cooking and lighting.*

3.4 National Legal Framework

3.4.1 Basic Education Act No. 14 of 2013

This Act of Parliament gives breathe to Article 53 of the Constitution and other enabling provisions; to promote and regulate free and compulsory basic education; to provide for accreditation, registration, governance and management of institutions of basic education; to provide for the establishment of the National Education Board, the Education Standards and Quality Assurance Commission, and the County Education Board and or connected purposes.

The act provides guiding principles for the provision of basic education, which all the three components of SEQIP aim to address, these include but are not limited to:

- Equitable access to basic education and equal access to education or institutions by the youth;

- Promotion of quality and relevance of basic education;
- Protection of the right of every child in a public school to equal standards of education including the medium of instructions used in schools for all children of the same educational level;
- Encouraging independent and critical thinking and cultivating skills,
- Disciplines and capacities for reconstruction and development;
- Non-discrimination, encouragement and protection of the marginalized, persons with disabilities and those with special needs;
- Provision of appropriate human resource, funds, equipment, infrastructure and related resources that meet the needs of every child in basic education.

The SEQIP will endeavor to be compliant to the provisions of the Act. The targeted improvement in the retention and transition within primary and secondary education will be a major contribution to the spirit and intention of the Act.

3.4.2 Basic Education Act Legal Notice 39 (Basic education regulations, 2015)

These regulations provide for operationalization of the Basic Education Act, 2013. The regulations are divided into 8 parts as follows:

- Part I- Preliminary
- Part II- Management of Basic Educational Institutions: Provides guidelines for registration of institutions; criteria and mandate of boards of management; learners with special education needs (Types of institutions, suitable facilities, curriculum etc.);
- Part III- School Rules, Discipline Procedures for Students and Exclusion
- Part IV- Free and Compulsory Education: outlines guidelines for transitioning of learners, mandatory provisions in institutions of learning (including: adequate safe and clean water adequate; age and gender appropriate, safe clean sanitation facilities; disability-friendly facilities and environment; safe and appropriate playing grounds and equipment; safe and appropriate playing grounds and equipment; appropriate furniture and utilities etc.). This section also provides for curriculum development by KICD, admission and progression of learners, learners living in difficult circumstances etc.
- Part V-Alternative Provisions of Basic Education, Training and Continuing Adult Education
- Part Vii-Categorization of Institutions of Basic Education and Training
- Part Viii-Official School Hours

3.4.3 Teachers' Service Commission (TSC) Act 2012

This act gives provision for the Teachers Service Commission established under Article 237 of the Constitution, its composition; functions and powers; and the qualifications and procedure for appointment of members. The act mandates the commission to take all necessary steps to ensure that persons in the teaching service comply with the teaching standards prescribed by the commission under the Act.

Part of the SEQIP will involve identification of the training, capacity building and technical assistance needed to successfully and effectively develop and implement the required safeguards instruments for the investments planned during project implementation.

3.4.4 Teachers Service Commission Code of Regulations for Teachers, 2015 (L.N. 196/2015.)

This regulations provide for registration of teachers; development, review and maintenance of entry and performance standards (provides for the procedures of quality assessment of teachers, continuous professional development, the performance appraisal and outlines offences and penalties for non-compliance with the entry and performance standards); recruitment, appointment, assignment, deployment and other conditions of service for teachers.

3.4.5 The Kenya Institute of Curriculum Development Act 2012

This Act establishes the Kenya Institute of Curriculum Development (KICD) and the governing Council for the Institute. The act names KICD as the successor to what was formerly known as the Kenya Institute of Education, whose functions include but are not limited to:

- Advising the Government on matters pertaining to curriculum development;
- Implementing policies relating to curriculum development in basic and tertiary education and training;
- Develop, review and approve programs, curricula and curriculum support materials that meet international standards

This act is applicable to the project because SEQIP will support KICD in implementing project components concerning the curriculum.

3.4.6 The Science, Technology and Innovation (STI) Act 2012

This act facilitates the promotion, co-ordination and regulation of the progress of science, technology and innovation of the country; to assign priority to the development of science, technology and innovation; to entrench science, technology and innovation into the national production system.

3.4.7 Environmental Management and Coordination Act, (Amendment) 2015 (CAP 387)

On the basis of the constitutional provisions to a healthy and clean environment, there are a number of legislations aimed at operationalizing these rights, the Environmental

Management and Coordination Act (2015) being one the key ones. This is the principal law in Kenya that governs the management, use and regulation of environmental resources including natural capital. The law provides for a number of policy and institutional arrangements aimed at ensuring that the Kenya's environmental resources are utilized in a sustainable and equitable manner. The law provides for a series of measures to be taken in pursuance to achieving this aim, i.e., establishment of various organs from the county level (County Environmental Committee), to the national level, development of County/National Environmental Action Plans and monitoring compliance plans among others. Other aspects provided for include Strategic Environmental Assessment, Standards and Quality Monitoring, and Environmental Impact assessment. The amended Schedule 2 of the EMCA, 1990 (CAP 387) provides details on projects that require Environmental Impact Assessment which include projects that may have a bearing on, changes of land-use, waters resources (construction of weirs, river diversion, drilling for the purpose of using underground water resources), and waste disposal (solid waste disposal, waste water disposal/treatment) among others. Under the second schedule of the 2015 Amended EMCA, schools and related infrastructure for learners not exceeding one hundred are categorized as low risk projects and as such can be approved after preparation of an Environmental and Social Impact Assessment Project Report whereas schools and other learning institutions exceeding one hundred learners are characterized as medium-high risk and have to undergo a full Environmental and Social Impact Assessment Study. However, most of the proposed sub-projects are likely to be of low-medium impact and will be approved at ESIA project level.

The table below highlights EMCA, (Amendment) 2015 subsidiary legislation and its applicability to SEQIP.

Table 3-1: EMCA, (Amendment) 2015 Regulations Applicable to SEQIP include:

EMCA, (Amendment) 2015, Key Objectives Gazetted Regulations	
Environmental Management and Coordination (Environmental Impact Assessment and Audit) Regulations, 2003	The second schedule of EMCA (Amendment) 2015 clearly categorizes projects as low risk, medium risk or high risk, different SEQIP components should be screened in line with the second schedule of EMCA, (Amendment) 2015 to determine which category they fall under and whether they require an Integrated Environmental Impact Assessment Study to be undertaken. These regulations guide on the IEIA process, drafting Terms of reference for IEIA consultants' preparation of IEIA reports, Environmental auditing and monitoring and provisions for Strategic Environmental Assessment. It is important to note that screening will take place using the prepared Environment and social screening form to determine whether to prepare an ESMP or ESIA report depending on the activities to be undertaken in an institution.

EMCA, (Amendment) 2015, Key Objectives Gazetted Regulations

Environmental Management and Coordination of Controlled Substances Regulations, 2007 (Legal Notice No.73 of 2007)

The regulation mandates NEMA to monitor the activities of persons handling controlled substances, in consultation with relevant line ministries and departments, to ensure compliance with the set requirements.

Persons are prohibited from storing, distributing, transporting or otherwise handling a controlled substance unless a material safety data sheet accompanies the controlled substance.

NEMA must authorize disposal of a controlled substances. This regulations are applicable to SEQIP because some component of E-Waste are categorized as controlled substances. Due diligence should therefore be exercised to ensure suppliers have requisite licenses and permits for producing, transporting, storing or distributing these substances.

Environmental Management and Coordination (Water Quality) Regulations, 2006

These Regulations apply to drinking water, water used for industrial, agricultural, recreational and any other purposes.

All SEQIP components should ensure compliance to part II of the regulations on protection of sources; water sources for project facilities should comply with the standards set out in the first schedule of the regulations. Effluent discharge from any project sites should be in line with the standards for effluent discharge into the environment as set out in the third schedule of the regulations.

The forth schedule sets forth the monitoring guide for discharge into the environment, showing maximum permissible levels for various parameters, this is especially important in regions that aren't served by a public sewer line. All SEQIP facilities constructed in places with access to a public sewer line should meet standards in the fifth schedule for discharge into public sewers.

Environmental Management and Coordination (Waste Management) Regulations,

The regulations guide on environmentally sound waste management. It implicitly states the responsibility of waste generators to minimize, collect, segregate and dispose or ensure that such waste is transferred to a person who is licensed to transport and dispose off such

**EMCA, (Amendment) 2015, Key Objectives
Gazetted Regulations**
2006

waste in a designated waste disposal facility.

All facilities constructed under SEQIP should incorporate an integrated solid waste management system i.e. through a hierarchy of options: 1. Source reduction 2. Recycling 3. Composting and reuse 4. Combustion 5. Sanitary land filling. To effectively do so they should launch sensitization campaigns at the institutions and provide for waste segregation receptacles.

Due diligence should be done to ensure companies contracted to transport or dispose off waste for SEQIP should have licenses from NEMA and the respective County Departments.

**Environmental
Management and
Coordination (Noise and
Excessive Vibration
Pollution Control)
Regulations, 2009**

The regulation Seeks to ensure controlling the level of noise causes no harmful vibrations. The first schedule shows the maximum permissible noise levels, the second schedule shows maximum permissible noise levels for construction sites, because some components of SEQIP involve noise generating activities for instance construction and transportation, this regulation should be used to guide such activities.

It directs that prior to any construction, during ESIA studies, natural resources, land uses or activities which may be affected by noise or excessive vibrations should be identified, measures to minimize or eliminate these impacts determined and the required abatement measures incorporated into the plans and specifications.

A License to emit noise/vibrations in excess of permissible levels should be obtained for any SEQIP activities involving generation of noise beyond 84dB(A) s. The function of issuing the noise permits was devolved to Counties.

**Environmental
Management and
Coordination (Air Quality)
Regulations, 2008**

Provides for prevention, control and abatement of air pollution to ensure clean and healthy ambient air. It establishes emission standards for various sources, such as mobile sources (e.g. motor vehicles) and stationary sources (e.g. industries) as outlined in the Environmental Management and Coordination Act, (Amendment) 2015.

Annex (D) of the regulations, outlines products containing

EMCA, (Amendment) 2015, Key Objectives Gazetted Regulations

controlled substances, some of which may be procured for SEQIP, due diligence should therefore be done to ensure that suppliers of these products have valid (production/ transportation/ importation) licenses from NEMA.

The Environmental Management and Coordination (Wetlands, Riverbanks, Lakeshores, and Seashores Management Regulations 2009)

This regulation provides for the conservation and sustainable use of wetlands and their resources in Kenya (whether occurring in public or private land) by ensuring conservation of catchments, protection of wetlands as habitats for flora and fauna, providing a framework for public participation in the management of wetlands etc.

Any SEQIP sub-components being undertaken adjacent to a wetland as defined within the regulations should abide by these regulations.

EMCA, 1999 Draft Regulations

Key Objectives

The Environmental Management And Coordination (Draft E-Waste Regulations 2009)

Part II of the regulations on E-Waste gives responsibility for E-waste Generators, under which category SEQIPSEQIPSEQIP component will fall. It states that the generator shall ensure e-waste is segregated from other forms of waste and is taken to licensed refurbishers, collection center's or recyclers. Due diligence should be conducted to ensure E-waste transporters from SEQIP sub projects are licensed by NEMA to do so.

The draft regulations also state that importers of all electrical and electronic equipment donated to individuals, educational institutions, religious organizations, communities, or corporate bodies by whatever means, shall obtain the necessary approvals from NEMA in accordance with the prescribed form and fee.

Part II of the regulations also sets forth prohibitions to be observed in disposal of E-waste and applicable fines if these are contravened.

3.4.7.1 EMCA, (Amendment), 2015 Administrative /Institutional Framework

The administrative framework of EMCA, (Amendment) 2015 applicable to SEQIP is as summarized below:

National Environmental Management Authority (NEMA)

NEMA is a semi-autonomous agency under the Ministry of Environment, established to exercise general supervision and co- ordinate over all matters relating to the environment and to be the principal instrument of the government in the implementation of all policies relating to the environment. The Director General appointed by the president heads NEMA. Any SEQIP components that fall under the second schedule of EMCA shall seek an Integrated Environmental Impact Assessment License from NEMA. Any project aspects that fall under the scope of EMCA (Amendment) 2015 regulations as mentioned in table above, shall also seek requisite permits from the authority.

National Environmental Tribunal

The National Environment Tribunal (NET) created under Section 125 of (Amendment) 2015 has the following functions:

- To hear and determine appeals from NEMA's decisions and other actions relating to issuance, revocation or denial of (EIA) licenses or amount of money to be paid under the Act and imposition of restoration orders;
- To give direction to NEMA on any matter of complex nature referred to it by the Director General; and
- In accordance with the Forest Act No. 7 of 2005, NET is mandated to review decisions of the board under sections 33 and 63.

If SEQIP secretariat disagrees with NEMA decisions in exercising the above-mentioned functions, then they may lodge a case at the NET to seek to overturn the decision. Should this avenue not lead to a favourable ruling from the NET, an appeal may be lodged in the Environment and Land Court.

National Environmental Complaints Committee

The National Environmental Complaints Committee performs the following functions:

- Investigate any allegations or complaints against any person or against the authority in relation to the condition of the environment in Kenya and on its own motion, any suspected case of environmental degradation and to make a report of its findings together with its recommendations thereon to the Cabinet Secretary.
- Prepare and submit to the Cabinet Secretary periodic reports of its activities which shall form part of the annual report on the state of the environment under section 9 (3) and
- To undertake public interest litigation on behalf of the citizens in environmental matters.

This committee will act as a safeguard for members of the public who feel aggrieved by actions taken under SEQIP, and can exercise their constitutional rights to launch a complaint should they have exhausted all other grievance redress mechanisms available to them.

County Environment Committees

Governors shall by notice in the gazette notice constitute a County Environment Committee that shall be responsible for the proper management of the environment within the County for which it is appointed. They should also perform such additional functions as prescribed by the Act or as may, from time to time be assigned by the Governor by notice in the gazette. The decisions of these committees are legal and it is an offence not to implement them.

3.4.8 The Environment and Land Court Act, 2011

This Act is in place to give effect to Article 162(2) (b) of the Constitution; to establish a superior court to hear and determine disputes relating to the environment and the use and occupation of, and title to, land, and to make provision for its jurisdiction functions and powers. The Court is accorded the same status as the high court so any disputes to do with decisions made by NEMA with regard to SEQIP, may be handled by this court if all other avenues including the NET have been exhausted. Project disputes relating to land administration and management, public, private and community land and contracts, are also addressed by this court.

3.4.9 The Land Act, 2012

This is an ACT of Parliament to give effect to Article 68 of the Constitution, to revise, consolidate and rationalize land laws; to provide for the sustainable administration and management of land and land based resources, and for connected purposes. The Land Act of 2012 subsection (1) states that ‘any land may be converted from one category to another in accordance with the provisions of this Act or any other written law.’

3.4.10 Public Health Act (Cap. 242)

Part IX, section 115, of the Act states that no person/institution shall cause nuisance or condition liable to be injurious or dangerous to human health. Section 116 requires that Local Authorities take all lawful, necessary and reasonably practicable measures to maintain their jurisdiction clean and sanitary to prevent occurrence of nuisance or condition liable to be injurious or dangerous to human health. SEQIP institutions will have to comply to provisions within this act so as to ensure provision of safe, healthy learning facilities.

3.4.11 Urban and Cities Act No 13 of 2011

This Act is applicable to SEQIP, because some facilities may be constructed in urban areas and cities and thus will have to comply with the act. The Act came into function with regard to Article 184 of the Constitution providing regulations on the classification, governance and management of urban areas and cities and further providing the criteria of establishing urban areas. Part III of the Act gives the regulations and functions of every city or municipality with regard to integrated development plans, which shall include but not limited to environmental plans and disaster preparedness, within the area of jurisdiction in achieving objectives of devolved governments under section 174 of the constitution while

maintaining the socio-economic rights of the people. Moreover, in the first schedule, the Act enlists the services that any municipality/ City shall provide to its residents which include but not limited to traffic control and parking, water and sanitation, refuse collection, solid waste management, pollution abatement services among others.

3.4.12 The Standards Act Cap. 496

The Act is meant to promote the standardization of the specification of commodities, and to provide for the standardization of commodities and codes of practice; to establish a Kenya Bureau of Standards, to define its functions and provide for its management and control. Code of practice is interpreted in the Act as a set of rules relating to the methods to be applied or the procedure to be adopted in connection with the construction, installation, testing, sampling, operation or use of any article, apparatus, instrument, device or process. Construction materials and learning materials (laboratory and ICT equipment) are some of the items that will be required to meet set standards by Kenya Bureau of Standards, so as to ensure safety of the consumer/ final user.

3.4.13 Physical Planning Act (Cap. 286)

An Act of Parliament to provide for the preparation and implementation of physical development plans and for connected purposes enacted by the Parliament of Kenya Under this Act, no person shall carry out development within the area of a local authority without a development permission granted by the local authority under section 33. The local authority concerned shall require the developer to restore the land on which such development has taken place to its original condition within a period of not more than ninety days. If on the expiry of the ninety days' notice given to the developer such restoration has not been effected the concerned local authority shall restore the site to its original condition and recover the cost incurred thereto from the developer. SEQIP components will have to be in compliance of this act so as to ensure proper land use and management in the institutions.

3.4.14 Occupational Safety and Health Act, 2007 (OSHA)

The purpose of this Act is to secure the safety, health and welfare of persons at work, and protect persons other than persons at work against risks to safety and health arising out of, or in connection with, the activities of persons at work. This Act will be applicable for the entire SEQIP lifecycle. Subsidiary OSHA 2007, legislations include to be complied with include:

- The Factories and Other Places of Work Act (Medical Examination) Rules, 2005
- The Factories and Other Places of Work (Noise Prevention and Control) Rules, L.N. No. 25/2005
- The Factories and Other Places of Work (Safety and Health Committees) Rules, L.N. No. 31/2004
- The Factories (First-Aid) Rules, 1977
- The Factories (Woodworking Machinery) Rules, L.N. No. 431/1959
- The Factories (Eye Protection) Rules, L.N. No. 44/1978

- The Factories (Electric Power Special) Rules, L.N. No. 340/1979
- The Factories (Building Operations and Works of Engineering Construction) Rules, L.N. No. 40/1984
- The Factories and Other Places of Work (Medical Examination) Rules, L.N. No. 24/2005
- The Factories and Other Places of Work (Fire Risk Reduction) Rules, L.N. No. 59/2007
- Factories and Other Places of Work (Hazardous Substances) Rules, L.N. No. 60/2007

3.4.15 The Water Act, 2016

Management and use of water Resources is guided through the Water Resource Management Authority. Section 23 provides for protection of catchment areas to conserve vulnerable water resource, while section 36 of the Act requires a permit to be obtained for: any use of water from a water resource, except as provided by section 37; the drainage of any swamp or other land; the discharge of a pollutant into any water resource. Application for such a permit shall be subject to public consultation as well as an environmental impact assessment as per the Environmental Management and Co-ordination Act, (Amendment), 2015.

Section 63 of the Act entitles every person in Kenya the right to clean and safe water in adequate quantities and to reasonable standards of sanitation as stipulated in Article 43 of the Constitution. *SEQIP sub-components should ensure compliance to the Water Act, 2016, to ensure provision of safe drinking water and appropriate handling of waste water/sewerage from facilities to be constructed.*

3.5 International Conventions and Agreements

Kenya has signed a number of international conventions and agreements that obligate the country to promote sustainable environmental and natural resources management and social equity. The country actively participated in the formulation of the Sustainable Development Goals (SDGs). The goals that are of relevance to this project include; Goals 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all); Goal 5 (Achieve gender equality and empower all women and girls), and Goal 6 (Ensure availability and sustainable management of water and sanitation for all). Table 4-1 below summarizes the international conventions and agreements that Kenya has signed and ratified which contribute to environmental sustainability.

Table 3-2: International Conventions and Agreements

Convention/Agreement	Key objective and relevance to SEQIP
Convention on Biodiversity (CBD)	The Convention was opened for signature on 5 June 1992 at the United Nations Conference on Environment and Development (the Rio "Earth Summit"). It remained open for signature until 4 June 1993, by which time it had received 168

Convention/Agreement	Key objective and relevance to SEQIP
	signatures. The Convention entered into force on 29 December 1993 The Convention on Biological Diversity was inspired by the world community's growing commitment to sustainable development. It represents a dramatic step forward in the conservation of biological diversity, the sustainable use of its components, and the fair and equitable sharing of benefits arising from the use of genetic resources. <i>SEQIP subcomponents that may be operationalized adjacent to or in sensitive ecosystems to promote conservation of biological diversity and the sustainable use of biological resources, the National Biodiversity Strategy and Action Plan should be utilized to ensure compliance to the CBD.</i>
United Nations Framework Convention on Climate Change	UNFCCC has near universal membership and is the parent treaty of the 1997 Kyoto Protocol. The Kyoto Protocol has been ratified by 192 of the UNFCCC Parties. The ultimate objective of both treaties is to stabilize greenhouse gas concentrations in the atmosphere at a level that will prevent dangerous human interference with the climate system. <i>SEQIP should utilize the National Climate Change Response Strategy (NCCRS), 2010 which provides a framework for actualizing the UNFCCC by providing guidelines that ensure development of project components that are climate change resilient particularly in respect to the use of scarce water resources, renewable energy and soil erosion control.</i>
United Nations Convention to Combat Desertification	Established in 1994, UNCCD is the sole legally binding international agreement linking environment and development to sustainable land management. The Convention addresses specifically the arid, semi-arid and dry sub-humid areas, known as the dry lands, where some of the most vulnerable ecosystems and peoples can be found. This will apply to project components that will be operationalized in arid and semi-arid lands where there will be construction of low cost boarding schools. <i>The SEQIP will ensure that sourcing of construction materials does not promote desertification</i>

Convention/Agreement	Key objective and relevance to SEQIP
Convention Concerning the Protection of the World and Cultural Heritage 1972	The General Conference of the United Nations Educational, Scientific and Cultural Organization meeting in Paris, at its seventeenth session adopted the convention on 16 November 1972. Party to this Convention recognizes that the duty of ensuring the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage. Some areas in the country are classified as heritage/cultural sites and as such should SEQIP components be operationalized in such areas this convention will be applicable.
Convention on Wetlands of International Importance	The Convention on Wetlands of International Importance, called the Ramsar Convention, is the intergovernmental treaty that provides the framework for the conservation and wise use of wetlands and their resources. <i>Project components that may be constructed adjacent to Wetlands should be operationalized in line with the conventions framework.</i>

3.6 World Bank Environmental and Social Safeguards Policies

The Project has been assigned an EA Category B, given the overall limited potential environmental and social impacts. The project has primarily triggered the following World Bank's environmental and social safeguard policies;

- OP/BP 4.01: Environmental Assessment
- OP/BP 4.10: Indigenous Peoples
- OP/BP 4.11: Physical Cultural Resources

All World Bank safeguard policies listed below with descriptions for policies triggered by the Project:

Safeguard Policies	Triggered?	Explanation
Environmental Assessment OP/BP 4.01	Yes	The project is assigned as a category B Partial Assessment- on the assumption that no major civil works will be funded and no physical or economic displacement will take place. The following project related activities are likely to result in environmental and social impacts (i) civil works that would be limited to construction of the additional classrooms, science laboratories, multi-purpose

Safeguard Policies	Triggered?	Explanation
		rooms/libraries, dormitories, toilets ,water facilities, construction of a modern training centre and (ii) procurement of ICT equipment and (iii) potential installation of micro solar PV system for lighting schools and the environmental, health and safety concerns that are likely to be associated with recycle and disposal of spent batteries used on the micro solar PV systems. Because the specific sites for implementing these activities are not yet known, the Borrower has prepared the Environmental and Social Management Framework (ESMF) which will be consulted upon, reviewed and cleared by the Bank, disclosed in country and in the World Bank InfoShop.
Physical Cultural Resources OP/BP 4.11	Yes	Subproject may involve excavation activities which can lead to impacts on physical and cultural resources. The project will screen for PCRs and chance finds, and will include in the ESIAs/ESMPs appropriate plans and measures that will be put in place during the implementation of the project to protect PCRs. The EA that will be prepared for such projects will include a physical cultural resources management plan that includes (a) measures to avoid or mitigate adverse impacts on physical cultural resources; (b) provisions for managing chance finds; (c) any necessary measures for strengthening institutional capacity for the management of PCR; and (d) a monitoring system to track progress of these activities.
Indigenous Peoples OP/BP 4.10	Yes	The Project has triggered the Bank's Operational Policy 4:10: Indigenous Peoples which require that an Indigenous People Planning Framework (in Kenya's context, the VMG Framework) be developed before the projects takes off. This framework is expected to provide for the screening and review of programs or sub projects with a view to ensuring that (a)VMG affected by the project receive culturally appropriate social and economic benefits in a manner that is gender, disability, and inter-generationally inclusive; (b) When potential adverse effects on VMG are identified, those adverse effects are avoided, minimized, mitigated, or compensated for; and (c) Opportunities are taken to document collected data within the affected area for future VMG project activities (inclusive of demographics associated with women, youth, persons with disabilities, children, and older persons.
Natural Habitats OP/BP 4.04	No	The ESMF has provided detailed procedures to screen project subprojects for potential adverse environmental and social impacts, and to take measures to avoid, minimize and mitigate impacts on natural habitats.

Safeguard Policies	Triggered?	Explanation
		Project funds will not finance any activities that could result in adverse risk to ecologically sensitive and fragile ecosystems and natural habitats.
Involuntary Resettlement OP/BP 4.12	No	This policy is not triggered since all planned constructions or expansion activities will be limited to existing schools and land that is owned by the School Board of Management (BoM). No land acquisition will be undertaken under this Project for the implementation of activities.

The following documents have been prepared for SEQIP: (i) an Environmental and Social Management Framework (presented herein) and (ii) and (iii) a Vulnerable and Marginalized Groups Framework (VMGF). The objective of the ESMF is to outline the mandatory procedures to be applied to the World Bank- financed Project investments to ensure the effective management of associated environmental and social issues. It seeks to both enhance environmental and social development benefits of the project and mitigate any adverse impacts, in line with GoK and World Bank policies and guidelines on management of environmental and social issues.

- Both the World Bank safeguards policies and GoK laws are generally aligned in principle and objective:
- Both require screening of sub project investments to determine if further environmental assessments (ESIAs) is needed.
- Both require ESIA before project design and implementation (which also includes an assessment of social impacts).
- Both require public disclosure of ESIA reports.
- EMCA recognizes other sectoral laws while WB has safeguards for specific interests.
- The Bank requires that stakeholder consultations be undertaken during planning, implementation and operation phases of the project, which is equivalent to the EMCA requirements.
- Additionally, statutory annual environmental audits are required by EMCA.

In Kenya, it is a mandatory requirement under EMCA 1999 for all proposed development projects to be preceded by an ESIA study. However, prior to developing an ESIA, a project proponent is required to prepare a project report to aid NEMA in deciding whether a full scale ESIA is necessary or not. Thus, under the laws of Kenya, environmental assessment is fully mainstreamed in all development process and starts with a screening process, which is consistent with World Bank safeguard policies on EA that calls for mandatory screening as well to determine the rating category and the required follow up actions. Project reports will be prepared for all the sub project investments under the SEQIP to determine if they require a full scale ESIA. Further, to fully insure against triggers to WB safeguard policies, individual investments will be screened against each policy as part of the EA process.

Since the precise locations and potential impacts of future subprojects are not known, and cannot be identified prior to appraisal, the ESMF provides the basis for the environmental and social preparation needed for the subproject investments to be supported under Component 2 .

Whenever applicable, the Environmental and Social Impact Assessments/Environmental and Social Management Plans (ESIAs/ESMPs), and Vulnerable and Marginalized Group Plans (VMGPs) would be prepared for individual sub-projects during project implementation. The relevant World Bank Group Environmental Health and Safety Guidelines are applicable to subprojects (see http://www.ifc.org/wps/wcm/connect/topics_ext_content/ifc_external_corporate_site/ifc+sustainability/our+approach/risk+management/ehsguidelines)

CHAPTER FOUR: DETERMINATION OF POTENTIAL ENVIRONMENTAL AND SOCIAL IMPACTS

4.1 World Bank Categorization of Environmental and Social Impacts

Assessment of risk for SEQIP was determined per the potential environmental and social impact and risk. The risk level was estimated based on the intrinsic environmental and social risk associated with the type of intervention to be carried out in various project components. According to the World Bank Project Appraisal Document (PAD), this project is assigned environmental category B and the risk is rated as “Moderate” Partial Assessment- assigned to projects that are likely to have limited, minimal, and reversible environmental impacts, that can be readily be mitigated. There are no significant and /or irreversible adverse environmental issues anticipated from the project components, as the nature of civil works is small and limited to construction of classrooms, science and computer laboratories, water and sanitation facilities and rehabilitation of existing school’s infrastructure (Component 2). This ESMF was prepared to identify, assess and provide possible mitigation measures for potential negative environmental and social impacts of the project, and to provide guidance on environmental and social management to all project investments.

Based on the ESMF, supplementary safeguards instruments will be prepared that include the Environmental and Social Impact Assessment (ESIA) and or Environmental and Social Management Plan (ESMP) for specific sub projects during project implementation. However, the Kenya National environmental regulations by NEMA require school projects and related infrastructure for learners exceeding one hundred pupils (equivalent to at least 2 classrooms) to undergo an ESIA process that is submitted to NEMA and approved at County level rather than at NEMA headquarters because they are of low-medium impacts as provide in the NEMA EIA/ Audit Regulations, 2003 and Amendments. The national regulations do not require submission of ESMPs to NEMA for approval unless they are part of the ESIA reports.

The proposed project will largely have positive social influence and impacts across the target counties with a possibility of spillovers to other non-participating counties facing similar challenges. This will certainly present an excellent opportunity for scaling out the project to cover more counties. In cases where the SEQIP will have what may be considered as negative social impacts and influence, adequate mitigation measures developed in a participatory manner have been suggested.

Environmentally, the SEQIP project will have low-moderate impacts that will be mitigated through cost-effective and culturally acceptable measures. In summary, this section provides the details on the positive and negative environmental and social impacts, in terms of both scale and depth. This ESMF has provided a generic ESMP in Annex D which will be integrated into the bidding documents for implementation by contractors.

4.2 NEMA Categorization of Environmental and Social Risk Levels

The Environmental Management and Coordination Act (EMCA, as amended in 2015) provides in Schedule II an inclusion list of undertakings categorized as low risk, medium risk and high risk projects. The listed projects must undergo mandatory EIA. EMCA does not provide an exclusion list hence projects not included in Schedule II of EMCA need to be subjected to screening to determine the scope of environmental assessment required to ensure compliance.

4.3 Environmental and Social Impacts and Mitigation Measures

The potential environmental and social impacts are anticipated under the component 2 of the Project, the investments will include (i) construction of new additional classrooms, science laboratories, multi-purpose rooms/libraries, dormitories, toilets and water facilities, electricity provision based on school-based infrastructure needs assessment of secondary schools, and about 1000 secondary schools will benefit; (ii) construction of toilets, water facilities and replacement of highly unsafe structures in primary schools, and about 3000 primary schools will benefit and (iii) construction of one modern training center with boarding facilities at the national level. These proposed activities will be subjected to environmental and social assessments. The implementation of these activities will be limited to existing primary and secondary schools, and thus no land acquisition will be carried out under this project.

The potential negative environmental impacts and possible mitigation measures identified during stakeholder consultations are summarized in the following two tables.

Table 4-1: Summary of SEQIP Anticipated Environmental Impacts

Component	Positive Impacts	Negative Impacts
Component 1: Improving quality of teaching in targeted areas: • <i>Sub-component 1.1: Reducing teacher shortage</i> • <i>Sub-component 1.2: Enhancing teacher professional development</i> • <i>Sub-component 1.3: Provision of textbooks</i>	• Environmentally neutral	• No negative impacts anticipated
Component 2: Improving retention in upper primary school and transition to secondary school in targeted areas: • <i>Sub-component 2.1: Improving school infrastructure</i> • <i>Sub-component 2.2: Improving retention in upper primary school and transition to secondary school of poor and vulnerable learners</i>	• Improved facilities enhancing the aesthetic view • Improved air quality due to decongestion and expansion of classrooms • Improved access to clean portable water • Improved waste water management	• Increased use of non-renewable energy • Vegetation clearance and Topographical disturbance • Soil pollution/ erosion • Air pollution • Deforestation • High demand for construction raw materials • Increased energy demand • Noise pollution • Increased solid waste generation • Generation of hazardous waste- E-Waste, waste oil • Increased water demand and water quality • Waste water management • Occupational Health and Safety Risks • Public Health and Safety Impacts
Component 3: System reform support ▪ <i>Sub-component 3.1: Development and introduction of a Competency Based</i>	• Environmentally neutral	• Environmentally neutral

Curriculum		
Sub-component 3.2: Strengthening of National System for Monitoring Learning Progress and national examination		
Component 4: Project management, coordination and monitoring and evaluation	Environmentally neutral	Environmentally neutral
- Sub-component 4.1: Project management, coordination, and communication - Sub-component 4.2: Research, and monitoring and evaluation		

Table 4-2: Mitigation Measures for Potentially Adverse Environmental Impacts

Potential Impact	Mitigation Measures
Vegetation clearance and Topographical disturbance	• Classrooms will not be located in environmentally sensitive areas such as wildlife corridors, wetlands among others • The project should ensure involvement of national, county and sub-county level environmental officers so as to maintain the environmental integrity of the areas • Use of borrow pits should be regulated so as to ensure that they are legally and health compliant within and around schools • Ensure proper demarcation and delineation of the project areas • Ensure that every loose surface is covered • Ensure scheduling to avoid heavy rainfall periods to the extent practical • Immediate re-vegetation and landscaping after construction • Designing channels and ditches for post-construction flows • Designate specific access routes and parking for vehicles and mobile machinery/ equipment during construction • Providing adequate drainage systems to minimize and control infiltration • Ensure that all hazardous components are well handled and disposed of to avoid contamination
Soil pollution/ erosion	• Sand and murram should be sourced from licenced suppliers • Borrow pits near schools should be rehabilitated after use • Landscaping activities should be included in the construction/ rehabilitation activities
Air pollution	• Employees/site construction workers should be provided with appropriate PPE • Solid waste should not be openly burned • Dust suppression techniques should be implemented through applying water and covering any loose or exposed excavated material • Selectively isolating and removing potential hazardous air pollutants such as asbestos before demolition • Adequate management of emissions from mobile, fugitive and point sources • Suppress dust during small demolitions and drillings • Store the demolition debris in a controlled area • Install adequate ventilation systems for all facilities e.g. toilets, classrooms and laboratories etc

Potential Impact	Mitigation Measures
High demand for construction raw materials	• Ensure minimal damage or loss of materials through proper storage • Ensure accurate budgeting and estimation of actual construction material to ensure no material is ordered in excess • Practice recycling and recovery of material where feasible
Increased energy demand	• Use of LEDs lights to save energy • Encourage maximum use of natural lighting • Conduct awareness campaigns on energy conservation • Ensure immediate repair of any faulty equipment • Ensure electrical equipment, switches and appliances are switched off when not in use
Noise pollution	• Construction activities should be timed to be minimal during class hours • Installing suitable mufflers on engine exhausts, generators, heavy duty machinery and compressor components • Limiting the hours of operation for specific pieces of equipment or operations, especially mobile sources operating through community areas • Construction workers should avoid unnecessary noise during construction • Comply with the provisions of Environmental Management and Coordination (Noise and Excessive Vibration Pollution) (Control) Regulations, 2009 regarding noise limits at the workplace

Potential Impact	Mitigation Measures
Solid waste generation	• Ensure construction contractors have a practical solid waste management plan • Waste disposal activities should ensure inclusion of the local authorities • All waste should be handled as per the EMCA (Waste Management Regulations) 2006 • Accurate estimation of the sizes and quantities of materials required • Ensure that construction materials left at the end of the construction activity will be used in other projects • Donate recyclables/ reusable materials to the local community • Practice reduce, reuse and recycling of waste materials whenever feasible • Use long and durable material that will not require regular replacement • Provide facilities for proper waste management • Where possible, use construction material containing recycled content • Reuse packaging material • Use material that has minimal or no packaging to reduce generation of excessive packaging waste • Undertake trainings to encourage integrated solid waste management • Promote e-materials and discourage distribution of books as hard copies/text • Instituting good housekeeping and operating practices, • Including inventory control to reduce the amount of waste resulting from materials that are out-of-date, off specification, contaminated, damaged, or excess to plant needs • On-site and Off-site transportation of waste should be conducted so as to prevent or minimize spills, releases, and exposures to employees and the public

Potential Impact	Mitigation Measures
Generation of hazardous waste	• Establishing hazardous materials management priorities based on hazard analysis of risky operations identified through Social and Environmental Assessment; • Avoid or minimise the generation of hazardous waste where practical • Asbestos roofing material should be handled and disposed of by a skilled and experienced professional. • Prevent uncontrolled releases of hazardous materials such as electronic waste components and laboratory chemicals to the environment • Provision of training on e-waste management • Ensure that all electronics purchased are new and not second hand, since they mostly have a short remaining life span • Encourage a coordinated approach across the MoE agencies and schools to deal with e-waste • Develop hazard communication and training programs in institutions • Minimize hazard waste generation by implementing strict segregation to prevent commingling of non-hazardous waste with hazardous waste • Hazardous waste should be stored so as to prevent or control accidental releases to air, soil, and water resources • Disposal of e-waste should be done only by licensed e-waste handlers • The project should involve E-waste management companies in Kenya such as the Waste Electrical and Electronic Equipment Centre (WEEE Centre) or the East African Compliant Recycling Company, which operates in East and Central Africa (Both companies operate in compliance with the NEMA draft E-waste regulations and other international standards and regulations). • Institutions should develop mechanisms to ensure that inspection certificates clearly specify end-of-life date • Develop a project specific Environmental Code of Practice (ECOP) as a guidance on approach for the collection, transport, storage and disposal of electronic waste from ICT equipment, with the aim of ensuring that risks to the environment and human health are prevented or mitigated • The ECOP will also seek to inform discussion and build awareness of all stakeholders, including rural remote schools, vendors/suppliers of products and service providers, around safe management of used ICT equipment.

Potential Impact	Mitigation Measures
Increased water demand and water quality	• Establishment of rain water harvesting measures • Sensitisation of pupils and staff on water conservation • Regular maintenance of plumbing and repair works, • Drinking water sources should be protected so that it meets the applicable national and WHO Guidelines for Drinking- Water Quality • Waste water effluents, oil and hazardous materials and wastes should be managed so as to prevent contamination of water sources • Use of localized reticulation systems • Storm water may be used as a resource for ground water recharging where feasible • Pit latrines in high water table areas should be constructed as lined pit latrines • Construction of pit latrines should be monitored by a local public health officer • Where applicable, pit latrines should be lined and emptied regularly
Waste water management	• Adequate latrines should be provided • Latrines should be constructed with masonry lining so as to simplify emptying • Water for hand washing should be provided (harvested rain water may be used) • Inspection of vessels for leaks, drips or other indications of loss • Consider the location of the latrines in relation to the boreholes to limit potential ground water pollution • Identification of cracks, corrosion, or damage to tanks, protective equipment, or floors
Occupational Health and Safety Risks	• Ensure that machinery, equipment, personal protective equipment, appliances and hand tools used in construction do comply with the prescribed safety and health standards and be appropriately installed maintained and safeguarded • Ensure that materials are stored or stacked in such manner as to ensure their stability and prevent any fall or collapse • Ensure that items are not stored/stacked against weak walls and partitions • Provide all open edges within the construction sites are fixed with suitable handrails on both sides • Ensure provision of appropriate PPE for workers as per the activity • Ensure proper site house keeping • Ensure that all construction sites are well barricaded and access only limited to the construction personnel and relevant government personnel

Potential Impact	Mitigation Measures
Community Health and Safety	• Inclusion of buffer strips or other methods of physical separation around project sites to protect the public from major hazards and nuisance issues related to noise, odour, or other emissions • Local regulations and internationally recognized building codes should be adhered to, to prevent building or structure collapse • Promote adoption of safety measures that are protective of project workers and of road users • Undertake health awareness program so as to educate workers and community members on communicable diseases and their treatment • Eliminate unusable impounded water • Improvement of sanitary facilities and elimination of breeding habitats close to human settlements • Promoting use of repellents, clothing, netting and other barriers to prevent insect bites • Ensure security of construction site and neighbouring local communities during and after construction

4.4 Social Impacts and Mitigation Measures

The anticipated negative social impacts and possible mitigation measures identified during stakeholder consultations are summarized in the following two tables.

Table 4-3: Summary of SEQIP Anticipated Social Impacts

Component/ Sub-component	Positive Impacts	Negative Impacts
Component 1: Improving quality of teaching in targeted areas: ▪ <i>Sub-component 1.1: Reducing teacher shortage</i> ▪ <i>Sub-component 1.2: Enhancing teacher professional development</i>	• Employment opportunities • Enhanced area economy due to population increasing which increases demand for services and facilities • Improved teacher/ student ratio • Improved productivity and performance by both teachers and students • Improved professional competency due to training • Formation of a skilled society	• Socially unacceptable relations between teachers and students • Biased/ corruption in hiring of teachers • Reduced learning periods due to increased training • Cultural conflicts especially for the girl child • Political interference in the hiring and biometric registration of teachers • Overdependence of the community on

Component/ Sub-component	Positive Impacts	Negative Impacts
Sub-component 1.3: Provision of textbooks	- Empowerment of the female population in marginalized areas - Increased attendance and retention of school-age children from low-income households - Improved living standards - Improved community participation - Improved credibility and transparency - Provision of incentives for teachers to serve in understaffed schools which are usually in marginalized or conflict / insecurity prone areas.	- scholarships and funding - Increased pressure on available social amenities - Time consumption due to training programs - Cultural erosion/ dilution due to population influx of different cultures with differing traditions and beliefs
Component 2: Improving retention in upper primary school and transition to secondary school in targeted areas: - Sub-component 2.1: Improving school infrastructure - Sub-component 2.2: Improving retention in upper primary school and transition to secondary school of poor and vulnerable learners	- Improved learning facilities that have the required infrastructure and related facilities such as classrooms, latrines, furniture among others - Improved provision of textbooks and associate learning materials - Improved textbook learner ratio - Improved school hygiene and access to clean water - Improved ICT skills - Developed teacher motivation and accountability - Decongestion of classrooms - Improved productivity and performance by both teachers and students - Enhanced area economy due to population increasing which increases demand for services and facilities - Improved credibility and transparency	- Non-performance by one or more D&CSCs, - Ineffective contract management - Radiation risk from ICT equipment. - Increased cases of cyber-crime and cyber bullying - Increased access to socially unacceptable websites - Biased procurement procedures - Proliferation of respiratory diseases due to dust from construction works;

Component/ Sub-component	Positive Impacts	Negative Impacts
Component 3: System reform support - Sub-component 3.1: Development and introduction of a Competency Based Curriculum - Sub-component 3.2: Strengthening of National System for Monitoring Learning Progress and national examination	- Improved credibility and transparency on performance tracking - Improved productivity and performance by both teachers and students - Developed teacher motivation and accountability - Formation of a skilled society - Improved professional competency - Ownership of new system by stakeholders	- Lack of / poor involvement of vulnerable and marginalized groups - Biased procurement procedures - Rejection of the CBC (Competency-Based Curriculum)
Component 4: Project management, coordination and monitoring and evaluation - Sub-component 4.1: Project management, coordination, and communication - Sub-component 4.2: Research, and monitoring and evaluation	- Improved credibility and transparency in project implementation, monitoring and evaluation procedures - Improved technical and financial capability of the Directorate of Project Coordination and Delivery (DPC&D) to undertake its duties - Improved logistics handling at national, county and sub county levels for all transportation, training workshops, policy assessment activities, office equipment and consumables costs.	Socially neutral

Table 4-4: Mitigation Measures for Potentially Adverse Social Impacts

Component	Potential Adverse Impacts/ Risks	Mitigation Measures/Recommendations
Component 1: Improving quality of teaching in targeted areas: Sub-component 1.1: Reducing teacher	- Socially unacceptable relations between teachers and students - Biased/ corrupted hiring of teachers - Reduced learning periods due to increased training	- Cost-sharing between communities and donor organizations - Promote abstinence sex programs - Sensitization and awareness through local forums,

<i>shortage</i> ▪ <i>Sub-component 1.2: Enhancing teacher professional development</i> <i>Sub-component 1.3: Provision of textbooks</i>	• Reduced availability of family labour • Political interference in the hiring and biometric registration of teachers • Overdependence of the community on scholarships and funding • Insufficient incorporation of disability friendly infrastructures • Increased pressure on available social amenities • Time consumption due to training programs • Cultural erosion/ dilution and conflicts due to population influx of different cultures with differing traditions and beliefs • Communication difficulties due to cultural and language barriers • Increased migrant population • Creation of social stresses due to changing patterns of social interaction • Possible rejection of the biometric system might lead to reduced learning periods due to conflict resolution activities	• media, theatre on effects of HIV/AIDS • Educating the public and children on the effects of drugs, enforce guidance, counselling, • Engage NACADA and use of local religions to reduce the bad vices in the society • Sensitization of communities of importance of involvement in community work, • Capacity building / training of indigenous peoples • Use of local dialects and sign language interpreters • Establish and maintain an on-going relationship based on Informed Consultation and Participation (ICP) with the Indigenous Peoples affected by a project throughout the project's life-cycle • Promote the equitable sharing of benefits from the use of cultural heritage • Public awareness on retrogressive cultural/ religious beliefs and practices
Component 2: Improving retention in upper primary school and transition to secondary school in targeted areas: ▪ <i>Sub-component 2.1: Improving school infrastructure</i> ▪ <i>Sub-component 2.2: Improving retention in upper primary school and transition to secondary school of poor and vulnerable learners</i>	• Non-performance by one or more PMCs, • Destruction of heritage sites within Schools • Ineffective contract management • Radiation risk from ICT equipment. • Increased cases of cyber-crime and cyber bullying • Increased access to socially unacceptable websites • Biased procurement procedures • Proliferation of respiratory diseases due to dust from construction works;	• Enforcement of anti-cybercrime laws • Involvement of local elders and the National Museums of Kenya officials in confirming heritage sites and identifying how they can be sustainably used or protected • Block socially unacceptable web sites • Sensitization, awareness raising to: • Community and children on effects of cybercrime • Use I.C.T. specialists in locking/limiting access to socially unacceptable web sites
Component 3: System reform support ▪ <i>Sub-component 3.1: Development and introduction of a Competency Based Curriculum</i> ▪ <i>Sub-component 3.2: Strengthening of</i>	• Lack of / poor involvement of vulnerable and marginalized groups • Biased procurement procedures • Rejection of the CBC	• Making regular follow ups on project implementation with implementing institutions as MoE, NEMA, TSC, County Project Coordinating Unit (CPCU) • Ensure thorough involvement of the vulnerable and marginalized groups

National System for Monitoring Learning Progress and national examination

Component 4: Project management, coordination and monitoring and evaluation

- Socially neutral

- *Sub-component 4.1: Project management, coordination, and communication*
- *Sub-component 4.2: Research, and monitoring and evaluation*

CHAPTER FIVE: PROJECT INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS

5.1 Project Institutional Arrangements

The institutional and implementation arrangements for the SEQIP draws from the lessons learnt from the experience of implementation of the GPE-PRIEDE Project by the MoE and other projects funded by USAID, DfID and AfDB. Based on the lessons, the implementation arrangements of SEQIP have been modified enabling the MoE to easily access external technical services, as and when required, through third party agencies procured right from the beginning of the project implementation.

For SEQIP, at the National level, the MoE in general, and the State Department of Basic Education, in particular, will be responsible for the overall project delivery. The Principal Secretary (PS) in-charge of the State Directorate of Basic Education, who is also the Ministry's accounting officer, will have the primary responsibility of efficient and effective implementation of the project for achievement of stated development objectives. All the key decisions, including financial and procurement, related to the project implementation will be vested with the Principal Secretary.

A Project Steering Committee (PSC), chaired by the Education Cabinet Secretary, which is already functioning well for the GPE-PRIEDE Project and USAID and DfID funded TUSOME Project, will continue to play the same role for SEQIP. The PS, Basic Education, functions as the Secretary of the PSC. The PSC includes key MoE directorates such as Policy, Planning, Basic Education, and Secondary Education, Quality Assurance, School Audit, ICT, Chief Finance and Chief Procurement Officers, Chief Executive Officers of KNEC, KICD, TSC, other senior officials, and the chair of the Education Development Partners Core Group (EDPCG). The PSC will provide strategic direction to the project, endorse the AWPB, ensure effective coordination among the implementing agencies at the national level for smooth implementation, review the implementation progress, and resolve any policy and coordination issues requiring high level interventions. The PSC will normally meet once in a quarter, but can be convened by the Chair as and when required.

5.2 General Project Implementation Arrangements

The Directorate of Project Coordination and Delivery (DPC&D) will be directly responsible for the SEQIP implementation. The Directorate is expected to be well positioned to forge inter-departmental, inter-institutional and inter-Ministerial coordination and convergence. The core functions of the DPC&D are: (i) preparation of the AWPB, and present it to the PSC; (ii) coordination with the National Treasury and Central Bank of Kenya and MoE's internal Finance Department for timely flow of funds; (iii) submit withdrawal applications to the Bank for timely disbursement; (iv) ensure compliance with fiduciary and safeguard requirements of the projects; (v) plan and organize need based capacity building activities for MoE officials in the areas using project funds; (vi) conduct policy research; (vii) carry out necessary monitoring and evaluation under the Project in a timely manner; and (viii) prepare and implement communication strategy for communicating with internal and external stakeholders regarding the project. The DPC&D will be appropriately empowered to take all day-to-day decisions required for the Project implementation.

The Project will involve several agencies, both autonomous and semi-autonomous, in implementation of various project activities, as mentioned in the Project Description (Annex 2) of the PAD). The key implementing agencies are: TSC, which is an autonomous agency, KNEC, KICD and CEMASTEAs, which are semi-autonomous agencies. TSC will be responsible for implementation of Component 1.2; the MoE through the DPC&D will be responsible for implementation of Component 1.2, 2.1, 2.3, and 4; CEMASTEAs will be responsible for implementation of Component 2.2; KICD and KNEC will be responsible for implementation of Component 3.1 and 3.2 respectively. However, inter-agency coordination and collaboration is critical for implementation of the project for achievement of the PDO. The DPC&D will work closely with the respective agency for ensuring necessary coordination and collaboration. Each agency will designate a reasonably high level competent staff as the Project Focal Point. The Project Focal Point person will be assisted by some designated officials, including finance officer and accountant.

The county and sub-county education offices are required to play a key role in facilitating and monitoring project implementation. At the county level, the existing County Project Coordination Unit (CPCU) set up under the GPE PRIEDE Project will also be responsible for facilitating SEQIP implementation and monitoring. The Figure below shows the proposed project implementation organogram indicating which entity is implementing each component.

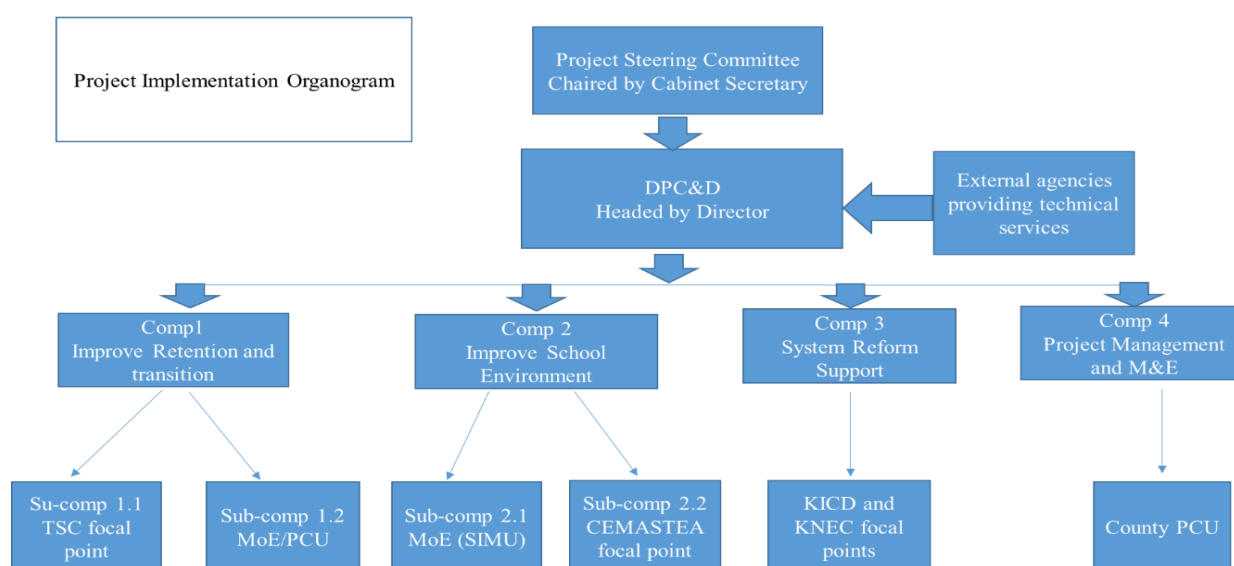


Figure 5-1 : Project Implementation Organogram

(Source: Project Appraisal Document- PAD)

5.3 ESMF Implementation Arrangements

The MoE will provide overall coordination of the Project and lead in the implementation of Component 2, which will include overall responsibility for safeguards due diligence, and compliance monitoring. MoE through the Directorate of Project Coordination and Delivery (DPC&D) will ensure that Terms of Reference (ToR) for hiring the Design and Construction Supervision Consultant (D&CSCs) contain clauses that relate to safeguards and Occupational

Health and Safety (OHS) competencies and specific tasks related to, safeguards screening, preparation of the supplementary safeguards instruments and safeguard monitoring and enforcement. The selected D&CSCs will be responsible for screening of the subprojects, coordinating and supporting the implementation of safeguards, and will prepare checklist for subprojects, their potential threats, and mitigation measures as well as capacity building for safeguards implementation and compliance monitoring. Thus, civil construction companies who bid for any of the subprojects under this component should indicate their respective bids how they intend to address environmental and social sustainability issues that could be associated with the provisions of those services. The selected civil construction companies will be responsible for implementing the safeguards on the ground, including ensuring compliance with Environmental and Social Management Plans (ESMPs) and occupational health and safety requirements. The generation of safeguard reports during implementation of project activities will start from the civil construction companies and through the D&CSCs to MoE.

The ESIAs/ESMPs will be prepared by the Design and Construction Supervision Consultants (DCSCs) who will have a qualified Environmental Expert in their Project Team and licenced as an ESIA Expert by NEMA. The ESIAs/ESMPs will be reviewed by the Environmental and Social Safeguards Officer at the Directorate of Project Coordination and Delivery (DPC&D) dedicated for this project. ESIAs/ESMPs will be submitted to the World Bank for review and clearance, and the ESIAs will be submitted to NEMA for review, approval and licensing.

5.4 Monitoring of Environmental and Social Safeguards Indicators

The goal of environmental and social monitoring is to measure the success rate of the project, determine whether interventions have resulted in dealing with negative impacts, whether further interventions are needed or monitoring is to be extended in some areas. Monitoring indicators will be very much dependent on specific project contexts.

Monitoring Levels-Overall Project Level: The MoE through the DPC&D will be responsible for monitoring and reporting on compliance with the ESMF. They will ensure that subprojects investments are screened, their safeguard instruments prepared, cleared and disclosed prior to sub project implementation. Further, they will ensure that executing agencies implement or cause their contractors to implement the specific sub project ESMP, and submit reports on ESMPs implementation as required.

Sub Project Level Monitoring: At the field level, the D&CSCs will take lead to supervise and monitor the implementation of the ESIA/ESMPs and prepare progress reports to the DPC&D in the MoE. All sub project investments will be subject to mandatory initial environmental audits and annual environmental audit /supervision to ensure that they comply with national requirements by EMCA and other relevant laws like OSHA, 2007.

Table 5-1: Monitoring of Environmental and Social Safeguards Indicators

Monitoring Level	Monitoring issue	Verifiable indicators	Responsibility
ESMF Level	Adequate dissemination of ESMF to stakeholders Capacity building and training programs	Record of consultations and meetings, Training Sessions Done Workshop reports.	MoE & DPC&D County Education Officers D&CSCs
Project Level Investment	Preparation of ESIA/ESMPs Environmental permits	ESIA Reports Audit Reports ESMPs Environmental Licenses for sub projects Environmental and Social Management Plans	MoE, (environment safeguards focal person) DPC&D D&CSCs NEMA

5.5 Monitoring Roles and Responsibilities

5.6.1 National Environment Management Authority (NEMA)

EMCA places the responsibility of environmental management on NEMA as the coordinating agency. NEMA is charged with the overall role of providing oversight in regard to monitoring for all project activities that have potential impacts on the environment in Kenya. NEMA will undertake periodic monitoring of the investment projects by making regular site inspection visits to determine compliance with the investment projects ESIA's approved and will further rely on the submitted initial and annual environmental audit reports submitted for each investment project annually as required by EMCA as a way of monitoring. NEMA will provide approvals and ESIA licenses to all the investments based on the ESIA reports submitted, since without NEMA's approval implementation of the investment project will not move forward. All monitoring reports as well as annual environmental audit report will be submitted to NEMA as specified by the environmental assessment and audit regulations, 2003.

Due to the low impact -natural of these projects, the ESIA's will be submitted and approved at the NEMA county offices rather than in Nairobi NEMA headquarters. As per the law and current practice, every report will require a minimum of about 45-60 days to get NEMA approval after submission.

5.6.2 MoE/PCU -Environmental and Social Specialist

The project is expected to recruit an environmental and social safeguard specialist who will be the safeguards advisor to the MoE and provide oversight, screening of sub-projects to determine whether they need ESIA's or just ESMPs, and preparation of ToRs for ESIA's, facilitation, coordination, review of ESMPs, ESIA's, monitoring and evaluation of all the sub projects. Screening will be done by use of a standard Environment and Social Screening Form listed in the Annex E.

The environmental and social specialist to be based at the project head office (MoE) will submit quarterly monitoring reports of all active investments under implementation to the MoE/PCU Coordinator who will then submit these reports to

the World Bank.

5.6 Screening, Appraisal, Monitoring and Reporting

In overall SEQIP is expected to produce positive socio economic benefits of most communities that will benefit with the projects. However certain project activities may have environmental and social impacts that will require mitigation. The screening and review process will help determine which of the safeguard policies and environmental regulations are triggered and what measures will need to be taken to prevent and/or address the potential adverse impacts. Screening will further ensure that subprojects that may have potential adverse impacts are recommended for more detailed studies either through preparation of Project Reports (PR) or full Environmental and Social Impact Assessment (ESIA/EIA).

Environmental and Social Screening

Prior to commencement of sub-projects, the proponents will fill out the screening form attached to this report (Annex E). The screening form would be completed by the D&CSCs environmental and social specialist who will be trained in the use of the screening form and fundamentals of what could constitute environmental and social risks.

The screening form will also be used for all infrastructure subprojects that involve construction and renovation works. The following outcomes are expected from the screening process.

Should the screening process reveal no impact then the project would be flagged off to continue. In the event that there are likely to be moderate or significant adverse impacts as established from screening the proponent would be required to prepare a Project Reports (PR) project and submit it to NEMA county offices for review. NEMA may approve the project to commence at this stage or require the proponent to prepare Terms of Reference (ToR) and proceed to ESIA study. Preparation of Project Reports (PR) and ESIA study reports are undertaken by consultants registered by NEMA.

Preparation of Project Reports (PRs)

Project Reports (PRs) are prepared as a means of informing NEMA of the activities, geographical area and potential impacts of the proposed development. A PR would give a description of the project, baseline information of project area, potential impacts and mitigation measures associated with the project. Preparation of a PR will be the responsibility of the proponent who would hire a NEMA registered expert for this purpose. After receipt of the project report NEMA shall send copies of the report to Lead Agencies with interest in the proposed project and give them 21 days to comment on the report. Upon expiry of this period NEMA compliance officers shall visit the proposed project site, interview the proponents and stakeholders, and assess the project's impacts in view of their observations at the site and the concerns raised by stakeholders. After review of the report NEMA can approve the proposed project and issue an ESIA/EIA license or advise for an ESIA study to be undertaken within 30 days from the time of submission of the report.

The Environmental Management and Coordination Act (EMCA) require that all sub projects be subjected to a review and screening process in order to determine whether an ESIA is necessary or otherwise. Sub projects will each need to be reviewed independently for potential environmental and social impacts.

A completed appraisal package comprises all the results of the ESIA/EIA procedures

in order to permit a full environmental review. If the World Bank determines that the appraisal package is not complete because the environmental procedures have not been completed, or because after further review it is discovered that the information provided earlier for the screening procedures was incorrect or misleading and that further information is required, the appraisal package will be deemed incomplete and the Task Manager will promptly notify the applicant of the deficiencies.

No SEQIP support will be provided until (i) the applicant has presented the WB with a certified copy of the positive conclusion of the relevant national authority or - as the case may be - the World Bank determines that no further environmental review is required, and (ii) the World Bank has reviewed and cleared the environmental documentation and issued its formal no objection.

Consultation and Disclosure Requirements

In addition to the environmental documentation requirements described above, World Bank Operational Policy 4.01 (paragraphs 15 and 16), and the WB Policy on Access to Information stipulates that the following consultation and disclosure requirements be utilized for all Category B sub projects:

During the EA process, the applicant shall consult groups affected by the subproject and local NGOs about the subproject's environmental and social aspects and take their views into account. The applicant shall initiate such consultations as early as possible. Consultations with stakeholders should take place only once after a draft EA report is prepared. In addition, the applicant shall consult with such groups throughout project implementation as necessary to address EA-related issues that affect them.

For meaningful consultations, the applicant shall apply the following disclosure requirements:

- The applicant shall provide relevant material in English and/or the local language (as appropriate) in a timely manner prior to consultation;
- The applicant shall make the draft ESIA/EIA report including a detailed summary of the ESIA/EIA conclusions available at a public place accessible to groups affected by the subproject and local NGOs.

Table below illustrates the typical process and time taken to process an PR through NEMA as per Legal Notice 101 of EMCA. The statutory review period is maximum 30 days effective the date of receipt of a Project Report by NEMA.

Steps	Action	Actor	Time requirement
1	Preparation and submission of PR to NEMA. NEMA receives EPR, issues a receipt and acknowledgement.	MoE, D&CSCs, EIA Expert	Depends on Complexity of Project, may take 10-15 days
2	NEMA sends copies of PR to Lead Agencies for comments	NEMA	7 days assuming all requirements are fulfilled
3	Lead agencies review PR and issue comments	Lead Agencies	15 days (minimum) after receipt of PR from NEMA.
4	Review of PR by NEMA	NEMA	Within 20 days of PR receipt
5	Communication of findings from NEMA review to MoE	NEMA	Within 30 days of PR receipt

Typical outcomes of review of Project Reports from NEMA are likely to be as follows:

Where NEMA and Lead Agencies ascertain that a project report has disclosed adequate mitigation for identified impacts, NEMA would issue an ESIA License authorizing the project to proceed. The license would specify conditions to be met by the proponent for during construction and operation of the project. Typical conditions include:

- Period after issuance of license within which the subproject must commence, usually 24 months;
- The proponent must seek written approval from NEMA for any operational changes;
- The period after commencement of the project within which the proponent should undertake an Environmental Audit and submit an EA report to NEMA;
- NEMA to take appropriate action against the proponent in the event of breach of any of the conditions of EIA license.

If the PR does not disclose adequate mitigation measures or that the project has significant irreversible environmental and social impacts the proponent will be required to undertake an ESIA study. NEMA will write to the proponent to undertake scoping, prepare Terms of Reference (ToR) for ESIA study and submit these for approval prior to commencement of the study.

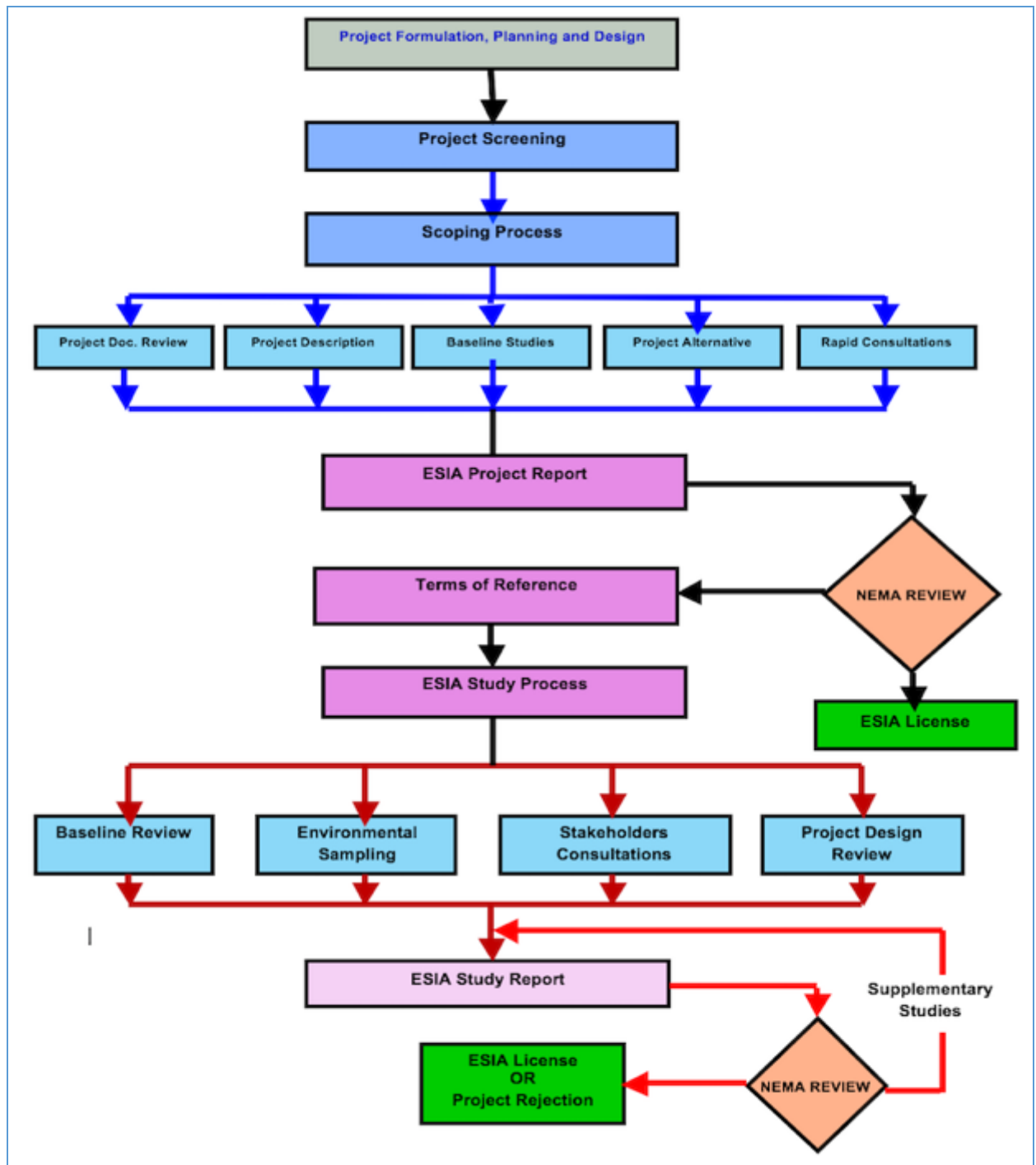


Figure 5-2: Stages in preparation of an ESIA/EIA Study

5.7 ESIA Terms of Reference

Preparation of ToRs provides a mechanism for consulting with NEMA and Lead Agencies and agreeing on the content and methodology of ESIA at an early stage in the process. Key objectives of preparing ToRs are to:

- Give a project description and its location;
- Identify the key issues to be addressed in the ESIA;
- Define the approach and methodologies for conducting baseline studies;

- Define the approach to and methodologies for predicting environmental impacts and for evaluating the significance and severity of environmental effects;
- Identify the methods to be adopted for incorporation of mitigation measures and other environmentally driven modifications into the project;
- Define the consultation strategy to be applied during the ESIA process;
- Seek comments from key stakeholders on the scope of the ESIA, the approach and work plan.

The ToR for NEMA approval will therefore contain a description of project site and project activities, methodology and scope of EIA, the composition of the EIA team (including their experience and field of expertise) and timelines.

5.8 ESIA Study Report

Upon review and approval of the ToR, NEMA will advise that an ESIA Study be undertaken. The ESIA Study will entail a systematic investigation of all impact areas as identified in the ToR, and will entail the following:

- i. The project objectives.
- ii. The employed technology, procedures, and processes for the implementation of the project.
- iii. The materials to be used in the construction and implementation of the project.
- iv. The products, by-products and waste to be generated by the project.
- v. A description of the potentially affected environment.
- vi. The environmental effects of the project including the social and cultural effects and the direct, indirect, cumulative, irreversible, short-term and long-term effects anticipated.
- vii. Recommendation of a specific and environmentally sound and affordable waste management system.
- viii. Analysis of alternatives for the: project site, design and technologies.
- ix. An Environmental and Social Management Plan (ESMP) proposing the measures for eliminating, minimizing or mitigating adverse impacts on the environment, including the cost, timeframe and responsibility to implement the measures.
- x. A monitoring plan for the prevention and management of the foreseeable accidents and hazardous activities in the cause of carrying out development activities.
- xi. Proposed measures for the prevention of health hazards and ensuring security of employees while at work, the local community and for the management in case of emergencies.
- xii. Identification of gaps in knowledge and uncertainties, which were encountered in compiling the information.
- xiii. Economic and social analysis of the project.
- xiv. Such other matters as may be directed by the National Environment Management Authority.

All the information gathered will be compiled into an ESIA Report prepared and submitted to NEMA for review and decision making.

5.9 Public Review of the ESIA Report

The review process will entail advertising of the project in the media, sending a copies to key stakeholders for comments and may include a public hearing meeting when there are issues of conflict with local community or project beneficiaries. The

review period may take a maximum of 45-60 days before obtaining the approval. As indicated elsewhere in this report, most of the ESIA reports will be submitted and approved at the county level due to their low-impact nature of the project sub-projects.

Upon public/ stakeholder review of the ESIA/EIA report, NEMA will prepare a summary of the report and advertise it in the press for public review. The purpose of this is to allow all stakeholders to read and understand how they would be affected by the project. The public review period lasts a minimum of 30 days from the date of the advert. After expiry of the public review period, NEMA will collate the comments submitted from the public and hand them over to the proponent highlighting which key issues require to be addressed. The proponent in liaison with the ESIA expert will prepare written responses either into an additional chapter or an addendum to the ESIA report. This chapter will clearly explain how each of the comments and concerns raised by the public have been addressed and resolved.

Once NEMA is satisfied that the revised ESIA Study report addresses all the issues raised by stakeholders it would issue an ESIA license. World Bank safeguard policies require that environmental reports for projects are made available to project affected groups, local NGOs, and the public at large. Public disclosure of ESIA reports is also a requirement of the national ESIA procedures in line with the provisions of EMCA, (Amendment) 2015 as elaborated in the Environmental Impact Assessment and Audit Regulations, 2003.

Disclosure of EIA study reports prepared in line with EMCA provisions should follow the same procedure. EMCA does not require disclosure of final environmental project reports. However, in order to meet WB disclosure requirements, ESIA should full be disclosed to the project beneficiaries (students, teachers) and local community. The approved version of the report should be posted at NEMA, MoE websites as well as WB Info Shop to ensure all interested parties can access it.

CHAPTER SIX: CAPACITY BUILDING AND TRAINING REQUIREMENTS

Effective implementation of the Environmental and Social Management Framework will require capacity development for project PCU, the implementing institutions as well those responsible for implementing sub-projects at school levels. Implementers need to understand inherent social and environmental issues and values and be able to clearly identify indicators of these.

6.1 Training objectives

The overall objective of the training is to mainstream environmental and social consideration into participatory processes of sub-project identification, planning, implementation and mitigation as well as monitoring of the mitigation activities in the sub-projects and main projects activities. The specific objectives of the training include:

- To ensure that key stakeholders understand the ESMF, how to apply it to sub-projects and other activities of the project;
- To actively involve stakeholders and projects affected communities in the screening of environmental and social aspects of sub-projects from design, planning, monitoring and implementation;
- Domesticating the ESMF to fast track the implementation of the associated subprojects.
- Manage environmental and social risk during project implementation.

6.2 MoE Capacity to Implement ESMF

Review of the existing functional system of the MoE on the capacity to manage environment and social issues for the project from the national level to the county level, it was evident that the MoE has no environmental experts trained on safeguards. Hence, it has to seek secondment of technical staff from NEMA or recruit consultant externally to support in the implementation ESMF. Staff with a Bachelor's Degree in Environmental Sciences and relevant experience of at least 8 years is recommended for consideration by the MoE.

The consultative workshop participants showed great enthusiasm on a trainings and capacity improvement activities as provided in the draft Project Appraisal Document. However, the target for ESMF is to identify the necessary capacity that is required to implement fully the Framework. In this context, the following were identified as priority training needs. The targets for training should be all key staff involved directly in the implementation of this project (refer to the framework used to identify stakeholders in Chapter One).

6.3 Environmental and Social Screening

One of the activities to be undertaken in the implementation of the ESMF will be a quick environmental screening at sub-project sites. To promote ownership of the process, the project has proposed to use the Design and Construction and Supervision Consultants to undertake the needs assessments who will collaborate with the schools BoM.

6.4 Data Collection and Management

For the sustenance of the project, a number of lead persons may be trained on baseline data collection tools, data collection techniques, data storage and

dissemination. This training will be targeted to ensure that ESMF is fully implemented and monitored.

6.5 Community Mobilization and Engagement

Given that the project is likely to influence social fabrics among the target community members, it is critical that project staff learn on the best approaches in engaging the communities in an effort to stimulate attitude shift in regard to family labour and early marriages.

6.6 Monitoring, evaluation and learning

To enhance effective implementation of the ESMF, a core team will be established to monitor the implementation and review any adjustments that are necessary. The team will be required to develop an appropriate performance-reporting template to be periodically shared. In addition, the team will be required to provide lessons learnt along the ESMF implementation path.

6.7 Review and enforcement of environmental and social standards

With cognizance that there are standards already established by NEMA, it will therefore be important for the MoE to review, domesticate and apply the relevant standards as may be necessary. Some examples are as outlined below and these are the areas where capacity improvement ought to be focused on.

Soil conservation measures – some of the proposed activities will include excavation, soil disturbance, and soil shifting in the process of improving classrooms, laboratories, and development of sanitation facilities among others. Tailor-made training and capacity building packages will be developed to minimize soil loss due to the project implementation.

Water resources management – to cater for the improved retention rate, the project will develop new water sources or improve on the existing systems. Such measures include, drilling of new boreholes, expansion of the existing water delivery system, and construction of micro-dams to harvest run-off and roof catchment. These measures are necessary given the increasing water scarcity (both economic and physical) in Kenya. It will therefore be critical to establish teams that will monitor and enforce all provisions on water use efficiency

Waste management – expected waste from the proposed project include, e-waste, solid waste and liquid waste. Effective management of these categories of waste requires certain skill sets and in some cases specialized skills. The project will among other issues develop training materials on safe disposal of all forms of waste (waste management strategy) all levels – project site, county and national level.

Occupational safety and health – infrastructure development and improvement of other facilities including laboratories have inherent occupational safety and health concerns. At the onset of the project, teams will be trained on how to avoid any actions that undermine occupational safety and health of the students/pupils, parents and project staff. This is an area that requires long term technical backstopping too.

Child labor prevention and reduction – child labour has been reported in various parts of Kenya including the target counties as a means of family labour contribution either at the farm level or at community level. The proposed project has activities that may require contribution in kind from parents and this may trigger child labour. This will be more pronounced where the project may prefer to hire local community members. It will therefore be critical for the project teams to be given induction training on how to prevent child labour and reduction of the same. The induction should highlight the legal provisions on child labour in Kenya.

6.8 Management of environmental and social Impacts

The key stakeholders to be involved in the implementation of ESMF will require to be trained on a number of risks management at the different levels – project, county and national level. Key areas of training, capacity building and technical backstopping will include;

- Stakeholder engagement approaches with emphasis on how to build a common vision, enhance conflict management and resolution, and responsibility sharing among others
- Screening of the identified environmental and social impacts – this will involve the training of selected stakeholders on how to develop a checklist that may be used to map out the likely risks and their relative impact
- Risks classification and risks management strategy – this will mostly include tailor-made training and capacity building on how to minimize occupational hazards and other related safety measures during project implementation
- Environmental and social analysis/impact assessment – depending on the project site characteristics, there may be a need to develop detailed analysis on the environmental and social impacts of the project particularly at the site level.
- Development of a practical environmental and social management plan – based on the detailed analysis, the project implementers at the site level may be required to develop a comprehensive management plan on how to address each of the identified impacts

CHAPTER SEVEN: PUBLIC CONSULTATIONS AND DISCLOSURE

7.1 Policy and Legal Provisions on Public Consultations and Disclosure

It is important to note that the World Bank Safeguards Operational Policy /Bank Procedures (OP/BP 4.01 Environmental Assessment requires public consultation with affected groups and local non-governmental organizations (NGOs) about the project environmental/social impacts and take their view into account. The Constitution of Kenya, EMCA and other statutes also require public consultations in the development process. Below is the process followed in stakeholder engagement and disclosure plans.

7.2 Stakeholder Engagement Plan

The stakeholder management plan was formulated with the main purpose to;

- i. To engage the stakeholders through consultative forums to analyze their interests, concerns and recommendations regarding the proposed project for incorporation into the Environmental and Social Management Framework (ESMF)
- ii. Secure and sustain support for the project among key stakeholder groups.
- iii. Creating awareness and averting negative publicity on the project

The stakeholder engagements were carried face-to-face/roundtable discussions, consultative workshops (see Table below) and a few virtual/ telephone discussions to ensure wide coverage of the relevant stakeholders. The workshop discussions were carried through Focused Group Discussions (See Workshop proceedings in Annex 1).

The key Outputs from Regional Stakeholder Workshops were:-

- List of environmental and social implications of the proposed project
- List of recommendations and mitigation measures
- A matrix of responsibilities on the implementation of the proposed ESMF
- List of capacity enhancement needs

7.3 Communication Strategy

A Communications Strategy was used as a tool to reach the various stakeholders at the county levels. Communications strategy objectives were: -

- To educate and raise awareness concerning the project among all stakeholders
- To ensure the views and opinions of the stakeholders were captured and incorporated in the ESMF

Messages delivered were tailored according to the target audience and region. Some of the messages include;

- Facts about the project
- General benefits of project

- General likely environmental and social impacts of the project

Communication channels used included: -

- Regional Forums
- Request for Memorandums/ Written comments from the stakeholders

Invitations to the forums/ meetings were done through multiple means using official letters sent by MoE at least one week in advance, emails, physical deliveries, social media (WhatsApp), telephone calls and text messages to targeted stakeholders. Reminders were also sent out to ensure full participation in the process.

It is key to note that given the resource constraint (time and finances), it was not feasible to engage stakeholders from all the targeted counties (30) and therefore based on the following criteria, the selected counties were clustered into 4 regions – Western, Coast, Rift Valley and Central/Eastern. The basic criteria was on the generally challenges particularly socio-economic/cultural and environmental. Secondly, the choice of the venue was based on the centrality and ease of transporting the participants. It was also concluded that a sample of 10 counties (approximately 33%) of the targeted counties would be representative enough and hence statistically sound.

Some of the key stakeholders consulted both at National and Regional levels include the following:

- Officials from MoE – County Directors (MoE & TSC), Sub-County Directors of Education, County Quality Assurance Officers
- Head Teachers and School Principals from the Counties and Sub Counties Selected in the project
- Representatives from special schools
- Kenya Primary School Heads Association
- Kenya Secondary School Heads Association
- Kenya National Special Schools Associations
- CEMASTEIA (Center for Mathematics, Science and Technology Education in Africa)
- Parents Associations
- Chairs for County Education Boards, County Executives (Education and Environment)
- Kenya Institute of Special Education (KISE) and other MoE Agencies
- School Boards of Management (Chairpersons/ Representatives)
- County and National Officers based in selected Counties in- GoK National agencies (KICD, TSC, KNEC, NEMA, etc) and County Officers responsible for Education, Environment, Public Works (Infrastructure), Children Affairs and Social Development.
- Civil Society Organizations
- Marginalized, vulnerable, women and youth representative groups
- National Council for Persons with Disabilities

Objectives of the regional stakeholder consultation workshops were:-

- i. To share the proposed project components, coverage and activities,
- ii. In a participatory manner, develop detailed environmental and social implications of the proposed project

- iii. Develop recommendations/mitigation measures on how best to address the anticipated environmental and social implications
- iv. Develop a provisional list of institutional responsibilities and
- v. Identify capacity needs

The Ministry of Education and the Consultant identified key stakeholders to be engaged from the Secondary Education Quality Improvement Project (SEQIP) beneficiary counties. The table below shows the sampling framework used with specific reference to the indigenous populations, PLWDs, women and the youth in addition to other representatives.

Table 7-1: Stakeholder Sampling Framework Used

County	Vulnerable and Marginalized Groups	Persons Living With Disabilities (PLWDs)	Women	Youth	Total
Busia	-	2	1	2	5
Homa Bay	-	2	1	2	5
West Pokot	Sengwer (1)	2	1	1	5
Isiolo	Borana(2)	1	1	1	5
Kwale	Waata, (1) Waswaka, (1) Wakifundi(1)	1		1	5
Kilifi	Waata(1)	2	1	1	5
Tharaka Nithi	-	2	1	2	5
Kitui	-	2	1	2	5
Muranga	-	2	1	2	5
Laikipia	Endorois (1) Turkana (1) Yiaaku (1)	1	-	1	5
Total Invited (in addition to other participants)					50

Note: Gender guidelines used:

- For Kwale and Laikipia – Those invited from the vulnerable and marginalized groups one member had to be a woman
- Where two members were invited from a group, one member had to be a woman

Having gained a good understanding of the most important stakeholders, their involvement was strategized and executed. The proceeding sand Attendance Sheets are attached as Annexes A and B. E.

Table 7-2: Key Stakeholders Consulted through the Workshops

S/N	Stakeholder Workshop Location	Counties Involved	Venue	Date Consulted	Participation by Gender		
					M	F	Total
	Nakuru Town	Murang'a West Pokot Laikipia	Agriculture Resource Centre (ARC) Hotel Egerton University	26th May 2017	31	9	40
	Mombasa City	Kwale Kilifi	Technical University of Mombasa	26th May 2017	16	7	23
	Kisumu City	Busia Homa Bay	Tom Mboya Labour College	27th May 2017	24	14	38
	Isiolo Town	Isiolo Tharaka Nithi Kitui	Silver Bells Hotel	27th May 2017	34	21	55
	Total Number of Key Stakeholders Consulted through the Workshops				110	46	156

The above stakeholder engagement plan (with gender aspects mainstreamed) and the communication strategy should be maintained until the end of the project to enhance its benefits.

7.4 Participant fears and concerns

Some of the participant fears and concerns that cut across all the 10 counties consulted centred on the effectiveness of systems the MoE and other participating institutions will put in place to ensure that there is proper waste management, minimal soil disturbance as a result of excavations, promotion of sustainable extraction of building materials, minimal intensity of conflict and competing demands on water resources, students safety during the construction of various facilities and noise pollution. On social issues, the key concern was on how the MoE will address community perceptions on increased retention and transition that may be contrary to the vision and strategic goal of the MoE.

To ensure that local knowledge and experience was part of the discussions, the participants were tasked to explore practical and cost effective mitigation measures. Such measures that were proposed included, proper siting of the facilities to be constructed, ensuring that loss soil is properly protected during the construction phase and after, all construction sites to be secured to ensure that safety of the students, promote use of affordable efficient technologies in respect to water and energy. It was also recommended that advocacy programs be intensified to harmonise the aspirations and the vision of the MoE in respect to the short-long-term benefits of SEQIP. .

7.5 Disclosure Procedure

Given the interest that the proposed project will trigger across the country, it will be critical to make full disclosure of the ESMF in formats that will be easily understood by the cross-section of the stakeholders. The consultants (through facilitation by the MoE) organized a National Stakeholders Disclosure Workshop held at the Kenya Institute of Curriculum Development (KICD) on 30th June, 2017 to share the draft final ESMF report to the stakeholders. The focus of the consultation process was to explain the project objectives, the proposed implementation modalities, likely environmental and social impacts and corresponding mitigation strategies and arrangement.

The ESMF will also be shared in hard copies and soft copies to be uploaded at MoE website, through the National Disclosure Stakeholders Workshop as well as the World Bank InfoShop.

CHAPTER EIGHT: GRIEVANCE REDRESS MECHANISM

8.1 Introduction

Grievance Redress Mechanism (GRM) – is a management system through which grievances will be resolved following a standard operating procedure (SOP) aligned to other management systems (communication, resourcing, reporting). International Finance Corporation definition: concern or complaint raised by an individual or a group of stakeholders affected by real or perceived impacts of a company's / project's operations.

A grievance mechanism provides a way to reduce risk for the proposed projects, offers stakeholders an effective avenue for expressing concerns and achieving remedies, and promotes a mutually constructive relationship. A well-functioning grievance mechanism:

- Provides a predictable, transparent, and credible process to all parties, resulting in outcomes that are seen as fair, effective, and lasting;
- Builds trust as an integral component of broader stakeholder's relations activities; and
- Enables more systematic identification of emerging issues and trends, facilitating corrective action and preemptive engagement.

Within the MoE project the following principles need to be established to ensure the effectiveness of the GM:

- Commitment to fairness in both process and outcomes.
- Freedom from reprisal for all involved parties—within MoE and in the counties.
- Dedication to building broad internal support across project lines.
- Mainstreaming responsibility for addressing grievances throughout the project, rather than isolating it within a single department.
- Willingness by MoE Leadership to visibly and sincerely champion the grievance system.

The design of this Grievance Mechanism is aligned to international best practice and guidelines and has taken the following factors into consideration:

- Proportionality: Scaled to risk and adverse impacts on affected communities
- Cultural appropriateness: Taking into account culturally appropriate ways of handling community concerns.
- Accessibility: Clear and understandable mechanism that is accessible to all segments of the affected communities at no cost.

- Transparency and accountability: To project affected stakeholders at field level.
- Appropriate protection: Prevents retribution and does not impede access to other remedies.

A grievance or complaint includes any communication that expresses dissatisfaction, in respect of the conduct or any act of omission or commission or deficiency of service and in the nature of seeking a remedial action but do not include the following:

- Complaints that are incomplete or not specific in nature;
- Communications in the nature of offering suggestions;
- Communications seeking guidance or explanation.

Likely grievances include:-

- Project timelines
- Targeted beneficiaries
- Targeted counties
- Targeted actors
- Project activities
- Project negative impacts, among others

Timely redress of grievances is important in ensuring satisfactory implementation of activities and completion of the project on schedule. The means of grievance redress have to be accessible and credible to reduce project resistance. This chapter proposes a Grievance Management Mechanism (GRM) to ensure that all complaints are addressed fairly and respectfully. A checklist of issues considered in the design of grievance procedures for the project include the following:

- An inventory of any reliable conflict mediation organizations or procedures in the project area and an assessment to determine if any can be used instead of having to create new ones.
- Inclusion in the list of affected person. Dispute of the disclosed list of affected persons.
- A review of grievance redress mechanism for simplicity, accessibility, affordability, and accountability. Mechanisms such as use of oral means and in the local and national languages should be prioritized and proposals on ways to impose explicit time limits for addressing grievances. Appeal procedures should be specified, and suggestions made on how information needs should to be made available to the Project Affected Persons (PAPs) (if any) or beneficiaries.
- Any new committee to be created to address grievances would need to be given the authority to resolve complaints. It was proposed that such a committee include representatives of PAPs/(if any) beneficiaries, as well as project officials and staff from other agencies with a substantial role in the project activities.

- A Grievance Acknowledgement Form and Grievance Resolution Form should be introduced and dully filled by the involved parties.

8.2 Receiving Grievances

The channels of receiving grievances are summarized in the following simple organogram-flow/table of the Grievances from the school to the County Project Unit-to the Directorate in charge of this project at the MoE. These 3 levels of handling the grievances should be utilized maximumly before one goes to courts as last resort.

Table 8-1: Procedures for Addressing Complaints

Process	Description	Time frame	Other information
Identification of grievance	Face to face; phone; letter, e-mail; recorded during public/community interaction; others to the School head/ Principal	1 day	Email address; hotline number
Grievance assessed and logged	Significance assessed and grievance recorded or logged (i.e. in a log book) by project coordinator at relevant level	4-7 days	Significance criteria: Level 1 –one off event; Level 2 – complaint is widespread or repeated; Level 3- any complaint (one off or repeated) that indicates breach of law or policy or this ESMF provisions
Grievance is acknowledged	Acknowledgement of grievance through appropriate medium	7-14 days	
Development of response	Grievance assigned to appropriate party for resolution. Response development with input from institutional management/ relevant stakeholders	4-14 days	
Response signed off	Redress action approved at appropriate levels	4-7 days	Project staff to sign off
Implementation and communication of response	Redress action implemented and update of progress on resolution communicated to complainant	4-7 days	

Process	Description	Time frame	Other information
Complaints Response	Redress action recorded in grievance log book Confirm with complainant that grievance can be closed or determine what follow up is necessary	4-7 days	
Close grievance	Record final sign off of grievance If grievance cannot be closed, return to step 2 or refer to project officer or recommend third-party arbitration or resort to court of law/ National Environment Tribunal.	4-7 days	Final sign off on by SEQIP National Project Coordination

8.3 General Steps in Dealing with Grievances

1. Formal complaint received in writing (letter/email) or at the grievance desk within the above two offices.
2. Recording of complaint in standard form and grievance register and log.
3. Project supervisor receives the complaint and assigns to respective grievance committee.
4. Grievance committee reviews the complaint, verifies, investigates and takes action (if complaint is valid, resolves or passes it on to the Project Implementation Committee).
5. Project Implementation Committee resolves and closes the complaint.
6. Feedback to complainant within the stipulated timeframe.

8.4 Grievance Redress Committee and its Procedures

A Grievance Redress Committee (GRC) will be established at each of the 3 levels identified above with representatives from each of the key project stakeholders involved in the implementation of various activities. The members should receive appointment letters by the PS (State Department, Basic Primary Education).

The main role of the committee will be arbitration through mediation and negotiation when complaints arise to ensure that cases are resolved quickly and fairly. The above committee shall normally meet once per month and may form special sub-committees or ad-hoc committee that shall meet on a weekly basis or more frequently as the nature of some grievances may demand. Such sub-committees or special ad-hoc committee will report their findings and recommendations to the main committee for ratification or approval.

The MoE should ensure that an environmental and social expert forms part of the Design and Construction and Supervision consultants who will be able to handle all grievances in conjunction with BoM. Through consultations between the Chair and Secretary at each of the 3 levels, complaints received shall be transferred to the concerned committee/ sub-committee within the required time. In case the complaint pertains to an activity or issue that is complex (see scales in the Table above), then the complaint shall be communicated to the national committee members in advance and resolution time shall not exceed thirty (30) days from the date of the receipt of the complaint from the complainant at any level. At the school level, the Head teacher should be able to receive grievances. The environmental and social expert to be provided by the Design and Construction and supervision consultants can also play role in supporting various committees at various levels.

MoE (project office) and the County Directors of Education shall facilitate the operations of the above committees by providing venue for meetings, secretarial services and any expenses or allowances directly related to the proposed project.

- The Grievances shall be presented in person orally, over the phone, online via email, Short Message Service (SMS) using mobile communication systems or in writing, or other means of communications which provide a record of the complaint whichever the aggrieved party finds appropriate. All complaints must be recorded in a standard complaints form.
- The complainant shall be allowed to use local or national languages throughout the redress process and mechanisms for interpretation provided where necessary.
- A standard Acknowledgement Form shall be filled and sent to the complainant within two (2) working days of the receipt of the grievance. The form shall contain date of receipt of grievance, details given by the complainant unique grievance number, expected date for resolution of grievance, name, designation and contact details of Officer, grievance escalation matrix with contact details and address (includes organizational levels) and manner and mode of tracking resolution of grievance with the unique grievance number. A simple digital database will also be created to store the cases so as to make work easier and reduce paper work.
- All grievances shall be addressed to the Chair. All grievances shall be entered into a log book/ register and assigned file numbers for easier handling and tracking of the progress of each cases.
- Complainants will be issued with a standard Grievance Resolution Form where they are in agreement with the resolutions. The redress process should take at most 4 weeks per case and cases can be resolved concurrently.

8.5 Mechanism for Appeal

Disputes not resolved by the GRC may be referred by MoE to a registered and licensed Arbitrator practicing in Kenya and the arbitration shall be governed by the Kenya Constitution 2010, the Arbitration Act (Chapter 49 of the Laws of Kenya).

Arbitration agreements shall be enforced by the courts, which have the power to refer a dispute to arbitration.

If the complainant is still not satisfied with the settlement after formal arbitration, other legal redress mechanisms may be sort such as appealing in court through litigation. This should however be a last resort mechanism to avoid dragging the project, since project implementation will not commence until all major public grievances are addressed satisfactorily.

8.6 National Environment Tribunal (NET)

The NET role is to address complaints by the public on projects and investments licensed by NEMA but that the public oppose due to environmental and social impacts. In an event that the public is dissatisfied with the proposed projects, the NET may serve as the first direct stop for getting re-dress which is organ set up by EMCA to resolve environmental and social disputes on investments. If one is not satisfied with a NET ruling, he/ she can appeal to the high court.

8.7 Registry and Monitoring

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

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

The database should also show the issues and geographic areas most complaints circle around. The information provided by the database is expected to help SEQIP to improve the GRM and better understand and address the social impacts of the project.

8.8 Responsibility and Resources

The MoE which is the implementing agency will be responsible for the operation of this GRM. Responsibilities include:

- Maintaining the grievance redress process, including the procedures;
- Registration of complaints;
- Outreach and external communications;
- Tracking performance and monthly reporting.
- Provision of resources to cover the operational costs of the GRM. Quarterly, grievance register/reports will be made publicly available.

CHAPTER NINE: ESMF IMPLEMENTATION BUDGET

The ESMF implementation costs outlined here are for activities aimed at ensuring that project activities align with procedures recommended in this ESMF, and to support a capacity-building program for key actors. These costs are to be included in the sub project budget funds.

Table 9-1: ESMF Implementation Budget

Activity	Item Description	Total Cost (USD)
Capacity Building on ESMF		
Training Key Stakeholders on ESMF (Including development and printing of awareness creation materials)	Training workshops on mainstreaming ESMF and sensitization of key stakeholders on their roles in the project ESMF implementation process at National, Count and School Levels	92,500
ESIAs for Component Projects		
Technical backstopping - consultancies	Undertaking internal reviews of ESIAs, ESMPs and submitting reports to NEMA for approval through short term consultancies (to avoid delays when they are many)	95,000
Monitoring by Safeguards Specialist		
Monitoring and reporting of ESMF implementation	Field visits for project activities monitoring every quarter	135,000
Other Activities		
Training on Compliance to EMCA	Activities to comply with ESMP's such as waste management, waste water management, forest and wetlands conservation in Schools, etc	75,500
Annual Environmental Audits and Social Reviews	Hire a consultant to undertake the internal reviews to avoid delays	185,706
Training needs on application and management of laboratory equipment and detergents to all.	To be conducted by a DOSH Registered Experts to all project implementers	87,500
Training for contractors on Chance Find Procedures (see Annex F) prior to mobilization	To be conducted by Heritage Assessment Expert	75,000
Total		746,206

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ANNEXES

A. ESMF Workshop Reports/ Proceedings

- *Kisumu Stakeholder Consultation Workshop*
- *Nakuru Stakeholder Consultation Workshop*
- *Isiolo Stakeholder Consultation Workshop*
- *Mombasa Stakeholder Consultation Workshop*

B. Stakeholder Consultation Attendance Sheets

C. Counties and Sub Counties Selected in the Project

D. Guidance for ESIA and Generic ESMP

E. Environmental and Social Screening Form

F. Chance Find Procedure