

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

**State Department of Basic Education**

**ENVIRONMENTAL AND SOCIAL MANAGEMENT FRAMEWORK**

**ANNEXES A-F**

**SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT**

**July 2017**

## **ANNEXES A-F**

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## **A. ESMF Workshop Reports/ Proceedings**

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### **i. Kisumu Stakeholder Consultation Workshop**

#### **SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**

#### **Environmental and Social Management Framework (ESMF) for SEQIP**

**Workshop Venue:** TOM MBOYA LABOUR COLLEGE, KISUMU

**Date:** 27<sup>TH</sup> MAY, 2017

**Counties that participated:** BUSIA, HOMA BAY

**Total Number of Participants Including Facilitators:** 38



## Record of Stakeholders' Consultations

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
<b>Component 1: Improve Retention and Transition (Group A)</b>	Building of classrooms	<ul style="list-style-type: none"> <li>Noise pollution</li> <li>Tree felling/ land cover change</li> <li>Respiratory health hazards</li> <li>Smuggling of contrabands and drugs into school</li> <li>Improved aesthetics</li> <li>Improved retention performance and completion</li> </ul>	<ul style="list-style-type: none"> <li>Observe the cut 1 plant two trees concept</li> <li>Plant trees along the school boundary</li> <li>Screening of workers at the gate</li> </ul>	Management committee
	Scholarship allocation to VMGs	<ul style="list-style-type: none"> <li>Overdependence on donor scholarship</li> <li>Congestion of learners</li> </ul>	<ul style="list-style-type: none"> <li>Community empowerment on income generating activities</li> <li>Construction of classes and dormitories</li> </ul>	BOM PTA MoE
	Increase of human resource in math, science and English	<ul style="list-style-type: none"> <li>Improved performance, retention and completion of school by learners</li> <li>Improved teacher student ratio</li> <li>Enhanced effectiveness of teaching and learning processes</li> <li>Congestion</li> <li>Unwillingness to work in areas with insecurity</li> </ul>	<ul style="list-style-type: none"> <li>Encourage training of indigenous peoples</li> <li>Improve security in unsecure areas</li> </ul>	<ul style="list-style-type: none"> <li>TSC</li> <li>Management committee</li> </ul>

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
	Conducting community empowerment	<ul style="list-style-type: none"> <li>Improved livelihoods</li> <li>Environmental protection</li> <li>Access/ qualification for extension services from the ministry of Agriculture</li> <li>Community apathy/ lack of cooperation</li> <li>Reduced crime rates</li> </ul>	<ul style="list-style-type: none"> <li>Sensitization of communities on importance of involvement in community work</li> </ul>	<ul style="list-style-type: none"> <li>Community Project Management Committee (PMC)</li> <li>School Management Committee</li> </ul>
<b>Component 2: Improve School Environment for Learning in Targeted Areas (Group B)</b>	Construction of new classrooms and toilets	<ul style="list-style-type: none"> <li>Improved sanitation</li> <li>Minimized congestion</li> <li>Illicit sexual relationships among teachers and students</li> <li>Littering</li> <li>Dust emission</li> <li>Foul smell emissions</li> </ul>	<ul style="list-style-type: none"> <li>Dig up litter pits</li> <li>Enclose construction site</li> <li>Sprinkle water regularly</li> <li>Observe safety standards</li> <li>Construct during off class times</li> <li>Sensitize teachers on TSC code of conduct</li> </ul>	Management committee
	Renovation of existing facilities	<ul style="list-style-type: none"> <li>Employment</li> <li>Health hazards</li> <li>Littering</li> <li>Interference with drainage and power systems</li> </ul>	<ul style="list-style-type: none"> <li>Construct litter pits</li> <li>Observe safety and standards</li> <li>Enclose the sites under renovation</li> </ul>	Management committee
	Drilling/ sinking boreholes	<ul style="list-style-type: none"> <li>Noise pollution</li> <li>Danger of soil collapse</li> <li>Improves sanitation</li> </ul>	<ul style="list-style-type: none"> <li>Observe safety standards</li> </ul>	<ul style="list-style-type: none"> <li>Management committee</li> </ul>

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
		<ul style="list-style-type: none"> <li>Improves learners esteem</li> <li>Improves performance</li> </ul>	<ul style="list-style-type: none"> <li>Seek technical guidance from public works</li> <li>Work during school holidays</li> </ul>	
	Provision of lab and special needs equipment	<ul style="list-style-type: none"> <li>Improved productivity in both students and teachers</li> <li>Improved learning outcomes</li> <li>Increased enrolment</li> <li>High retention rate</li> <li>Corruption</li> </ul>	<ul style="list-style-type: none"> <li>Observe procurement and disposal act</li> </ul>	<ul style="list-style-type: none"> <li>Management committee</li> </ul>
	Recruitment of more teachers/ refresher courses for teachers	<ul style="list-style-type: none"> <li>Reduction in unemployment</li> <li>Corruption(in hiring)</li> <li>Improved teacher learner relationships</li> <li>Improved performance</li> </ul>	<ul style="list-style-type: none"> <li>Fair selection process</li> <li>Maintain a code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education (MOE)</li> <li>Management Committee</li> </ul>
	Purchasing and distribution of textbooks	<ul style="list-style-type: none"> <li>Improved text book learner ratio</li> </ul>		<ul style="list-style-type: none"> <li>MoE</li> <li>Management Committee</li> </ul>
	Catering for special needs group; low vision materials, braille, hearing aids	<ul style="list-style-type: none"> <li>Biased procurement procedures</li> </ul>	<ul style="list-style-type: none"> <li>Follow the procurement and disposal act</li> </ul>	<ul style="list-style-type: none"> <li>MoE</li> <li>Management Committee</li> </ul>
	Assessment of needs	<ul style="list-style-type: none"> <li>Ownership of the new system</li> </ul>		<ul style="list-style-type: none"> <li>Kenya Institute Curriculum</li> </ul>

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
<b>Component 3: System Reform Support (Group C)</b>		<ul style="list-style-type: none"> <li>Increased knowledge on the CBC</li> </ul>		Development (KICD)
	Developing the scope and sequence charts for the new CBC	<ul style="list-style-type: none"> <li>Achievement of content delivery</li> <li>Smooth transition</li> </ul>		<ul style="list-style-type: none"> <li>KICD</li> </ul>
	Developing content syllabus and related support material	<ul style="list-style-type: none"> <li>Disposal of old learning material that may lead to pollution</li> </ul>	<ul style="list-style-type: none"> <li>Recycling into usable learning materials</li> </ul>	<ul style="list-style-type: none"> <li>School administration</li> </ul>
	Teacher induction	<ul style="list-style-type: none"> <li>Improved competency and skill</li> <li>Improved performance</li> <li>Teacher apathy</li> <li>Loss of teaching time</li> </ul>	<ul style="list-style-type: none"> <li>Induction to be done during school holidays</li> </ul>	<ul style="list-style-type: none"> <li>MoE</li> </ul>
	Phase in new CBC grades (4-7) (8-9)	<ul style="list-style-type: none"> <li>Adoption difficulty</li> <li>Learner preparedness for next grade</li> </ul>	<ul style="list-style-type: none"> <li>Increase implementation time</li> <li>Develop a policy to deal with the phasing in and out of the CBC and old curriculum respectively to avoid confusion</li> </ul>	<ul style="list-style-type: none"> <li>MoE</li> <li>KICD</li> </ul>
	Monitor and assess the introduction of the new CBC	<ul style="list-style-type: none"> <li>Smooth transition from the old curriculum to the new CBC</li> <li>Suspicion by teachers of witch-hunting</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring team should be friendly and create dialogue for follow up</li> </ul>	<ul style="list-style-type: none"> <li>MoE</li> </ul>

### ***Other General Concerns***

Ms. Mbugua, the national SEQIP coordinator clarified that school feeding programmes lead to increase in school attendance. The project had targeted class 7-8 students but may not be feasible to feed half a school so the programme was left out of component 1.

#### **Other General Recommendations**

- Participants will be provided acknowledgement letters from the ministry
- CBC will be implemented as a pilot programme in select schools as follows:
  - Busia County; **435** primary schools and **51** secondary schools.
  - Homa Bay County; **97** primary schools and **44** secondary schools.

**PROCEEDINGS FOR THE REGIONAL COUNTY CONSULTATION WORKSHOP ON THE PROPOSED SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP).HELD ON 27<sup>TH</sup> MAY, 2017 AT TOM MBOYA LABOUR COLLEGE, KISUMU AT 8:00 A.M.**

**Members Present**

-List Attached-

**Agenda**

- Prayers
- Introduction and Apologies
- Opening Remarks and Presentation of Project brief
- Introduction of Workshop Objectives
- Group Work
- Group Presentations
- Recommendations
- AOB

**Preliminaries**

The meeting was called to order at 8:45 AM and kicked off with a word of prayer from one of the participants.

**Introduction & Apologies**

The SEQIP national coordinator, Ms. Jane Mbugua opened the meeting by thanking everyone for their attendance. She then asked the participants to introduce themselves for familiarization.

**Opening Remarks and Project Brief**

Ms. Mbugua recapped on the previous day's workshop discussions, reemphasizing on the project development objective (PDO), which is to improve quality in basic education and transition from primary to secondary levels, all in targeted areas. Through interactive reminders with the participants, Ms. Mbugua informed the workshop that the PDO would be measured using the following Key Performance Indicators

- Share of secondary school teachers using effective pedagogy at government schools in targeted sub-counties
- Transition rate between primary and secondary levels in targeted sub-counties
- Completion rate of secondary education at government schools in targeted sub-counties.

She finally welcomed the consultant to give an overview of the workshop objectives.

**Introduction of Workshop Objectives**

Mr. Dennis Oyunge, the consultant's representative started by giving a background of his studies and professional expertise after which he exemplified the role of the consultant in the Environmental and Social Management Framework (ESMF). He appreciated the participant's presence and explained that the workshop was aimed at the integrated preparation of an ESMF for SEQIP.

Mr. Oyunge defined ESMF as an instrument to examine issues and impacts associated when a project consists of a program and/or series of sub-projects and the impacts cannot be determined until the program or sub-project details have been identified.

He noted that the project would primarily invoke three of the World Bank's Operational Policies which are; the OP. 4.01- Environmental Assessment, OP. 4.11- Physical, Cultural Resources and OP. 4.10- Indigenous Peoples.

Mr. Oyunge outlined the workshop's objectives as:

Sharing of the proposed project focus and activities,  
Development of detailed environmental and social implications of the proposed project components and activities within them through consultation and participation of the stakeholders  
Development of recommendations and mitigation measures on how to effectively address the anticipated environmental and social impacts.

Development of an interim list of institutional responsibilities and Identification of capacity needs in areas of environmental and social sustainability and safeguards implementation.

He further noted that towards the close of the workshop, he was expecting the objectives will have been realized through generation of a list of environmental and social impacts of the proposed project with recommendations and/ or mitigation measures, a matrix of responsibilities on the implementation of the proposed ESMF and a list of capacity enhancement needs.

The consultant then embarked on a brief training of the participants on how to fill the guidance sheet that would capture the likely impacts, mitigation measures and institutional capacity needs. This was done through a mock exercise. He observes that impacts may not be necessarily negative: positive impacts are also key and their enhancement could lead to more benefits. He retained the initial groups from the previous day's workshop with a few members from each being picked to form the fourth group. Having identified the group leaders, he allowed the group discussions to commence.

### **Group Work**

The participants were divided into their respective groups to discuss as follows:

**Group 1:** Component 1- Improve retention and Transition

**Group 2:** Component 2- Improve School Environment for Learning in Targeted Areas

**Group 3:** Component 3- System reform support

**Group 4:** Component 4- Project Management, Reporting, Monitoring and Evaluation

### **Group Presentations**

#### **Group 1**

Mr. Fredrick represented the group.

They analyzed impacts for the following activities; building of classrooms, scholarship allocation to VMGS, provision feeding programmes in schools, increase of human resource in math, science and English, conducting community empowerment

The impacts for the above activities were discussed as; improved aesthetics, soil protection, employment, drugs and substance abuse/ moral decay, noise from machines, tree felling, air pollution, respiratory health hazards, community enlightenment, improved performance, retention and completion, congestion, overdependence on donor scholarship, improved health of learners, business development, access/ qualification for extension services from ministry of agriculture, environmental protection, community apathy, improved livelihoods,

Mitigation measures for some of the predicted impacts were; sensitization of communities of importance of involvement in community work, encourage training of indigenous peoples, community empowerment on income generating activities, screening of workers at gate, provision of guidance and counseling services, planting of trees along school boundary

#### **Group 2**

The following activities were discussed under component 2; Construction of new classrooms and toilets, renovation of existing facilities, drilling/ sinking of boreholes, provision of lab equipment and special needs equipment, recruitment of more teachers, refresher courses for teachers,

purchasing and distribution of textbooks, catering for special needs group; low vision materials, braille and hearing aids.

Impacts predicted for the above activities were; littering, health hazards, interference with water/electrical infrastructure, increased employment, minimized congestion, increased enrollment, danger of soil collapse, improved performance, proper sanitation, productivity in both students and teachers, improved textbook learner ratio, biased procurement procedures, illicit teacher student affairs, improved teacher learner relationship, corruption-hiring

Mitigation of some of the predicted impacts were to; observe safety standards, follow procurement and disposal act, 2009, enclose construction site, construction of drainages, plant double the number of trees cut, sprinkle water on site often, seek technical guidance from public works, all to be implemented by MOEST and management committees as relevant.

### **Group 3**

Mr. Peter Ouda represented the group.

He focused on impacts on the following activities: Needs assessment, developing the scope and sequence for the new CBC, developing content, syllabus and related support materials, teacher induction, phase in new CBC grades (4-7)(8-9), monitoring and assessing introduction of new CBC

Impacts smooth level transitions. Achievement of content delivery for specific grades, ownership of new system by stakeholders, difficulty to adopt CBC, teachers will be more conversant with content preparedness of learners for next grade, suspicion by teachers of witch hunting, rejection of CBC, apathy, time wasting.

### **Group 4**

Ms. Amimo the group secretary, presented their discussions.

She noted impacts on the below activities: identifying coordinating units, communication, assessment of existing school structures and learning achievements, capacity building, developing timelines for project activities and developing strategies for monitoring and evaluation.

Some of the impacts she highlighted were; political interference, resistance to change, reduced learning periods due to increased training, communication breakdown, vested interests eg. By stakeholders, reduced resource wastage.

The mitigation to these impacts were addressed as; decentralization of workshops, affirmative action, use of local dialects and sign language interpreters, making regular follow ups on project implementation with implementing institutions as NCA, MOE, NEMA, TSC, CPCU(County Project Coordinating Unit)

### **Comments/ Q&A**

Mr. Oyunge urged the participants to avoid using general terms like infrastructure and climate change while documenting impacts and that they should be specific on what outcomes are being addressed as impacts.

He also advised group 2 members to separate impacts of classroom construction from that of toilets.

***Mr. Oyunge inquired if provision of a feeding programme was part of the activities proposed in the component***

Ms. Mbugua responded that school feeding programmes lead to increase in school attendance. The project had targeted class 7-8 students but may not be feasible to feed half a school so the programme was left out.

***The consultant asked the participants to use action words to describe activities to be undertaken under the specific component***

One participant explained that being a chart presentation, they opted to put key words instead of making wordy presentations.

***One participant asked if the increase of teachers' relation to increase in insecurity should be incorporated as an impact***

The consultant advised that it was advisable to document all possible impacts

***The consultant inquired if the BOM and PTA should be included as two separate implementing bodies or if they operate as one***

One participant, a head teacher advised that they be included separately since they don't often hire teachers as one unit.

***One participant inquired if the participants could obtain a summary of what was discussed in the workshops***

The Ministry of Environment representative responded that once the consultant is through with the built up report the discussions from the workshops would be made available to the participants

***One participant inquired if the Ministry will issue out certificates for the workshop***

The Ministry of Environment representative responded that certificates were normally issued out for workshops running up to one week but the Ministry would endeavor to issue appreciation letters to participants to confirm having participated in the workshop

***The sign interpreter inquired why Persons with Disability were not very well represented in the social context of the presentation***

The consultant responded that issues concerning vulnerable groups had been captured on the previous days' plenary by a different consultant on Social safeguards. Readdressing it would be contrary to the consultant's TOR but would however be given a touch in the general social overview.

**Way Forward**

Mr. Darius Mogaka the Director for Policy, Partnerships and East Africa community affairs, expressed gratitude that the participants were patient throughout the two workshops even through the weekend. He informed the participants that there would be a national stakeholder's workshop on the first week of June. The workshop's objective will be to validate the outcomes of these regional workshops taking place in coastal, central rift and northern region too. He said that a number of participants from each of the regional workshops would be selected to sit in the national workshop.

Mr. Mogaka explained that the CBC would not be introduced to every school at once. It would be piloted in a number of schools in counties within the region as follows;

Busia County; **435** primary schools and **51** secondary schools.

Homa Bay County; **97** primary schools and **44** secondary schools.

Once proven that they have been a success the program shall then be expanded. He urged the school heads and representatives not to be crestfallen if their schools do not make it to the pilot programme. The programs eventual success would see their schools incorporated too. Mr. Mogaka acknowledged the presence of vibrant developments (roads/ institutions) in Lodwar due to devolution citing that even remote areas in Kenya were finally getting accessed. He noted that the government may not be able to know everyone's challenge that's why this platform provided for the participants opinions which are valued. He urged everyone to be good ambassadors of the programme and sensitize colleagues to get the genuine picture instead of speculation. He finally asked the participants to feel free to engage his office through, any available means in order to seek clarifications.

### **AOB**

The consultant thanked the participants for their involvement in the process. He requested them to attach lists of group member names which will be collated to the write-ups of the presentations. These will then be built up in the main report

Mr. Hilary CEC education Busia expressed gratefulness to have been part of the exercise and thanked the Ministry of Education. He urged that whatever is done from the workshops outcome should be done for the prosperity of education in Kenya. Mr. Hilary noted that some items surrounding the education sector ought to be devolved to county governments to be able to be handled effectively. He also noted that the level of competence of participants was encouraging.

One participant thanked ministry for bringing stakeholders together. He lauded the ministry representative Ms. Jane for her mastery of the work they are championing. He then thanked the consultants for articulating issues to understandable levels. He urged the participants from the region not to think themselves as marginalized but think this as an opportunity to advance the education sector within Nyanza and western regions. He encouraged the stakeholders to continue networking even after the workshop.

Another participant was grateful that the session had been an eye opener. She explained that the workshop had prepared a platform to embrace the new curriculum. She was grateful that everyone's opinion was valued and hoped that everyone embraces the new CBC to better the region's education sector.

**Vote of thanks:** One participant took to offer a vote of thanks. She thanked the Almighty God, the Tom Mboya fraternity for cordial hosting, thanked facilitators for creating an avenue to share ideas and learn more. Finally she thanked all participants for their contributions

### **Adjournment**

There being no other business, the meeting was ended at 5:00 P.M. with a word of prayer from one of the participants.

**ii.Nakuru Stakeholder Consultation Workshop**

**PROPOSED SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT  
(SEQIP)**

**Environmental and Social Management Framework (ESMF) for SEQIP**

**Workshop Venue: ARC Hotel Egerton University**

**Date: 26<sup>th</sup> May 2017**

**Counties that participated: Murang'a, West Pokot and Laikipia**

**Total Number of Participants Including Facilitators: 40**



Project Component	Key Activities	Likely Environmental and Social Impacts	Proposed Mitigation Measures for Each Impact	Institutional/ Human Resource/ Equipment Capacity Needs
<b>Component 1: Improve Retention and Transition (Group A)</b>	<p>Periodic training for the in-service teachers,</p> <p>Subsidizing the cost of education e.g. through bursaries and scholarships,</p> <p>Provision of students' kits e.g. sanitary towels, personal effects etc.,</p> <p>Creating rescue centres due to early marriages and FGM,</p> <p>Having mobile schools in ASAL areas,</p> <p>Sensitization on drug and substance abuse,</p> <p>Use of biometrics to improve attendance,</p>	<p>Construction of new infrastructure would lead to destruction of vegetation,</p> <p>Motivated teachers due to trainings,</p> <p>Overcrowding due to increased enrolment which can lead to diseases and strained facilities,</p> <p>Increased Enrolment,</p> <p>High retention rates, transition rates and improved class attendance,</p> <p>Increased solid waste generation,</p> <p>Continuity of learning and increased completion rate,</p> <p>High risk of indiscipline in schools.</p>	<p>Proper planning and tree planting,</p> <p>Start income generating activities,</p> <p>Sourcing donor support,</p> <p>Expansion of current learning infrastructure,</p> <p>Introduction of school farming activities,</p> <p>Medical check-ups,</p> <p>Proper waste management &amp; incinerator provision,</p> <p>Construction of more boarding schools,</p> <p>Creating awareness on negative effects of FGM and early marriages,</p> <p>Consultation with the involved community,</p> <p>Incentives of risk alternatives,</p> <p>Printing awareness materials-posters, billboards etc.,</p> <p>Guidance and counselling,</p> <p>Rehabilitation centres,</p> <p>Provision of ICT training.</p>	<p>Funds for construction of facilities,</p> <p>Projectors, computers and writing material,</p> <p>More planning &amp; funding proposals,</p> <p>Hiring expert consultants,</p> <p>Hiring of adequate workers e.g. cooks,</p> <p>Partnering with donors to provide kits and funds,</p> <p>Proper planning,</p> <p>Partnering with law enforcement officers,</p> <p>Security heeded,</p> <p>Faith based organizations</p> <p>Pastoral programme</p> <p>Planning and budgeting for the gadgets</p>

<b>Project Component</b>	<b>Key Activities</b>	<b>Likely Environmental and Social Impacts</b>	<b>Proposed Mitigation Measures for Each Impact</b>	<b>Institutional/ Human Resource/ Equipment Capacity Needs</b>
<b>Component 2: Improve School Environment for Learning in Targeted Areas (Group B)</b>	<b>Objective 1: Improve school infrastructure</b>			
	Provision of Water Boreholes	Inadequate safe water for drinking, issues of minerals e.g. fluoride which can negatively affect health Excavation will affect the environment due to dust, conflict of interest Sustainability Waste water management Hygiene Weak compliance on legal issues and formality	Water treatment, Environmental impact assessment (EIA), Community participation Sensitisation, waste management solutions.	Ministry of Water and natural resources management
	Water harvesting	Use of unsafe building materials and low cost chemicals that have lead Risk of contamination from dust	Avoid exposure to building materials Wearing protective materials	BOMs, Water Boards, BoE, Public Health Officer Improve the relevant guide and standards
	Surface water run off	Over abstraction Conflict Pollution of the environment	Use of solar & electric power, create awareness across all levels, community participation	Local administration, Water management groups, Water & Energy companies
	Construction and renovation	Destruction of environment through excavation Location of schools to the nearest risky locations such as terrain, dam, mountains, slaughter houses Occupational health and safety for all Congestion and lack of play ground Accommodation Culture shock	Follow the laid down guidelines for excavation e.g. site land  landscaping, site isolation, safe disposal of materials used and public awareness on the associated risks Build storeyed classrooms through a good plan and guidelines Feasibility study	MoW, NEMA, Parents, Teachers, Public Works, BOMs, PTAs, MoE, TSC

**SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**

<b>Project Component</b>	<b>Key Activities</b>	<b>Likely Environmental and Social Impacts</b>	<b>Proposed Mitigation Measures for Each Impact</b>	<b>Institutional/ Human Resource/ Equipment Capacity Needs</b>
			Community participation Partnerships with locally available service providers or community members Recruit & Deploy a few teachers from the local community	
	Sanitation and hygiene Construction of toilets, sewer, sanitary towels, incineration,	Disposal of STs for Girls pollute the environment Air pollution from toilets  Pollution of underground waterlines	Create awareness and disposal mechanisms Construction of septic tanks Build improved Toilets with breathers and septic tanks Proper waste management & treatment and use Biomass digesters	PHO, BoM, Teachers, WASCOS, PHOs, Public Works , PTAs
	Construction of laboratories	Environmental pollution	Use recommended methods and appropriate materials that will not pollute the environment	School equipment production unit
	Teacher Professional Development  Capacity building for teachers Sufficient Instructional and teaching materials	Teachers who are supported get motivated to teach and render their services Demotivation and conflicts for staff who are not supported Leads to new and better pedagogy	Continuous training and support for teacher's exposure incl. refresher training and courses Equity in selection of teachers to be supported Continuous training and teacher observation and assessment	MoE, TSC, BoM, KNUT, KUPPET, CSOs and Parents

**SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**

<b>Project Component</b>	<b>Key Activities</b>	<b>Likely Environmental and Social Impacts</b>	<b>Proposed Mitigation Measures for Each Impact</b>	<b>Institutional/ Human Resource/ Equipment Capacity Needs</b>
	Welfare for teachers	Increases the interaction between the teachers and the learner Raises self-esteem and confidence for the teachers Leads to enhance preparation and delivery of the curriculum	Continuous support by the school management  Reward program for teachers to be embraced  Regular training and coaching	BoMs, PTAs, Alumni
	ICT integration	Noise pollution by the operating machines including sub woofers and PA system Occupational health and safety hazards e.g. electric shock and exposure to electromagnetic fields Disposal of e-waste Cyber bullying on social media and cybercrime and addiction Access to inappropriate websites for young children	Sound proofing for ICT laboratories and use of the 21st century methods construction and purchase Training and creating awareness on the safety measures Recycling and auctioning of old machines  Awareness, counselling and guidance. Restricted access measures Parental guidance and access controls and cyber security	ICT Authority Kenya, KICD, Microsoft, Communication Authority, Parents, BoMs, Teachers. Purchase of enough laptops/desktops and their peripherals. Capacity building of school managers to support this.
	Mentorship for students	Motivation to stay in school and learn Role model for students	Embrace child participation Regular motivational talks with role models	Alumni,
	Class size and teaching learning process	Makes teaching manageable	TSC to deploy enough teachers and the MoE to facilitate building more classrooms	TSC, MoE
	<b>Objective 2: Improve teaching-learning environment</b>			

<b>Project Component</b>	<b>Key Activities</b>	<b>Likely Environmental and Social Impacts</b>	<b>Proposed Mitigation Measures for Each Impact</b>	<b>Institutional/ Human Resource/ Equipment Capacity Needs</b>
	Provision of Textbooks Procure, supervise and monitor the distribution of learning materials	Minimal loss of books Disposal of old and out dated books poses as a pollution risk Loss of jobs for entrepreneurs High cost implication to the parents and the risk of malware for e-content	Develop e-learning materials  Creation of alternative jobs for entrepreneurs Use of updated antivirus software's and non-infectable applications	KICD  MoE
<b>Component 3: System Reform Support (Group C)</b>	Curriculum Change	Increase of waste and social distress	Recycling Stocking our archives ELearning programs	Engage NEMA Empower domestic industries Corroboration with archives Creation of new archives
	Developing CBC content	Defence mechanism Well informed teachers Resistance to change by teachers Dissatisfaction Lack of competence	More refresher course Attitude change Mentorship program Exchange programmes / benchmarking Exit strategy Feedback mechanism	Advocate for more refresher courses Creation of awareness through social media/mass media Involvement in decision making by stakeholders Partnership Higher learning institutions
	Phasing in the new CBC	Hiring skilled/talented teachers Resistance to change Job creation Labour importation	Job creation ICT exploitation	Ministry of ICT ICT villages

**Other General Concerns:**

- The project was noted to lacks conflict management framework and child participation mechanism.
- Ten best Pictures (include captions) from the workshop

**PROCEEDINGS OF COUNTY CONSULTATIVE WORKSHOP ON THE SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP) ENVIRONMENTAL SAFEGUARDS FRAMEWORK: LAIKIPIA, WESTPOKOT AND MURANG'A COUNTIES HELD AT THE AGRICULTURAL RESOURCES CENTRE (ARC) EGERTON UNIVERSITY, NAKURU COUNTY**

**Members Present**

-List Attached-

**Agenda**

1. Introduction
2. Opening remarks
3. Presentation by the Ministry of education
4. ESMF Presentation
5. Group discussion and presentations
6. Closing remarks from the Ministry
7. Adjournment and closing prayers

**Introduction**

The meeting was called to order by Dr. Hezron Mogaka who represented the consultant Prof. Jacob Kibwage after a word of prayer from one of the participants. Dr Mogaka requested all participants present to introduce themselves. He then welcomed Mr. Isaac Atebe, the Nakuru County Director of Education (CDE) who gave his official opening remarks.

**Opening remarks**

**A. Nakuru County Director of Education (CDE)**

The Nakuru County Director of Education, welcomed the participants to Nakuru County, a County rich in social and cultural diversity. He informed the meeting that Nakuru County is well served with educational institutions including approximately 1200 primary schools and 500 secondary schools. Despite the fact that the County is not one of the beneficiaries of the SEQIP, he assured the participants all the support from the County. He thanked the World Bank and the Ministry of Education for the support through the project (SEQIP) noting that it will be a vital contribution to improving the quality of education in the selected benefiting counties and sub counties. The CDE highlighted that the workshop was an important part of the funding as the World Bank requires that the key stakeholders are actively engaged in the project design, and that the funding marks an important partnership with the Ministry and the Bank. He therefore emphasized on the need to carry out the project efficiently and effectively in order to attract further support from developing and funding partners in future. He concluded his remarks by wishing the participants a successful meeting.

**B. Ministry of Education (MoE)**

The remarks from the Ministry were made by Mr. Stephen Mbugua who started by welcoming the participants. He then explained the relevance of the workshop as well as mentioning that the Government has put in place legal and policy measures aimed at improving the education system in the country. He also mentioned that previously, many projects in the Ministry of Education were geared towards increasing access to education; currently most projects in the

Ministry are focused on improving the quality of education offered in the country. He said that the government is spending substantial amounts of money on improving both the quality of education and infrastructure in the schools. To enhance the participation and success of projects, the Ministry works closely with various Civil Society Organizations (CSOs) as well as Community Based Organizations (CBOs). Importantly to note he said that the Government always puts environmental considerations into all its projects so as to enhance sustainable development. Having said this, Mr. Mbugua declared the meeting officially opened.

### **Presentation by the Ministry of Education**

After the opening remarks, Mr. Mbugua proceeded to make the presentation for the Ministry of Education. He started by highlighting that SEQIP is targeting 30 counties and 110 sub counties. Of the 47 counties in the country, SEQIP beneficiary counties are selected on the basis of among other things; high poverty levels in a county, ASAL counties, counties with cultural barriers to education, marginalized counties etc. The project plans to improve the education of children from humble backgrounds through;

- Issuing them with school uniforms
- Providing personal hygiene items
- Providing basic learning items
- Issuing to them the necessary Physical Education kits
- Paying their school fees

As part of the project activities, the government will construct new structures, rehabilitate the old ones and demolish the life threatening ones to ensure safety of the children in schools. The various components of the project were discussed into detail and there after Mr. Mbugua allowed the participants to ask question and give comments.

Some of the quick questions and issued raised by workshop participants included;

Are there key assumptions in the project? To this Mr. Mbugua said there were many assumptions made e.g. assuming that ASAL counties are poor and marginalized. He said it is up to the stakeholders to clarify some of the assumptions as they were the people on the ground.

There were questions that Mr. Mbugua said would be best answered during the Social Safeguards Framework meeting the next day (27<sup>th</sup> May 2017) i.e.

How has the project taken care of the teacher-learner motivation?

How has the project enhanced parent involvement?

There was a concern that the project lacks conflict management framework and child participation mechanism.

### **ESMF Presentation by Dr. Hezron Mogaka**

Once the participants were done with their tea and came in for the 2<sup>nd</sup> session, Dr. Mogaka did a quick PowerPoint presentation in which he explained the meaning of Environmental Safeguards Management Framework and its implementation in the project. He also

highlighted the values of ESMF in program development. Having explained that, he explained that the project (SEQIP) triggers 3 of the 9 World Bank safeguard policies, i.e.:

- ◆ OP 4.01: Environmental Assessment
- ◆ OP 4.11: Physical Cultural Resources, and
- ◆ OP 4.10 Indigenous Peoples

Thereafter he outlined the workshop objectives as follows:

- Share the proposed project focus and activities,
- In a participatory manner, develop detailed environmental and social implications of the proposed project components/ activities
- Develop recommendations/mitigation measures on how best to address the anticipated environmental and social impacts
- Develop a provisional list of institutional responsibilities and
- Identify capacity needs in areas of environmental and social sustainability/ safeguards implementation

The expected workshop outputs were also outlined and they included:

- List of environmental and social impacts 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

There was also a clear workshop delivery mechanism which was made of:

- Highlights on ESMF at the plenary
- Brainstorming at the plenary on project impacts, mitigation measures,
- Group deliberations based on the agreed ToRs/ Components: A, B, C.
- Presentation and discussion of group deliberations at the plenary

Dr. Hezron then divided the participants into 3 groups in which they would discuss and envision potential environmental implications of the proposed project.

### **Group discussion findings and presentations**

After the lunch break, the members of the various groups used flip charts to present their findings; this was followed by a common discussion that came up with comments regarding each group's discussion.

#### ***Group 1 Presentation: Improve Retention and Transition (make reference to the table on results of the group discussion)***

After the group's discussion, there was a common opinion that in order to get more girls in school, there needs to be more awareness and education to try and change the communities' way of thinking in issues of concern such as early marriages which occur in various cultures. Various reasons for early marriages and FGM were highlighted including a culture's myths and misconceptions, girls married off to be a source of labor etc. it was agreed that there was a need to be persuasive when dealing with indigenous people's culture so as to convince them to switch from some of their practices. There was an opinion that the communities should have adolescents' sexual reproductive health education as a way of enlightening the young stars

hence having them in school for longer. They were also advised to capture the issue of counseling children in order to solve any stressing issues (e.g. cultural) that maybe hindering their studies.

***Group 2 Presentation: Improve School Environment for Learning in Targeted Areas.***

They should have captured the point of promoting co-curricular activities. They were also encouraged to add impacts for having shallow wells and water pans. There can be a central place for collection of e-waste and come up with its management strategy. Have standards set for learning observed

***Group 3: System Reform Support***

They were congratulated for having come up with strong points despite the fact that their components has the least (almost none) environmental impact.

**Closing remarks from the Ministry**

Mr. Mbugua made the closing remarks through which he told the participants of how well they had done. He also reminded the participants that the Social safeguards would be discussed the following day. He also appreciated the active participation gotten from all the teachers and thanked them for the views aired.

**Adjournment and closing prayers**

Dr. Mogaka also thanked the participants on behalf of the consultant. He commended the wonderful views aired by the participants as well as their cooperation throughout the meeting. The workshop was ended with a word of prayer from one of the participants.

### **iii. Isiolo Stakeholder Consultation Workshop**

## **PROPOSED SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**

### **Environmental and Social Management Framework (ESMF) for KUSEQIP**

**Workshop Venue:** Silver Bells Hotel, Isiolo Town

**Date:** 27<sup>TH</sup> May 2017

**Counties that participated:** Isiolo, Tharaka Nithi & Kitui

**Total Number of Participants Including Facilitators:** 55



### **Workshop objectives**

- Share the proposed project focus and activities
- In a participatory manner, develop detailed environmental and social implications of the proposed project components/activities
- Develop recommendations/ mitigation measures on how best to address the anticipated environmental and social impacts
- Develop a provisional list of institutional responsibilities
- Identify capacity needs in areas of environmental and social sustainability/safeguards implementation

### **Workshop Outputs**

- List of environmental and social impacts 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

### **Workshop delivery mechanisms**

- Highlights on ESMF at the plenary
- Brainstorming at the plenary on project impacts and mitigation measures
- Group deliberations based on project components
- Presentation and discussion of group deliberations at the plenary

### **General Comments**

1. According to the participants, the project could not have come at a better time as it would address critical challenges affecting education in their respective areas. In addition, the infrastructure development envisaged in the project would provide employment opportunities to the local people. Improved education would also enhance cohesiveness and co-existence.
2. They were also of the view that capacity building for teachers would increase their quality and improve their livelihood.
3. Provision of text books would motivate learners and improve the standards of education

### **Other General Concerns**

- The project design did not address nomadism. There were few schools where nomadic communities could be at any given time
- Many parents/guardians could not afford to support education of their children
- High turn-over of teachers due to hardships and inability to cope with life in marginalized areas.
- The project ignored street children.
- Participants questioned the sustainability of the project given that it was wholly donor-dependant

### **Other General Recommendations**

- Increase number of mobile schools or build schools near grazing areas
- Train and facilitate their participation in income generating activities and increase the centres of excellence to reduce the cost incurred in learners travelling far off for such schools.

- Increase the intake of individuals from marginalized areas to teacher training colleges
- Consider a programme to rehabilitate street children
- Ensure cordial relationship with donors

In a nutshell, the workshop achieved its objectives both in form and content.

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
<b>Component 1: Improve Retention and Transition</b>	<ol style="list-style-type: none"> <li>1. Provision of facilities for the special needs students;</li> <li>2. Introduction of mobile schools;</li> <li>3. Construction of boarding facilities;</li> <li>4. Introduction of school feeding programs;</li> <li>5. Professional counseling and career guidance in schools;</li> <li>6. Scholarships programs to support needy pupils;</li> <li>7. Establish rescue &amp; rehabilitation centers;</li> <li>8. Awareness creation and sensitization on the dangers of some cultural malpractices e.g. FGM, early marriages which lead to early pregnancies and increase school dropouts.</li> </ol>	<ul style="list-style-type: none"> <li>• Dependency syndrome;</li> <li>• Congestion due to improved enrolment;</li> <li>• Low agricultural production because of reduction in family labour due to increased retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost-sharing;</li> <li>• Expansion of existing facilities;</li> <li>• Mechanization of farming activities.</li> </ul>	Career counsellors/trainings on career guidance & counselling.
<b>Component 2: Improve School Environment for Learning in Targeted Areas (Improve infrastructure e.g. classrooms, toilets,</b>	<p>Construction of:</p> <ul style="list-style-type: none"> <li>• Extra classrooms &amp; laboratories;</li> <li>• Extra water &amp; sanitation facilities;</li> <li>• Sewerage/solid waste treatment plants;</li> <li>• Renovation/rehabilitation of existing classrooms, laboratories &amp; dormitories.</li> </ul>	<ul style="list-style-type: none"> <li>• Destruction of natural vegetation to pave way for construction activities;</li> <li>• Noise and air pollution due to construction activities;</li> <li>• Proliferation of respiratory diseases due to dust from construction works;</li> <li>• Displacement of persons/communities to pave way for</li> </ul>	<ul style="list-style-type: none"> <li>• Afforestation to rehabilitate degraded sites and reduce noise pollution;</li> <li>• Fencing/hoarding of construction sites to reduce noise pollution and accidents;</li> <li>• Roof rainwater harvesting;</li> </ul>	Trainings on solid & E-waste management, tree nursery establishment and management, first aid.

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
kitchens, dining, dorms, labs, ICT etc.)		construction/expansion activities; <ul style="list-style-type: none"> <li>• Chemical pollution due to leakages from the laboratories;</li> <li>• Water shortages due to sand harvesting activities;</li> <li>• Radiation risk from ICT equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct incinerators to dispose of hazardous chemical wastes from the laboratory;</li> <li>• Adopt NEMA guidelines for disposing of E-wastes;</li> <li>• Compensation/ resettlement of the displaced persons/communities;</li> <li>• Landscaping.</li> </ul>	
<b>Component 3: System Reform Support (Group C)</b>	<ul style="list-style-type: none"> <li>• Establishment of ICT Centres;</li> <li>• Establish ICT enabled training facility.</li> </ul>	<ul style="list-style-type: none"> <li>• Radiation risk from ICT/E-waste;</li> <li>• Upsurge in cybercrime;</li> <li>• Moral decay due to exposure to bad content.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt NEMA guidelines on E-waste management;</li> <li>• Enforcement of anti-cybercrime laws;</li> <li>• Guiding and counselling;</li> <li>• Block socially unacceptable web sites.</li> </ul>	Trainings on E-waste management procedures

**SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**  
**PROCEEDINGS OF THE WORKSHOP TO DEVELOP ENVIRONMENT AND**  
**SOCIAL MANAGEMENT FRAMEWORK FOR THE PROPOSED SECONDARY**  
**EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP) HELD IN ISIOLO**  
**COUNTY - KENYA ON THURSDAY, 26TH MAY, 2017 AT 0855HRS.**

(Venue: Silver Bells Hotel Conference Hall, Isiolo Town)

**Members Present**

-List Attached-

**Agenda**

1. Preliminaries
2. Introduction of the project
3. ESMF Presentation
4. Focus Group Deliberations and Presentations
5. Closing Remarks
6. Adjournment

**Preliminaries**

The meeting was called to order by the Ministry of Education (MoE) Facilitator for the Secondary Education Quality Improvement Project (SEQIP), Mr. John Ongosi after a word of prayer from one of the participant at 0855Hrs. He introduced the team from the MoE in attendance. He then welcomed all the participants to the workshop and proceeded with the introduction of the proposed project.

**Introduction of the project**

Mr John Ongosi presented the project development objective (PDO) which is to improve quality in basic education and transition between primary and secondary levels in targeted areas. He informed the workshop that the PDO will be measured using the following key performance indicators:

- (i) Transition rate between primary and secondary levels in targeted areas,
- (ii) Secondary school teachers using effective pedagogy at government schools in targeted areas,
- (iii) Completion rate of secondary education at government schools in targeted he further listed the components of the proposed project which included:

***(1) Improving Retention and Transition in targeted areas***

This component will address the critical issues that constrain students from completing primary education and transitioning to the secondary level, using a results-based financing (RBF) modality. Schools in targeted areas will receive adequate number of teachers and their capacity will be enhanced through training and hence impact positively in schools. Social support of pupils to enable them complete primary education by providing the necessary uniforms, and text books was also identified as measures which can be incorporated in the project to enable pupils' completion rates and transition to secondary schools. Finally, grants

and scholarships will also be issued to pupils in targeted areas to enable them stay in school. This was attributed to the poverty levels in the targeted areas.

This component will be implemented by both Teaching Service Commission (TSC) through reducing teachers' shortage and deficiencies and MoE through improvement retention and transition of vulnerable children in targeted areas.

### ***(2) Improve School Environment for Learning in Targeted Areas***

This component will address the objective of the project through strengthening/enhancing learning environment through provision of proper infrastructure for instance classrooms, laboratories, libraries etc; learning materials like text books and school-based teachers support systems in the targeted areas. The objective of this component is to create a conducive school environment for learning, which necessitates the provision of a minimum package of the above mentioned which are critical for better learning.

Improvement of school infrastructure will be implemented by the MoE while improvement of teaching-learning environment and provision of textbooks will be implemented by Centre for Mathematics, Science, and Technology Education for Africa (CEMASTE) in collaboration with TSC, Kenya Institute of Special Education (KISE), Kenya Institute for Curriculum Development (KICD), and Kenya Education Management Institute (KEMI).

### ***(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 challenges. Implementation of the new competency-based curriculum (CBC), which is a major shift from the current teacher-cantered 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. This component will also include provision of the necessary ICT learning materials and security during examinations among others.

Support introduction of New Competency Based Curriculum (CBC) in grades 4 to 9 will be implemented by KICD while support in introduction of new students' assessment tools in grades 4 to 9 will be implemented by Kenya National Examination Council (KNEC).

### ***(4) Project Management, Coordination and Monitoring and Evaluation***

This component will be achieved through provision of the right staff to run, manage, coordinate and monitor the projects and systems during the implementation phase. This includes structure established to achieve the project objectives and general quality. The systems adopted should also be able to function properly and correct themselves as per the project objectives.

Project Management and Coordination will be implemented by MoE while Research and monitoring and evaluation will be implemented by Directorate of Project Coordination and Delivery (DPC&D)

He then introduced the Environmental and Social Management Framework Facilitator (ESMF), Dr. Kizito to make his presentation.

## ESMF Presentation

The ESMF Facilitator, Dr. Kizito introduced his team from Prof Kibwage Office, Africa Waste and Environment Management Centre (AWEMAC). He informed the meeting that the main objective of the workshop was to capture impacts, both positive and negative, which are attributed to the proposed Secondary Education Quality Improvement Project.

He informed the meeting that ESMF is an instrument that examines the issues and impacts associated when a project consisting of a program and/or series of sub-projects, and the impacts cannot be determined until the program or sub-project details have been identified.

He informed the meeting the values of ESMF in program development as:

- The ESMF sets out the principles, rules, guidelines and procedures to assess the environmental and social impacts. It contains measures and plans to reduce, mitigate and/or offset adverse impacts and enhance positive impacts
- It should have provisions for estimating and budgeting the costs of such measures, and information on the agency or agencies responsible for addressing project impacts.

He informed the workshop that the proposed project falls under Category B Project with potential less adverse environmental impacts which are mostly site-specific.

The project triggers 3 out of the 9 World Bank safeguard policies, including:

- OP 4.01: Environmental Assessment
- OP 4.11: Physical Cultural Resources, and
- OP 4.10 Indigenous Peoples

Therefore, this ESMF instrument provides an opportunity:

- To examine the potential environmental impacts (positive and negative) associated with Bank financed investments in a participatory manner,
- To support integration of environmental and social aspects of investments into the decision making process
- To consult affected people, involve Civil Society Organizations (CSOs)/ NGOs, and provide opportunities for their participation in the environmental assessment aspects

He presented the objectives of the ESMF workshop as follows:

- Share the proposed project focus and activities,
- In a participatory manner, develop detailed environmental and social implications of the proposed project components/ activities
- Develop recommendations/mitigation measures on how best to address the anticipated environmental and social impacts
- Develop a provisional list of institutional responsibilities and
- Identify capacity needs in areas of environmental and social sustainability/ safeguards implementation

He further explained the outputs expected from the workshop including the following:

- List of environmental and social impacts 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

The workshop was then divided into four groups, each with adequate representation of all categories of participants including equal distribution of women and youth. Each group was tasked with one component of the project.

### **Closing Remarks**

Mr John Ongosi thanked all the participants for their insightful contributions to the workshop. He informed the participants that Public Participation is a key component in any project undertaking and that all the views raised will be incorporated in the proposed project.

Dr. Kizito also thanked the participants for their input to the proposed project. He informed the workshop that the project is being funded by the World Bank and that one of the Bank's requirement to conduct a comprehensive stakeholders' engagement. He informed the workshop that the project was on its final stages of approval.

The Isiolo County Director for Education, Mrs. Irene Mungiria also thanked the MoE, Consultants and the participants for the efforts put by all stakeholders to ensure the quality of secondary education is improved. She stated that Isiolo County was among the last position both in the KCPE and KCSE rankings and that coming of the proposed project will see an improvement in performance. She welcomed the project to the selected Counties.

### **Adjournment**

There being no other business, the workshop was adjourned at 1611Hrs with a word of prayer from one of the participants.

**iv.Mombasa Stakeholder Consultation Workshop**

**PROPOSED SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)**

**Environmental and Social Management Framework (ESMF) for SEQIP**

**Workshop Venue: TECHNICAL UNIVESITY OF MOMBASA**

**Date: 26<sup>TH</sup> – 27<sup>TH</sup> May 2017**

**Counties that participated: KILIFI COUNTY, KWALE COUNTY, MOMBASA COUNTY**

**Total Number of Participants Including Facilitators: 30**



## Record of Stakeholders' Consultations

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
<b>Component 1: Improve Retention and Transition (Group A)</b>	Construction of new classrooms	<ul style="list-style-type: none"> <li>• Interference with learning activities in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Limit construction activities to school holidays to avoid disruption of school activities</li> </ul>	
	Renovation of existing classrooms	<ul style="list-style-type: none"> <li>• Poor performance of students due to interruption of school programs and learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct construction projects within shortest time possible to enable normal programs of schools to continue</li> </ul>	
	Construction of new laboratories	<ul style="list-style-type: none"> <li>• Overcrowding in classes as students share classrooms during renovations</li> <li>• Spread of communicable diseases due to over crowding</li> <li>• Increased rate of school dropout as in search of work</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the project does not engage children or under age teens in construction during the project</li> </ul>	
		<ul style="list-style-type: none"> <li>• Soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of tree nurseries and planting of indigenous vegetation after completion of project</li> <li>• Harvesting of rain water to meet extra demand for construction purposes</li> </ul>	
		<ul style="list-style-type: none"> <li>• High Demand for construction raw material i.e. stones, water, cement, sand etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use alternative construction materials e.g. bricks, wood, bamboo, coconut trees etc</li> <li>• Sourcing of construction materials from locally within project areas</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			<ul style="list-style-type: none"> <li>Sensitise staff to conserve water by avoiding unnecessary water use</li> <li>Promote recycling and reuse of materials as much as possible</li> </ul>	
		<ul style="list-style-type: none"> <li>Vegetation disturbance/ cutting of trees</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of wood lots</li> <li>Establishment of tree nurseries</li> <li>implement an appropriate landscaping programme to help in re-vegetation of part of the project area after construction</li> </ul>	
		<ul style="list-style-type: none"> <li>Increased solid waste generation</li> <li>Conflict on how and where to dispose of construction and demolition waste from renovations</li> </ul>	<ul style="list-style-type: none"> <li>Provide facilities for proper handling and storage of construction materials to reduce the amount of waste</li> <li>Use building materials that have minimal or no packaging to avoid the generation of excessive packaging waste</li> <li>Use construction materials containing recycled content when possible and in accordance with accepted standards.</li> <li>Reuse packaging materials such as cartons, cement bags, empty metal and plastic containers to reduce waste at the site</li> <li>Dispose waste more responsibly by dumping at designated dumping sites or landfills only.</li> <li>Running an educational campaigns amongst employees, e.g. through use of posters, to encourage reuse or recycling of the solid waste</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			<ul style="list-style-type: none"> <li>Ensure that construction materials left over at the end of construction will be used in other projects rather than being disposed off.</li> </ul>	
		<ul style="list-style-type: none"> <li>Dust emission and air pollution</li> <li>Increased respiratory diseases in children and causing school absenteeism and poor performance</li> </ul>	<ul style="list-style-type: none"> <li>Avoid excavation works in extremely dry weathers</li> <li>Sprinkle access routes and construction sites with water when necessary to reduce fugitive dust</li> <li>Erect dust screens to prevent dust from spreading</li> <li>Provide personal protective equipment for construction workers</li> <li>Minimize area of clearance</li> <li>Reintroduce the vegetation that coexists with the site.</li> <li>Plant trees along the perimeter fence and school compound</li> </ul>	
		<ul style="list-style-type: none"> <li>Noise and vibration</li> </ul>	<ul style="list-style-type: none"> <li>The noisy construction works will be planned to be during school holidays or after classes</li> <li>Ensure that the construction phase of the project is done speedily and completed within the shortest time possible to avoid disruption of learning activities</li> <li>Locate screening baffle molds at construction sites</li> <li>Engineering controls modify the equipment or the work area to make it quieter e.g. substituting existing equipment with quieter</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			equipment; retro-fitting existing equipment with damping materials, mufflers, or enclosures	
		<ul style="list-style-type: none"> <li>Increased storm water, runoff and soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>Ensure proper planning of project infrastructure including drainage to control surface and storm water runoff</li> <li>Harvest rain water in storage tanks that can supplement school needs</li> </ul>	
		<ul style="list-style-type: none"> <li>Project implementation disputes and issues</li> <li>Over dependency by local community on project implementers</li> </ul>	<ul style="list-style-type: none"> <li>Community support mobilization and sensitization through consultative forums, public meetings &amp; questionnaire methods</li> <li>Land transfer agreements should be formalized before the project start as per the laws of the land</li> <li>Sufficient planning for adequate resources required i.e. financial, personnel and equipment</li> <li>Create job opportunities for the community e.g. through award of construction jobs and other employment opportunities to local community members</li> <li>Sensitize and empower local communities to be a part of the project to enable continuity after project completion</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
		<ul style="list-style-type: none"> <li>• Surface and ground water drainage obstruction</li> <li>• Social conflicts due to flooding and damage of property caused by poor drainage</li> <li>• Creation of breeding grounds due to stagnated water leading to outbreak of diseases including malaria and other water borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Harmonize and design drainage channels with the natural drainage to avoid affecting nearby land</li> <li>• Preserve vegetation along drainage channels</li> <li>• Liaise with local county government planning departments through all project phases i.e. planning, construction, operation and decommissioning phases</li> <li>• Create runoff barriers</li> <li>• Conduct fumigation exercise and drain stagnant water</li> <li>• Provide mosquito nets in affected areas</li> </ul>	
		<ul style="list-style-type: none"> <li>• Incidents, accidents and dangerous occurrences.</li> </ul>	<ul style="list-style-type: none"> <li>• Cordon of construction areas to prevent children from wondering into this areas and getting injured</li> <li>• Ensure that machinery, equipment, personal protective equipment, appliances and hand tools used in construction comply with the prescribed safety and health standards</li> <li>• Ensure that equipment and work tasks are adapted to fit workers and their ability including protection against mental strain</li> <li>• All machines and other moving parts of equipment must be enclosed or guarded to protect all workers from injury</li> <li>• Enforcing adherence to safety procedures and preparing</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			<p>contingency plan for accident response in addition safety education and training shall be emphasized.</p> <ul style="list-style-type: none"> <li>• Provision of first aid equipment and training of workers and visitors on safety</li> <li>• Arrangements must be in place to train and supervise inexperienced workers regarding construction machinery use and other procedures/operations</li> </ul>	
		<ul style="list-style-type: none"> <li>• Mushrooming of Informal Settlement</li> <li>• Increased insecurity due to influx of people into project areas</li> <li>• Easy accessibility of drugs and alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Control of informal activities around project sites with assistance from local law enforcement agencies</li> <li>• Improve security within the schools by engaging security staff</li> <li>• Conduct sensitization programs for school children and local community on dangers of drug and alcohol abuse</li> </ul>	
		<ul style="list-style-type: none"> <li>• Increased prevalence of sexually transmitted diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Create awareness on HIV/AIDS and other STI through informative posters and awareness creation campaigns</li> <li>• Install well stocked condom dispensers for workers during construction phase</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
		<ul style="list-style-type: none"> <li>Water pollution of nearby water bodies</li> <li>Outbreak of water borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>Ensure periodic water Quality testing is conducted to monitor state of water within project areas</li> <li>Conduct water treatment of water sources to prevent outbreak of diseases</li> <li>Liaise with local water providers and other relevant agencies during all phases of the project</li> </ul>	
		<ul style="list-style-type: none"> <li>Interference with existing infrastructure i. e. power lines, oil pipelines, drainage, and access roads</li> <li>Inaccessibility due to construction of security walls preventing movement of community members</li> </ul>	<ul style="list-style-type: none"> <li>Schools management/ project implementers to liaise with relevant agencies before during and after construction activities .i.e. water and power providers</li> <li>Schools management/ project implementers to liaise with local community members before during and after construction activities .i.e. water and power providers</li> <li>Provision of alternative access roads to allow for easy movement of people</li> </ul>	
	Expansion/construction of water and sanitation system	<ul style="list-style-type: none"> <li>Creation of conflict during construction as a result of damage and/or interruption of existing infrastructure e.g. water pipes, power lines etc.</li> </ul>	<ul style="list-style-type: none"> <li>Schools management/ project implementers to liaise with relevant agencies before during and after construction activities .i.e. water and power providers</li> <li>Community support mobilization and sensitization through consultative forums, public meetings &amp; questionnaire methods</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			<ul style="list-style-type: none"> <li>Ensure proper planning of project infrastructure including drainage to control surface and storm water runoff</li> </ul>	
	Construction of solid waste management system	<ul style="list-style-type: none"> <li>Increased generation of solid waste</li> </ul>	<ul style="list-style-type: none"> <li>Use of 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</li> </ul>	
	Opening up of news areas for expansion – destruction of natural habitats	<ul style="list-style-type: none"> <li>Increased pressure for land resources</li> </ul>	<ul style="list-style-type: none"> <li>Adopt vertical expansion of schools where space is limited</li> <li>Liaise with local communities on possibility of land for expansion</li> </ul>	
		<ul style="list-style-type: none"> <li>Deforestation</li> <li>Drought and desertification</li> <li>Loss of traditional medicinal herbs</li> </ul>	<ul style="list-style-type: none"> <li>Establish wood lots and tree nurseries</li> <li>Implement an appropriate re-vegetation and land scaping programme</li> <li>Consider use of indigenous plant species in re-vegetation</li> <li>Trees should be planted at suitable locations within or adjacent to the opened up area.</li> <li>Create seed bank of medicinal plants and herbs</li> <li>Creation of botanical gardens within schools to replace lost vegetation and restore aesthetic value of cleared land</li> </ul>	
		<ul style="list-style-type: none"> <li>Loss of vegetation</li> <li>Loss of habitats</li> </ul>	<ul style="list-style-type: none"> <li>Minimize area of clearance</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			<ul style="list-style-type: none"> <li>Reintroduce the vegetation that coexist with the site</li> <li>Rehabilitation</li> </ul>	
	<ul style="list-style-type: none"> <li>Resettlement issues (if any)</li> </ul>	<ul style="list-style-type: none"> <li>Potential conflict due to displacement of people</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive compensation package should be provided for those that will be displaced to create space for school expansion</li> <li>Create awareness to the community on project activities from the onset of the project and its impacts</li> </ul>	
		<ul style="list-style-type: none"> <li>Increased pressure for land resources</li> <li>Increased pressure on existing infrastructure</li> <li>Loss of livelihoods of displaced communities</li> <li>Speculation on upcoming school projects will lead to increase in land prices</li> </ul>	<ul style="list-style-type: none"> <li>Adopt vertical expansion of schools where space is limited</li> <li>Liaise with local communities on possibility of acquisition of private land for expansion of schools</li> <li>Liaise with government to provide alternative settlement areas for project affected persons</li> <li>Liaise with government to provide alternative settlement areas for project affected persons</li> <li>Training and sensitization of communities on alternative income generating activities</li> </ul>	
<b>Component 2: Improve School Environment for Learning in Targeted Areas (Group B)</b>	Refresher courses and capacity building for teachers	<ul style="list-style-type: none"> <li>It will lead to inadequate facilities due to increased number of children</li> <li>Overworking the students when they get home from school.</li> </ul>	<ul style="list-style-type: none"> <li>Increase learning facilities including desks, books, computers and other learning aids to meet demands of increased number of students</li> <li>Employ additional teaching and support staff</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
		<ul style="list-style-type: none"> <li>Due to increased enrolment there will be inadequate instructional tools i.e. books</li> </ul>		
	School Feeding programs	<ul style="list-style-type: none"> <li>Loss of income to the vulnerable families</li> <li>Outbreak of food borne diseases</li> <li>Poor health as a result of contaminated food sources</li> </ul>	<ul style="list-style-type: none"> <li>Educate and train local families on alternative sources of income through small pilot projects.</li> <li>Employ properly trained personnel to handle food and hygiene issues during school feeding programs</li> </ul>	
	Creating rescue centres	<ul style="list-style-type: none"> <li>Loss of income to the vulnerable families</li> <li>Poor living standards</li> <li>Poor health</li> </ul>	<ul style="list-style-type: none"> <li>Liaise and work closely with NGO's and government in setting up of rescue centres for children engaging in drug abuse</li> <li>Conduct mobile clinics as CSR initiative to provide medical care for vulnerable and marginalized groups</li> </ul>	
	Construction/renovation of Disability appropriate Classrooms and Toilets.	<ul style="list-style-type: none"> <li>Ground water contamination in areas with low water tables.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct regular inspections for pipe blockages or damages and fix appropriately</li> </ul>	
		<ul style="list-style-type: none"> <li>Deforestation to create space for construction</li> </ul>	<ul style="list-style-type: none"> <li>Involve relevant technical personnel and agencies during identification of project areas i.e. Kenya Forest service in forested and protected areas</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
			<ul style="list-style-type: none"> <li>• Conduct re afforestation exercises in areas affected by construction activities</li> <li>• Sensitization of the community on need to conserve forests and other natural habitats within project areas.</li> </ul>	
	Provision of Water ( Construction of dams, piping, provision of water tanks)	<ul style="list-style-type: none"> <li>• Risk of children drowning.</li> <li>• Prevalence of malaria and communicable diseases.</li> <li>• Risk of contamination.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure water pans and dams.</li> <li>• Preventive methods by providing treated mosquito nets and spraying for mosquitoes.</li> <li>• Proper water treatment and maintenance of high standards of hygiene.</li> <li>• Provision of soaps and cleaning equipment for schools</li> </ul>	
	School Feeding Program	<ul style="list-style-type: none"> <li>• Risk of outbreak of disease in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment people with understanding of health and hygiene</li> <li>• Involvement of BoMs and PTAs for accountability.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Risk of graft and corruption.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure proper mechanisms of accountability are in place from the onset of the project to avoid misappropriation of project funds</li> </ul>	
	Securing and fencing schools.	<ul style="list-style-type: none"> <li>• Environmental degradation.</li> <li>• Risks during emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Emergency exits.</li> <li>• Use of live fences and barbed wires.</li> <li>• Ensure the general safety and security by providing day and night</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
		<ul style="list-style-type: none"> <li>Conflict with the community.</li> </ul>	security guards and adequate lighting within and around the premises	
	Provision of Adequate and/or alternative teaching and learning Resources.	<ul style="list-style-type: none"> <li>Challenges of disposal of some resources such as laptops.</li> <li>Power challenges in some areas.</li> <li>Lack of storage facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual Labs and learning.</li> <li>Provision of fabricated containers for storage.</li> <li>Use of solar and wind energy for power.</li> <li>Sensitization and abiding by regulations.</li> </ul>	
	Provision of Water ( Construction of dams, piping, provision of water tanks)	<ul style="list-style-type: none"> <li>Risk of children drowning.</li> <li>Prevalence of malaria and communicable diseases.</li> <li>Risk of contamination.</li> </ul>	<ul style="list-style-type: none"> <li>Secure water pans and dams.</li> <li>Water treatment.</li> <li>Preventive methods by providing treated mosquito nets and spraying for mosquitoes.</li> </ul>	
	Establish school libraries and lending systems	<ul style="list-style-type: none"> <li>Teachers not lending out books.</li> <li>Some students not borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>Establish lending systems.</li> <li>Sensitize and involve pupils in resource management.</li> <li>Serializing books in school libraries.</li> </ul>	
<b>Component 3: System Reform Support (Group C)</b>	Introduction of learner based practical approach to students.	<ul style="list-style-type: none"> <li>Reduced performance on theoretical subjects</li> <li>Expensive to undertake</li> <li>Misuse of knowledge gained and practical materials</li> <li>Time consuming</li> </ul>	<ul style="list-style-type: none"> <li>Rewarding best performers in theoretical subjects</li> <li>-Increased government capitation</li> <li>Control use and access of the materials through stringent guidelines</li> <li>Increase teacher to student ratio</li> </ul>	

Project component	Key activities	Likely environmental and social impacts	Proposed mitigation measures for each impact	Institutional/ Human Resource/ Equipment Capacity Needs
	Introduction of continuous practical assessment	<ul style="list-style-type: none"> <li>• Expensive</li> <li>• Require goodwill from stakeholders</li> <li>• Need close monitoring /time consuming</li> <li>• Increased workload to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase government capitation</li> <li>• Active involvement of stakeholders</li> <li>• Increase teacher to student ration</li> </ul>	
	Management of ICT	<ul style="list-style-type: none"> <li>• Radiation exposure due to extended use of ICT technology</li> <li>• Increased security concerns due to expensive equipment in schools</li> <li>• Access to inappropriate information from the internet by students</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of anti-radiation equipment for ICT infrastructure</li> <li>• Adherence to guidelines and regulations on e-waste management</li> <li>• Integrating e – waste management in purchase and acquisition contracts with ICT equipment suppliers</li> <li>• Providing incentives for e – waste management and disposal to encourage waste collection companies engage with the schools in management of ICT waste</li> </ul>	
		<ul style="list-style-type: none"> <li>• Generation of increased electronic waste</li> </ul>	<ul style="list-style-type: none"> <li>• Periodical maintenance of computers and other accessories to prevent waste</li> </ul>	

***Other General Concerns/ Recommendations***

1. Future inclusion of special needs groups and people living with disability in the consultative process
2. Expansion of project to all 47 counties
3. Expansion of project to include classes 1 to 6
4. Development of policy guidelines to ensure that vulnerable and marginalized groups are involved at all stages of current and future projects
5. Increase the participation of children in the development of the project to ensure that the concerns of the children are taken into account
6. Conduct monitoring and evaluation in consultation with project beneficiaries so as to replicate successes and learn from challenges
7. Ensure continuity of the project even after exit of the funding agency by integrating it into Ministry policy and plans
8. Inclusion of education professionals at all levels of the project
9. Involvement of county governments to ensure continuity of the project at local levels
10. Integrate the project into existing education system to ensure it is a success

*SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)*  
**PROCEEDINGS FOR CONSULTATIVE WORKSHOP FOR SOCIAL AND ENVIRONMENTAL SAFEGUARDS FOR SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP) HELD ON 26TH – 27TH MAY, 2017 AT TECHNICAL UNIVERSITY OF MOMBASA, MOMBASA COUNTY**

**Agenda**

1. Introduction of participants
2. Introduction of workshop objectives
3. Presentation of project brief
4. Visioning of environmental & social implications of the proposed project
5. Way forward and Recommendations
6. A.O.B

**Preliminary**

The workshop began at 9.00am with an opening prayer from Mrs. Keziah Muthara. She welcomed and thanked all the guests in attendance. She then invited the deputy director ministry of education, Mr. Elijah Mungai to give brief remarks on the workshop objectives and present a brief of the project.

**Introduction**

The Deputy Director of Education introduced himself and other Ministry of education officials and thereafter opened the floor for general introductions whereby those in attendance introduced themselves according to their country of origin and area of interest. The deputy director stated that it was important for such a workshop to be conducted so as to ensure interested and affected parties were aware of the project, its benefits, impacts and outcomes before it commences. He also briefed the participants on the importance of participants to give their views without fear.

**Purpose of the meeting**

The deputy director explained to the participants the purpose of the workshop in brief. He explained that the constitution of Kenya requires that all stakeholders likely to be affected by a project should be engaged through inclusive consultative forums in all stages the project. He acknowledged that consultations with relevant stakeholders is an important and integral part of any development project and that consultations provide an opportunity through which any concerns and issues that may arise due to a project can be raised and addressed. He also explained, that the consultation process is a policy requirement by the World Bank in all projects and programs funded by the bank and that the SEQIP met the threshold. He indicated that the main objective of the consultation and stakeholder participation was to disseminate and inform the stakeholders about the project with special reference to its key components, location, gather comments, suggestions and concerns of the interested and affected parties and incorporate the information collected in a report to be submitted to the World Bank and other relevant agencies. The deputy director gave a breakdown of the procedures involved in capturing their views and presenting of professional recommendations in the report.

## **Project brief**

The deputy director gave a detailed description of the Secondary Education Quality Improvement Project (SEQIP), the benefits and socio-economic and environmental impacts of the project. He also explained that the main objective of the project was to improve quality of basic education and transition from primary to secondary education in targeted areas. He explained that the SEQIP will contribute directly to the twin goals of the World Bank Group's global strategy: ending extreme poverty and boosting shared prosperity in a sustainable manner. He also explained that the central rationale behind SEQIP is that the World Bank Group cannot effectively achieve these twin goals without building human capital with appropriate skills and knowledge to participate meaningfully in economic activities that will not only help them to come out of poverty trap but also contribute to the country's economic growth. He informed members present that the Constitution of Kenya (2010) has the Bill of Rights at its core, while the country's Vision 2030 acknowledges the need to reform the education and training system so that it aligns well with the aspirations of the youth and those of the country on becoming a middle income industrialized nation. He further clarified, that Vision 2030 champions a growing inclusive economy that is fostered by strong knowledge-based sectors and particularly manufacturing and services. He explained to those present that achieving this vision will depend heavily on how well equipped with 21st Century universal basic skills are the graduates from the education system.

## **Key concerns/ Q&A session for the stakeholders**

The deputy director Mr. Elijah Mungai invited the Lead Environment consultant Mr. David Nyantika to address stakeholders present. The environmental consultant after introducing himself and his assistant explained to the participants the purpose of Environmental and social Impact Assessment as a tool for environmental conservation and a key component in any new project implementation (in this case - Secondary Education Quality Improvement Project (SEQIP)). He stated that the consultation and public participation process is a policy requirement by the Kenyan Constitution and a mandatory procedure as stipulated in EMCA 1999 section 58 No.8 second schedule 9 (1), and Environmental (Impact Assessment and Audit) regulations, 2003. According to section 58 of the Environmental Management and Coordination Act (EMCA) No.8 of 1999 second schedule 9 (1), and Environmental (Impact Assessment and Audit) regulation, 2003, new projects like the proposed one, must undergo Environmental and social Impact Assessment. He indicated that many forms of development activities cause damage to the environment and hence the greatest challenge today is to achieve the fundamental principles of sustainable development without interfering with the environment. He invited stakeholders present to raise their concerns and questions about the proposed SGR projects. He also took time to urge those in attendance to use the workshop as an avenue to express their views and concerns about the project and give relevant possible solutions to challenges identified.

Stakeholders present pointed out their key concerns which included the following:

### **1. Public Participation**

The member's present expressed their gratitude that they were being involved in the project from the inception unlike in the past during similar projects when they were not consulted. The Lead Consultant explained that public participation was a very important component of any project to ensure that it was successful and involved all members of the community that would be affected both directly and indirectly.

## **2. Interruption of learning activities in schools**

Members present were concerned that construction activities in schools during construction of new classrooms and laboratories, renovation of existing classrooms and construction or drainage and other infrastructure would interrupt school programs and learning activities. The noise from these activities would distract students and cause poor performance in the long run. Stakeholders suggested that construction activities be limited to school holidays. They also suggested that the constructions be done within the shortest time possible to avoid disruption of school programs.

## **3. Damage caused by previous similar projects**

Members present were concerned that other projects had been conducted in the past without involvement of local communities, projects which had adverse environmental and social impacts. Members raised the question of how the SEQIP would be different from the previous projects. The consultant informed members that he was aware of the impacts of the previous project and assured members present that the new constitution was in force and such incidents would not occur due to strict EHS monitoring by the World Bank, ministry of education and other relevant agencies.

## **4. Increased solid waste generation**

Stakeholders raised the issue of the increase of solid waste during construction and operation phases of the project. The project was expected to generate increased amount of solid waste that would need to be managed. The lack of support infrastructure in the schools and lack of adequate funding would make the management of such waste difficult for the school management.

## **5. Insecurity/social crime**

Those in attendance raised the issue of increased crime and social ills due to influx of people to projects sites in search of employment opportunities. The project would also encourage development of informal settlements in the vicinity thus exposing children in schools situated in these areas to dangers of accessing drugs and engaging in prostitution and other social ills. The Lead environmental consultant emphasized that measures would be put in place to ensure increased security by engaging ensuring perimeter fences and walls would be constructed. Sensitization of local communities would also be undertaken to ensure that residents remain vigilant on strangers and suspect individuals within project areas.

## **6. Lack of space for expansion**

The local residents present at the meeting were concerned about the lack of space for expansion in some of the areas where potential targeted schools for the project are located. They explained that in such instances conflict might arise between local residents who may not want to sell their land to schools for expansion purposes. Another issue arising was encroachment of local communities into school land thereby preventing any expansion from taking place. Schools located within religious sites e.g. *Kaya forests* would also encounter similar challenges. The consultant clarified that any land disputes would be addressed through existing legal challenges and also involvement of the National Land Commission. He also

explained that schools could also adopt alternative expansion avenue like vertical expansion by use of high rise buildings.

#### **7. Lack of adequate resources for construction and expected increase in enrolment**

Members present were also concerned that some areas would experience difficulty accessing construction materials due to their remote location. In addition the future increased student and teacher numbers would put pressure on existing infrastructure including learning infrastructure e.g. classrooms, housing and boarding facilities, water and other social amenities. The environmental consultant explained that use of alternative construction materials would be an option to be considered. He also explained that every school would undergo a needs assessment and project implementation tailored specific to the school.

#### **8. Resettlement issues**

A member of the parents' teachers association sited the issue of displacement of local residents to create space for expansion of target schools. She explained that this would lead to loss of livelihoods, destabilization of social structures and interference with life styles of local communities. The lead environment consultant clarified that local communities would be engaged during the implementation of the project through similar consultative forums to address issues that could arise from the implementation of the project. This would provide those affected to air their concerns and provide solutions to challenges that would be faced. The project activities will be restricted within the boundaries of the existing schools and no resettlement is likely to occur.

#### **9. Management of ICT waste**

The members were concerned with the effects of increased supply of ICT infrastructure to schools and how e waste would be handled. Those in attendance explained that there were no proper policies and structures on the management of ICT waste. The dredging vessels which include noise and vibrations from dredging, danger of oil spills and pollution of marine environment and the negative health impacts it would have. The Consultant briefed members that sustainable e waste management plans would be developed and adopted to solve the issues of that would occur as a result of the problem vibrations, noise and any other issues related to the environment. This would be monitored closely in consultation with development partners and relevant agencies i.e. NEMA.

#### **10. Loss of labor for households**

There was a general concern from members present that improvement of schools and would lead to high rate of enrollment, retention and transition therefore children who were relied on by families to work and provide a source of income would no longer be able to do so. This would mean that the standards of living would go down leading to poor health. The consultant explained that creation of awareness and sensitization of local communities on alternative sources of income would provide families with new revenue streams. NGOS and other development partners would have an opportunity to provide training to local communities on use of locally available resources to engage in business opportunities and create new revenue streams e.g. use of coconut reeds for making baskets, fish farming, etc.

#### **11. Over enrollment and collapse of schools not selected for the project**

Members present were concerned that once school projects were completed many parents would move their children to schools that benefited from the SEQIP. This would in turn lead to collapse of institutions that may not have been included in the project. Teachers would then lose jobs leading to loss of livelihoods and result in overall poor living standards. The Environment lead consultant explained that success the success of the SEQIP project would spur further investment in the education sector which would see more schools improved.

**12. Lack of involvement of vulnerable and marginalized groups**

Members present raised concerns on the lack of adequate representation of vulnerable, marginalized and special needs groups in the project consultations. The lead consultant noted also with concern that the workshop did not have proper representation of all project affected parties and assured members that future consultation forums would ensure proper representation of all affected and interested parties. He explained to those present that this were preliminary consultations and many more were planned to take place before during and after the project.

**Adjournment**

There being no other business for discussion the meeting was adjourned at 5.45 pm with a vote of thanks from the Chairman and a word of prayer from one of the participants.

## B. STAKEHOLDER CONSULTATION ATTENDANCE SHEETS

### 1. Kisumu Stakeholders Consultation Attendance Sheet



MINISTRY OF EDUCATION  
State Department of Basic Education

#### MEETING ATTENDANCE LIST

Title of meeting: Regional County Consultation Workshop on the Proposed Secondary Education Quality Improvement Project (SEQIP)	
Description of meeting: Preparation of Environmental and Social Management Framework (ESMF) for SEQIP	
Date of session: <u>27</u> May 2017	Project: MDE/SEQIP/IC/02/2016-2017
Time of session: Start: 8.00am End: 5.00 pm	Consultant: Prof. Jacob K. Kiwaga Facilitator: Ministry of Education
Location/ Town: <u>KISUMU</u> Venue: <u>TOM MBOYA LABOUR COLLEGE</u>	

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25	AMIMO ELIZABETH ALLEN	H/BAY	REP THE YOUTH SCHOOL LEADERS	0715419474	Lishamimo@gmail.com	LO
26	OBUDHAN HIRENE	H/BAY	REP THE YOUTH DEPT	07 20450729	Obudhanhirene@gmail.com	
27	CHARLES O. ONYANCHIA	H/BAY	County Soc. Dev. Officer H/Bay	072245324	Gonyanchia@gmail.com	Charles
28	MASHINE A. NHARA	H/BAY	PWD Representative	0725284517	ngala.mashine@gmail.com	M
29	JOSEPH A. ONGOLA	BUSIA	SCOE	0722152647	deesamia@gmail.com	H
30	EMILY BADIA	H/BAY	REP. CDE	0723061634	cde.hanabay@gmail.com	EB



MINISTRY OF EDUCATION  
State Department of Basic Education

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
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35.	Darius M. Omondi	NAROK	MDE	0722367980	dariusmondi@gmail.com	
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37.	BETH M. KIROO	NAROK MOE	MOE	0722916739	bethmkiron@gmail.com	
38.	JANE W. MBUGU	KEENYON MOE	MOE	0723925271	jwmbuge@gmail.com	

## 2. Nakuru Stakeholders Consultation Attendance Sheet



MINISTRY OF EDUCATION  
State Department of Basic Education

## MEETING ATTENDANCE LIST

Title of meeting: Regional County Consultation Workshop on the Proposed Secondary Education Quality Improvement Project (SEQIP)	
Description of meeting: Preparation of Environmental and Social Management Framework (ESMF) for SEQIP	
Date of session: 26 <sup>th</sup> May 2017	Project: MOE/SEQIP/IC/02/2016-2017
Time of session: Start: 8.00am End: 5.00 pm	Consultant: Prof. Jacob K. Kibwaga Facilitator: Ministry of Education
Location/Town: NAKURU Venue: ANG HOTEL EDERTON	

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
1	JOSHUA KOSILEI	W/POKOT	CDE-REP/ (CEO)	0721443775	kosileij@gmail.com	
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3	SAUL K. CHERUTOT	LAikipia	CHAIRMAN (PTA) St. Mary's Sch.	0725 409906	ksaul@gmail.com	
4	PETER M. NWAHUKU	LAikipia	SUB-COUNTY CHAIRPERSON OFFICE-LUPAT	0723921444	petmnd203@gmail.com	
5	Wilfred Lang'atunga	W/POKOT	CEC-Mates County Govt	0729967164	wilfredlangatunga@gmail.com	



MINISTRY OF EDUCATION  
State Department of Basic Education

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
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9	GEORGE M. RUVO	MURANGA	BOA CHAIRMAN MARI PRY SCHOOL MOE-COE	0722535667	godfreyruvo@gmail.com	
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13						



MINISTRY OF EDUCATION  
State Department of Basic Education

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17.	ALLOTOKENO SAMUEL	WEST POKOT	B.O.M REP- Boys GIRLS	0729633384	alotokeno@gmail.com	
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21.	JOSEPH W. WIRIMU	MURANGA	P.A CHIEF	0729308549		



MINISTRY OF EDUCATION  
State Department of Basic Education

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
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32.	Gabriel Lopes	LAKIPIA	Chief executive officer - Lakipia	0721656822	lopes244@gmail.com	
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36.	CATHERINE WANGUI WAREGI	MURANGA	HEADTEACHER - KERSA	0725299697	catherinewangui246@gmail.com	
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MINISTRY OF EDUCATION  
State Department of Basic Education

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
39	Hezron Magona	Consultant Kwana	Consultant (facilitator)	073888188	hezronmagona@gmail.com	
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## 3. Isiolo Stakeholders Consultation Attendance Sheet



## MEETING ATTENDANCE LIST

Title of meeting: Regional County Consultation Workshop on the Proposed Secondary Education Quality Improvement Project (SEQIP)	
Description of meeting: Preparation of Environmental and Social Management Framework (ESMF) for SEQIP	
Date of session: 27 May 2017	Project: MOE/SEQIP/IC/02/2016-2017
Time of session: Start: 8.00am End: 5.00pm	Consultant: Prof. Jacob K. Kibwaga Facilitator: Ministry of Education
Location/ Town: ISILOLO TOWN Venue: SILVER BELLS HOTEL	

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
1.	ISABELLA MWALILI	KITUI	B.O.M FLWD UTOD MAXED	0721699662	IsabelleMwalili@gmail.com	[Signature]
2.	PIUS WATHANJE	TURAKA NTAI	B.O.M.	0720106987	wathanyepius@gmail.com	[Signature]
3.	A. M. Mathepe	TIN	Public workp	0725976177	-	[Signature]
4.	James Hakeo Jide	ISILOLO	PTA	0704243517	Bodan1@gmail.com	[Signature]
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MINISTRY OF EDUCATION  
State Department of Basic Education

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
6.	RICHARD MWSYOKA MULIHLU	Kitui	B.O.M. KYAMBEO SEC.	0700029449	—	
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11.	Red Justus M. Kithia	Kitui	B.O.M.	0727471821	justuskithia@gmail.com	
12.	Matti Elias K.	Tharaka Niro	Env't Officer TNE	0718735764	elapmatti@gmail.com	
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MINISTRY OF EDUCATION  
State Department of Basic Education

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18.	Rev James Chirumia	ISIOLO	MCC/LEADER	0724495299	Murachinga@gmail.com	
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20.	Faice Ngatio	ISIOLO	ICWASCO	0722658106	isiolokwaten	
21.	MARITA ABRAHAM	THARAKIT	CARITAS MEE/ DISTRICT PERSON BOM - Isiolo	0703263632	amarutai@gmail.com	



MINISTRY OF EDUCATION  
State Department of Basic Education

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State Department of Basic Education

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
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MINISTRY OF EDUCATION  
State Department of Basic Education

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42.	Ummul MS Esther	Isiolo	CHAIRMAN Parent Assoc	027-948270	ummsghum2004@gmail	
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44.	Ali Hassan GABAO.	Isiolo	BOM	0701191457	alihanu@yahoo.co	
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MINISTRY OF EDUCATION  
State Department of Basic Education

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## 4. Mombasa Stakeholders Consultation Attendance Sheet



MINISTRY OF EDUCATION  
State Department of Basic Education

## MEETING ATTENDANCE LIST

Title of meeting: Regional County Consultation Workshop on the Proposed Secondary Education Quality Improvement Project (SEQIP)	
Description of meeting: Preparation of Environmental and Social Management Framework (ESMF) for SEQIP	
Date of session: <u>26<sup>th</sup></u> May 2017	Project: MOE/SEQIP/IC/02/2016-2017
Time of session: Start: 8.00am End: 5.00 pm	Consultant: Prof. Jacob K. Kibwage Facilitator: Ministry of Education
Location/ Town: <u>MOMBASA</u>	Venue: <u>TECHNICAL UNIVERSITY OF MOMBASA</u>

	Full Name	County	Position/ Title and Institution / Organisation	Contact Tel. Number	E-mail	Signature
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MINISTRY OF EDUCATION  
State Department of Basic Education

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16. Mwamansa Barasa	Kwale	P.T.A. <sup>Command E.O.</sup> <del>Barasa</del>	0701647928		
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24.					
25.					
26.					
27.					
28.					
29.					

## C. COUNTIES AND SUB COUNTIES SELECTED IN THE PROJECT

### Targeted Sub-counties by the Secondary Education Quality Improvement Project (SEQIP)

			PRIMARY						SECONDARY					
			Public				private		public			private		
			#	enrollment	grades 7-8 enrollment	grades 7-8 female share of enrolment	#	enrollment	#	enrollment	female share of enrolment	#	enrollment	
COUNTY	SUB COUNTY	CI ranking	schools				schools		schools			schools		
1 <b>Baringo</b> (3 sub-counties not selected)	BARINGO NORTH	75	150	28,148	7,199	0.49	13	1,646	29	6,819	0.51	3	374	
2	EAST POKOT	60	90	15,523	1,790	0.40			6	1,444	0.31			
3	MARIGAT	91	92	24,865	5,427	0.49	17	2,689	22	3,599	0.42			
4 <b>Bomet</b> (2 sub-counties not selected)	CHEPALUNGU	71	186	54,111	11,937	0.50	54	7,368	58	13,880	0.49	1	236	
5	SOTIK	102	175	53,456	13,286	0.51	70	9,776	68	16,762	0.48			
6 <b>Bungoma</b> (6 sub-counties not selected)	BUNGOMA WEST	101	81	43,915	8,748	0.50	17	2,639	29	9,532	0.50			
7	CHEPTAIS	67	98	49,783	8,302	0.49	44	5,307	17	5,220	0.44	1	189	
8	MT ELGON	86	65	34,498	7,352	0.52	21	2,964	18	5,459	0.48			
9 <b>Busia</b>	BUNYALA	54	40	21,986	3,779	0.49	8	790	11	3,123	0.40			
10	BUSIA	90	48	33,525	7,168	0.52	11	2,295	21	6,427	0.47	2	194	
11	BUTULA	66	61	44,122	9,166	0.49	7	1,661	28	8,194	0.41	1	80	
12	NAMBALE	69	52	30,903	6,194	0.51	41	3,597	21	5,946	0.45	2	150	
13	SAMIA	77	65	28,732	5,639	0.51	16	1,955	19	7,110	0.47			
14	TESO NORTH	89	92	33,724	7,883	0.50	30	3,056	31	8,826	0.52	1	96	
15	TESO SOUTH	68	77	45,026	8,740	0.50	20	2,407	24	7,434	0.49			
16 <b>Elgeyo Marakwet</b> (2 sub-counties not selected)	MARAKWET EAST	52	84	25,871	5,324	0.49	9	1,256	18	2,968	0.38			
17	MARAKWET WEST	79	104	32,886	7,877	0.53	17	3,006	33	8,910	0.41			
18 <b>Garissa</b> (1 sub-county not selected)	BALAMBALA	23	30	7,031	785	0.30	1	142	2	540	0.38			
19	DADAAB	65	26	8,174	965	0.28	25	42,008	4	1,291	0.27	6	4,329	
20	FAFI	62	30	5,782	840	0.37	17	22,144	5	608	0.34	1	135	
21	HULUGHO	36	22	4,891	410	0.27			2	369	0.47			
22	IJARA	50	30	6,251	1,227	0.42	7	468	5	1,211	0.40			
23	LAGDERA	41	25	6,355	942	0.31			3	604	0.21			
24 <b>Homa Bay</b> (5 sub-counties not selected)	SUBA	94	97	29,051	6,291	0.48	22	2,999	34	6,652	0.53	3	296	
25 <b>Isiolo</b>	GARBATULA	16	39	8,746	1,698	0.47	6	581	4	844	0.34			
26	ISIOLO	58	44	15,299	3,216	0.49	26	5,684	15	2,491	0.43	4	504	

				PRIMARY						SECONDARY					
				Public				private		public			private		
				#	enrollment	grades 7-8 enrollment	grades 7-8 female share of enrolment	#	enrollment	#	enrollment	female share of enrolment	#	enrollment	
COUNTY	SUB_COUNTY	CI ranking		schools				schools		schools			schools		
27		MERTI	46	29	5,341	1,023	0.52	3	587	4	476	0.44	2	145	
28	<b>Kajiado</b> (3 sub-counties not selected)	KAJIADO	72	117	29,922	5,437	0.44	35	5,860	17	4,208	0.33	8	827	
		CENTRAL													
29		LOITOKITOK	93	83	35,778	6,841	0.50	29	5,107	20	5,157	0.41	6	860	
30	<b>Kakamega</b> (6 sub-counties not selected)	BUTERE	99	80	42,811	8,866	0.53	11	966	31	9,140	0.52	1	137	
31		KAKAMEGA	104	81	39,375	6,387	0.55	10	997	29	9,909	0.52			
		SOUTH													
32		KHWISERO	84	61	31,138	6,082	0.53	7	1,246	22	6,241	0.51	1	113	
33		LIKUYANI	97	68	39,364	8,287	0.51	62	7,932	33	9,998	0.54	2	273	
34		LUGARI	106	57	34,067	7,556	0.51	28	3,157	30	10,854	0.54	1	38	
35		NAVAKHOLO	107	69	51,480	10,023	0.51	35	3,412	30	9,527	0.41			
36	<b>Kilifi</b> (2 sub-counties not selected)	GANZE	26	125	44,545	9,407	0.51	8	541	21	5,537	0.43	1	25	
37		KALOLENI	81	66	38,643	8,869	0.49	33	5,026	22	8,212	0.49	6	645	
38		MAGARINI	21	108	45,766	9,363	0.47	35	3,285	19	4,268	0.39	7	1,293	
39		MALINDI	87	75	48,978	12,378	0.49	64	11,358	19	8,245	0.34	16	2,476	
40	<b>Kisii</b> (7 sub-counties not selected)	MARANI	78	65	26,169	5,663	0.50	33	3,717	30	8,010	0.46	2	121	
41		NYAMACHE	105	103	35,770	7,799	0.50	26	3,113	48	11,913	0.49	2	279	
42	<b>Kitui</b> (7 sub-counties not selected)	IKUTHA	40	127	27,795	5,530	0.52	6	347	28	4,345	0.51	1	9	
43		KYUSO	27	96	20,108	3,951	0.53	17	1,256	22	3,626	0.44			
44		MUMONI	28	89	16,315	3,086	0.52	17	1,106	21	2,756	0.50			
45		MUTITO	42	105	26,730	5,225	0.52	11	1,011	22	4,595	0.47			
46		MUTOMO	44	140	35,366	7,755	0.51	5	549	31	5,972	0.53			
47		MWINGI CENTRAL	82	106	28,540	6,786	0.48	28	3,384	42	6,199	0.46	3	222	
48		MWINGI EAST	37	107	28,944	6,157	0.51	12	1,089	30	4,210	0.52			
49		NZAMBANI	55	49	13,215	3,270	0.50	6	347	15	3,954	0.51			
50		TSEIKURU	39	57	13,046	2,562	0.51	3	278	11	1,820	0.52	1	34	
51	<b>Kwale</b>	KINANGO	11	163	66,337	13,155	0.48	18	2,781	23	6,476	0.40			
52		KWALE	92	97	39,154	8,420	0.49	24	3,492	28	11,200	0.51	2	238	
53		MSAMBWENI	49	157	61,685	11,992	0.48	72	10,142	35	8,901	0.54	6	732	
54	<b>Laikipia</b> (4 sub-counties not selected)	LAIKIPIA NORTH	63	27	6,950	1,467	0.47	2	201	5	1,109	0.42			
55	<b>Machakos</b> (6 sub-counties not selected)	MASINGA	88	135	39,328	9,134	0.51	34	4,832	53	11,503	0.48	2	271	
56		YATTA	103	134	41,519	9,984	0.51	37	4,222	55	13,191	0.50	8	1,412	
57	<b>Makueni</b> (4 sub-counties not selected)	KATHONZWENI	80	94	24,605	6,319	0.51	4	544	36	8,762	0.48	1	119	
58		KIBWEZI	61	163	54,723	12,870	0.51	30	3,541	62	15,265	0.48	2	157	
59		MAKINDU	59	66	22,558	5,386	0.52	20	2,015	24	5,237	0.53	5	325	

				PRIMARY						SECONDARY					
				Public				private		public			private		
				#	enrollment	grades 7-8 enrollment	grades 7-8 female share of enrolment	#	enrollment	#	enrollment	female share of enrolment	#	enrollment	
COUNTY	SUB COUNTY	CI ranking		schools				schools		schools			schools		
60		MAKUENI	100	99	29,418	7,408	0.51	13	2,039	43	12,635	0.44	3	542	
61		NZAU	83	121	34,105	8,197	0.50	7	848	52	13,066	0.53	1	49	
62	<b>Mandera</b>	BANISA	25	30	10,047	878	0.27	1	292	2	664	0.21			
63		LAHEY	3	11	5,241	832	0.29			2	388	0.00			
64		MANDERA	22	41	16,994	2,050	0.37	4	483	9	2,264	0.30			
		CENTRAL													
65		MANDERA EAST	56	37	26,537	4,720	0.36	24	6,142	15	5,297	0.34	4	1,481	
66		MANDERA	45	40	14,986	1,520	0.38	3	268	7	2,169	0.32	1	183	
		NORTH													
67		MANDERA WEST	31	41	17,527	1,539	0.28	3	545	6	1,477	0.26			
68	<b>Marsabit</b>	CHALBI	24	17	4,142	775	0.54			3	626	0.30			
69		HORR NORTH	7	19	3,659	586	0.35	1	86	4	474	0.45			
70		LOIYANGALANI	1	15	3,054	348	0.47					#DIV/o!			
71		MARSABIT	74	34	11,756	2,296	0.50	9	1,757	10	2,374	0.34	4	430	
72		MARSABIT	10	30	6,990	1,207	0.41	3	625	5	444	0.43	1	47	
		SOUTH													
73		MOYALE	17	34	13,985	2,518	0.49	23	5,738	7	1,469	0.37	1	140	
74		SOLOLO	5	23	4,747	903	0.46	10	1,400	4	434	0.51			
75	<b>Migori</b> (4 sub-counties not selected)	KURIA EAST	73	50	27,191	4,725	0.48	13	1,882	19	4,621	0.44			
76		KURIA WEST	95	91	40,554	7,785	0.50	39	7,039	28	8,315	0.43	5	659	
77		URIRI	98	76	32,723	7,458	0.48	33	4,478	33	7,824	0.34	2	130	
78	<b>Murang'a</b> (5 sub-counties not selected)	KANDARA		78	30,687	7,852	0.51	26	3,848	55	18,907	0.50	3	310	
79		KIGUMO		61	26,415	6,286	0.50	30	3,613	37	10,771	0.44	2	276	
80		MURANG'A EAST		54	18,169	4,696	0.50	20	2,189	30	7,705	0.49			
81	<b>Nandi</b> (4 sub-counties not selected)	TINDERET	85	126	30,841	6,471	0.49	22	2,069	31	6,102	0.46			
82	<b>Narok</b> (3 sub-counties not selected)	TRANS MARA	96	70	33,647	6,368	0.48	23	4,152	23	4,102	0.40			
		EAST													
83	<b>Samburu</b>	SAMBURU	38	84	28,700	5,185	0.41	12	2,013	16	3,677	0.38	2	235	
		CENTRAL													
84		SAMBURU EAST	34	40	10,070	1,797	0.42	8	573	6	1,448	0.26	1	170	
85		SAMBURU	35	34	8,954	1,404	0.42	2	113	6	1,285	0.39			
		NORTH													
86	<b>Taita Taveta</b> (3 sub-counties not selected)	TAVETA	64	38	17,511	4,363	0.51	16	2,312	10	2,820	0.53			
87	<b>Tana River</b>	BURA (TANA NORTH)	29	47	13,023	2,452	0.44	16	1,994	5	1,866	0.34	2	156	
88		TANA DELTA	32	63	20,150	3,784	0.47	4	335	10	2,623	0.39			

				PRIMARY						SECONDARY					
				Public				private		public			private		
				#	enrollment	grades 7-8	grades 7-8 female share of enrolment	#	enrollment	#	enrollment	female share of enrolment	#	enrollment	
COUNTY	SUB_COUNTY	CI ranking		schools		enrollment		schools		schools			schools		
89				51	15,164	2,875	0.47	4	785	6	1,524	0.45	1	298	
90	Tharaka-Nithi (2 sub-counties not selected)			60	15,562	2,639	0.52	13	1,390	9	1,471	0.46	1	111	
91				104	23,870	4,830	0.51	11	1,034	25	4,025	0.43	3	954	
92	Turkana			2	3,437	229	0.32			1	82	0.00			
93				57	16,509	1,911	0.44			6	1,330	0.56	1	71	
94				73	34,806	5,228	0.40	16	3,989	9	4,330	0.27	1	38	
95				36	16,297	1,673	0.45	1	42	6	1,505	0.43			
96				40	12,016	1,064	0.39			4	1,048	0.44			
97				87	38,874	5,055	0.47	2	208	7	2,489	0.40			
98				70	63,773	8,420	0.26	26	31,217	9	3,928	0.34	6	5,959	
99	Wajir			21	4,214	397	0.33			3	513	0.20			
100				18	5,520	508	0.24	1	209	3	360	0.17			
101				35	8,029	1,148	0.37	4	911	7	1,624	0.43	1	68	
102				28	7,936	1,023	0.28			4	659	0.28			
103				36	20,257	3,439	0.44	19	4,070	12	5,419	0.32	4	830	
104				22	4,053	582	0.34			3	613	0.34			
105				22	4,678	500	0.33	1	97	2	341	0.22			
106				37	11,528	1,622	0.32	1	204	6	1,359	0.25			
107	West Pokot			158	53,682	8,263	0.49	9	758	29	6,165	0.41	1	38	
108				122	33,674	3,605	0.43	5	865	11	1,850	0.34			
109				81	28,161	5,146	0.50	10	1,121	21	3,138	0.47			
110				177	67,066	11,679	0.49	17	4,541	41	11,541	0.42	2	263	
Grand Total				7,852	2,839,648	557,454	0.49	1,769	332,153	2,147	548,240	0.46	164	30,772	

## **D. GUIDANCE FOR ESIA AND GENERIC ESMP**

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### **LEGAL NOTICE No. 101**

### **THE ENVIRONMENTAL (IMPACT ASSESSMENT AND AUDIT) REGULATIONS, 2003**

#### **EMCA: THIRD SCHEDULE**

#### **GENERAL GUIDELINES FOR CARRYING OUT AN ENVIRONMENTAL IMPACT ASSESSMENT STUDY**

An Environmental Impact Assessment study shall be conducted in accordance with the general environmental impact assessment guidelines and administrative procedures issued by NEMA. An Environmental Impact Assessment study shall include the following:

1. Sources of Impact
2. Project Inputs
3. Project Activities
4. Areas of Impact on the Natural and Human Environments
5. Environmental Impacts (General Impacts on the Natural and human
6. Environment)
7. Environmental Guidelines and Standards (National Legislation, International guidelines. International Conventions and Treaties)
8. Mitigation Measures
9. Environmental Management Plan
10. Environmental Monitoring and Auditing.

#### **ESIA Terms of Reference**

A proponent (MoE) shall prepare an ESIA report stating –

- a) The nature of the project;
- b) The location of the project including the physical area that may be affected by the project's activities;
- c) The activities that shall be undertaken during the project construction, operation and decommissioning phases;
- d) The design of the project;
- e) The materials to be used, products and by-products, including waste to be generated by the project and the methods of their disposal;
- f) The potential environmental impacts of the project and the mitigation measures to be taken during and after implementation of the project;
- g) An action plan for the prevention and management of possible accidents during the project cycle;
- h) A plan to ensure the health and safety of the workers and neighbouring communities;
- i) The economic and socio-cultural impacts to the local community and the nation in general;
- j) The project budget; and any other information NEMA may require.

**a) Sample Generic Environmental and Social Management Plan**

Likely environmental/ social impacts	Mitigation measures
<b>Solid waste generation</b>	<ul style="list-style-type: none"> <li>▪ Development of an integrated solid waste management plan</li> <li>▪ Construction of strategically located simple designed kilns (by using bricks if possible or some local materials) in schools</li> <li>▪ Accurate estimation of the sizes and quantities of materials required</li> <li>▪ Ensure that construction materials left over the end of the construction activity will be used in other projects within the School</li> <li>▪ Donate recyclables/ reusable materials to the local community</li> <li>▪ Use long and durable material that will not require regular replacement</li> <li>▪ Provide facilities for proper waste management</li> <li>▪ Where possible, use construction material containing recycled content</li> <li>▪ Reuse packaging material</li> <li>▪ Use material that has minimal or no packaging to reduce generation of excessive packaging waste</li> <li>▪ Undertake trainings to encourage integrated solid waste management</li> <li>▪ Promote e-materials and discourage distribution of books as hard copies/text</li> <li>▪ On-site or off-site biological, chemical, or physical treatment of the waste material should be non-hazardous prior to final disposal</li> <li>▪ New waste sources during planning, siting, and design activities, including during equipment modifications and process alterations should be reviewed to identify expected waste generation, pollution prevention opportunities, and necessary treatment, storage, and disposal infrastructure</li> <li>▪ Instituting good housekeeping and operating practices,</li> <li>▪ 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</li> <li>▪ 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.</li> <li>▪ Identification of cracks, corrosion, or damage to tanks, protective equipment, or floors</li> </ul>
<b>Air Quality</b>	<ul style="list-style-type: none"> <li>▪ Dust suppression techniques should be implemented through applying water and covering any loose or exposed excavated material</li> <li>▪ Alternatively fueled construction equipment shall be used where feasible</li> <li>▪ Selectively isolating and removing potential hazardous air pollutants such as asbestos (if it exists in the school) before demolition</li> <li>▪ Adequate management of emissions from mobile, fugitive and point sources</li> <li>▪ Avoid open burning of solid waste</li> <li>▪ Install adequate ventilation systems for all facilities e.g. toilets, classrooms, laboratories etc</li> </ul>
<b>Vegetation and landscape disturbance and contamination</b>	<ul style="list-style-type: none"> <li>▪ Ensure proper demarcation and delineation of the project area</li> <li>▪ Ensure that every loose surface is covered</li> <li>▪ Ensure scheduling to avoid heavy rainfall periods to the extent practical during construction</li> <li>▪ Immediate re-vegetation and landscaping</li> <li>▪ Designing channels and ditches for post-construction flows</li> <li>▪ Limiting access to road gradient to reduce run-off induced erosion</li> <li>▪ Designate specific access routes and parking for vehicles and mobile machinery during construction</li> </ul>

Likely environmental/ social impacts	Mitigation measures
	<ul style="list-style-type: none"> <li>Ensure that all hazardous components are well handled and disposed of to avoid contamination</li> </ul>
<b>High demand for construction raw materials</b>	<ul style="list-style-type: none"> <li>Ensure minimal damage or loss of materials through proper storage</li> <li>Ensure accurate budgeting and estimation of actual construction material to ensure no material is ordered in excess</li> <li>Practice recycling and recovery of material where feasible</li> </ul>
<b>Increased energy demand</b>	<ul style="list-style-type: none"> <li>Use of LEDs lights to save energy</li> <li>Encourage maximum use of natural lighting</li> <li>Conduct awareness campaigns on energy conservation</li> <li>Ensure adequate insulation to reduce heat loss</li> <li>Ensure immediate repair of any faulty equipment</li> <li>Ensure electrical equipment, switches and appliances are switched off when not in use</li> <li>Monitor energy use and set targets for reduction measures</li> </ul>
<b>Increased water demand for quality water</b>	<ul style="list-style-type: none"> <li>Promote water conservation practices such as rain water harvesting and closing off water when not in use</li> <li>Regular maintenance of plumbing and repair works of the water pipelines,</li> <li>Drinking water sources should be protected so that it meets the applicable national and WHO Guidelines for Drinking- Water Quality</li> <li>Waste water effluents, oil and hazardous materials and wastes should be managed</li> <li>Use of localized/ traditional/ simple reticulation systems</li> <li>Project design should include methods for adequate water collection, spill control and leakage control system</li> <li>Sensitization of staff, students and local communities on water conservation by reducing unnecessary use.</li> </ul>
<b>Generation of hazardous material</b>	<ul style="list-style-type: none"> <li>Establishing hazardous materials management priorities based on hazard analysis of risky operations identified through Social and Environmental Assessment;</li> <li>Avoid or minimize the generation of hazardous waste where practical</li> <li>Prevent uncontrolled releases of hazardous materials such as electronic waste components and laboratory chemicals to the environment</li> <li>Development and implementation of an integrated hazardous materials management plan</li> <li>Provision of training on e-waste management</li> <li>Ensure that all electronics purchased are new and not second hand, since they mostly have a short remaining life span</li> <li>Encourage a coordinated approach across the government agencies and authorities to deal with e-waste</li> <li>Develop hazard communication and training programs in institutions</li> <li>Minimize hazard waste generation by implementing strict segregation to prevent mixing of non-hazardous waste with hazardous waste</li> <li>Hazardous waste should be stored so as to prevent or control accidental releases to air, soil, and water resources</li> <li>Identification of cracks, corrosion, or damage to tanks, protective equipment, or floors</li> <li>Disposal of e-waste should be done only by licensed e-waste <b>handlers</b></li> </ul>
<b>Waste water generation and discharge</b>	<ul style="list-style-type: none"> <li>Ensuring all waste water producing facilities are located away from above ground water sources and the drainage doesn't impact underground water sources</li> <li>Promote efficient water use to reduce the amount of waste water generated</li> </ul>

Likely environmental/ social impacts	Mitigation measures
	<ul style="list-style-type: none"> <li>▪ Identify opportunities to reduce waste water pollution through measures such as recycle or process modification</li> <li>▪ Ensure waste water quality meets the national and international standards before discharge</li> <li>▪ Conduct regular checks for pipe blockages or damages</li> <li>▪ Septic tanks installation should be in accordance with the NEMA regulations and guidelines. They should be well maintained and installed in areas with adequate percolation and not near any underground and surface water sources.</li> <li>▪ Storm water may be used as a resource for ground water recharging where feasible</li> <li>▪ Institutions should develop mechanisms to ensure that inspection certificates clearly specify end-of-life date</li> </ul>
<b>Noise pollution</b>	<ul style="list-style-type: none"> <li>▪ Installing suitable mufflers on engine exhausts, generators, heavy duty machinery and compressor components</li> <li>▪ Installing vibration isolation for mechanical equipment</li> <li>▪ Limiting the hours of operation for specific pieces of equipment or operations, especially mobile sources operating within the school</li> <li>▪ Comply with the provisions of Environmental Management and Coordination (Noise and Excessive Vibration Pollution) (Control) Regulations, 2009 regarding noise limits at the workplace</li> </ul>
<b>Occupational Health and Safety Risks</b>	<ul style="list-style-type: none"> <li>▪ Suitable, efficient, clean, well-lit and adequate sanitary conveniences should be provided for construction workers</li> <li>▪ 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</li> <li>▪ Ensure machinery inspection as the OSHA, 2007</li> <li>▪ Ensure that materials are stored or stacked in such manner as to ensure their stability and prevent any fall or collapse</li> <li>▪ Ensure that items are not stored/stacked against weak walls and partitions</li> <li>▪ Provide all staircases and open edges within the premises with suitable handrails on both sides</li> <li>▪ Use of specially trained personnel to identify and selectively remove potentially hazardous materials in building elements prior to dismantling or demolition</li> <li>▪ Ensure provision of appropriate PPE as per the activity</li> <li>▪ Ensure that all construction sites are well barricaded and access only limited to the construction personnel and relevant government personnel</li> </ul>
<b>Community Health and Safety</b>	<ul style="list-style-type: none"> <li>▪ Inclusion of buffer strips or other methods of physical separation around project sites to protect the public from major hazards associated with hazardous materials incidents or process failure, as well as nuisance issues related to noise, odour, or other emissions</li> <li>▪ Incorporation of siting and safety engineering criteria to prevent failures due to natural risk</li> <li>▪ NEMA regulations and National building codes should be adhered to, to prevent building or structure collapse</li> <li>▪ Life and fire safety systems and equipment should be designed and installed using appropriate prescriptive standards and/or performance based design, and sound engineering practices.</li> </ul>

Likely environmental/ social impacts	Mitigation measures
	<ul style="list-style-type: none"> <li>▪ All such structures should be designed in accordance with the criteria mandated by situation-, climatic-, and geology specific location risks (e.g. Seismic activity, wind loading, and other dynamic loads).</li> <li>▪ Promote adoption of safety measures that are protective of project workers</li> <li>▪ Undertake health awareness program so as to educate workers and community members on communicable diseases and their treatment</li> <li>▪ Eliminate unusable impounded water</li> <li>▪ Improvement of sanitary facilities and elimination of breeding habitats close to human settlements</li> <li>▪ Collaboration and exchange of in-kind services with other control programs in the project area to maximize beneficial effects</li> <li>▪ Provide practical and applicable emergency preparedness and response plans</li> <li>▪ Ensure security of construction site and neighbouring local communities during and after construction</li> </ul>
<b>Cultural Conflicts and Occurrence of Unacceptable Social Behaviors</b>	<ul style="list-style-type: none"> <li>▪ Establish and maintain an ongoing relationship based on Informed Consultation and Participation (ICP) with the Indigenous Peoples and other community members affected by a project throughout the project's life-cycle</li> <li>▪ Avoid adverse impacts of projects on Vulnerable and Marginalized Groups , or when avoidance is not possible, to minimize and/or compensate for such impacts</li> <li>▪ Promote the equitable sharing of benefits from the use of cultural heritage</li> <li>▪ Provide guidance and counseling programs for the affected communities particularly on issues that communities may consider culturally right but the MoE and the Government may be having a contrary opinion and view</li> <li>▪ Public awareness on retrogressive cultural beliefs and practices</li> <li>▪ Sensitization of communities of importance of involvement in school community work,</li> </ul>
<b>Cyber crime</b>	<ul style="list-style-type: none"> <li>▪ Enforcement of anti-cybercrime laws.</li> <li>▪ Block socially unacceptable web sites.</li> <li>▪ Sensitization, awareness raising to community and children on effects of cybercrime.</li> </ul>
<b>Loss of family labour</b>	<ul style="list-style-type: none"> <li>▪ Initiate campaigns with target communities on the negative consequences of family labour provided by school going children and hence the benefits of education</li> <li>▪ Invoke the Kenya Constitution on child labor</li> </ul>

**E. ENVIRONMENTAL AND SOCIAL SCREENING FORM*****Sub-Projects Screening Checklist (Prototype)*****(Sub-projects screening process by benefitting institutions/ Agencies)****Section A: Background information**

Name of County.....	
Name of County Project Coordinator/Monitoring Officer/Researcher .....	
Sub-project location..... Postal Address: ..... Contact Person..... Cell Phone:..... Sub-project name.....	
Estimated cost (KShs.).....	
Approximate size of land area available for the sub-project..... Objectives of the subproject..... ..... .....	
Activities to be undertaken..... .....	
How was the sub-project chosen?.....  Expected subproject duration:.....	

**Section B: Environmental Issues**

Will the sub-project:	Yes	No
Create a risk of increased soil erosion?	<input type="checkbox"/>	<input type="checkbox"/>
Create a risk of increased deforestation?	<input type="checkbox"/>	<input type="checkbox"/>
Create a risk of increasing any other soil degradation	<input type="checkbox"/>	<input type="checkbox"/>
Affect soil salinity and alkalinity?	<input type="checkbox"/>	<input type="checkbox"/>
Divert the water resource from its natural course/location?	<input type="checkbox"/>	<input type="checkbox"/>
Cause pollution of aquatic ecosystems by sedimentation, oil spillage, effluents, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
Involve drainage of wetlands or other permanently flooded areas?	<input type="checkbox"/>	<input type="checkbox"/>
Cause poor water drainage and increase the risk of water-related diseases such as malaria?	<input type="checkbox"/>	<input type="checkbox"/>
Result in the lowering of groundwater level or depletion of groundwater?	<input type="checkbox"/>	<input type="checkbox"/>

*If the answers to any of the above is 'yes', please prepare and include an ESMP with sub-project application.*

### Section C: Socio-economic Issues

Will the sub-project:	Yes	No
Displace students from their current learning environment?	<input type="checkbox"/>	<input type="checkbox"/>
Interfere with the normal health and safety of the worker/employee?	<input type="checkbox"/>	<input type="checkbox"/>
Reduce the employment opportunities for the surrounding communities?	<input type="checkbox"/>	<input type="checkbox"/>
Reduce teachers' residence (no further area allocated to teachers residences)?	<input type="checkbox"/>	<input type="checkbox"/>
Reduce income for the local communities?	<input type="checkbox"/>	<input type="checkbox"/>
Increase insecurity due to introduction of the project?	<input type="checkbox"/>	<input type="checkbox"/>
Increase exposure of the pupils/ students/ community to communicable diseases such as HIV/AIDS?	<input type="checkbox"/>	<input type="checkbox"/>
Induce conflict?	<input type="checkbox"/>	<input type="checkbox"/>
Introduce new practices and habits?	<input type="checkbox"/>	<input type="checkbox"/>
Lead to child delinquency (school drop-outs, child abuse, child labour, etc.?)	<input type="checkbox"/>	<input type="checkbox"/>
Lead to gender disparity?	<input type="checkbox"/>	<input type="checkbox"/>
Lead to poor diets?	<input type="checkbox"/>	<input type="checkbox"/>

Lead to social evils (drug abuse, excessive alcohol consumption, cyber-crime, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
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### Section D: Natural Habitats

<b>Will the sub-project:</b>		
Be located within or near environmentally sensitive areas (e.g. intact natural forests, mangroves, wetlands) or threatened species?  <i>NB: If the answer is yes, the sub-project should not proceed.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Adversely affect environmentally sensitive areas or critical habitats – wetlands, woodlots, natural forests, rivers, protected areas including national parks, reserves or local sanctuaries, etc.)?  <i>NB: If the answer is yes, the sub-project should not proceed.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Affect the indigenous and endangered/threatened biodiversity (flora and fauna)?  <i>NB: If the answer is yes, the sub-project should not proceed.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Cause any loss or degradation of any natural habitats, either directly (through project works) or indirectly?  <i>NB: If the answer is yes, the sub-project should not proceed.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Affect the aesthetic quality of the landscape?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<i>NB: If the answers to any of the above is 'yes', please include an ESMP with sub-project application.</i>	<input type="checkbox"/>	<input type="checkbox"/>

### Section E: Vulnerable and Marginalized Groups meeting requirements for OP 4.10

Are there:	Yes	No.
People who meet requirements for OP 4.10 living within the boundaries of, or near the project?	<input type="checkbox"/>	<input type="checkbox"/>
Members of these VMGs in the area who could benefit from the project?	<input type="checkbox"/>	<input type="checkbox"/>
VMGs livelihoods to be affected by the subproject?	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to any of the above is 'yes', please consult the VMGF that has been prepared for the project.

### Section G: Land Acquisition and Access to Resources

Will the sub-project:	Yes	No
Require that land (public or private) be acquired (temporarily or permanently) for its development?	<input type="checkbox"/>	<input type="checkbox"/>
Use land that is currently occupied or regularly used for productive purposes (e.g. farming, , forests, school playground)	<input type="checkbox"/>	<input type="checkbox"/>
Displace individuals, families or businesses?	<input type="checkbox"/>	<input type="checkbox"/>
Result in temporary or permanent loss of crops, fruit trees and pasture land within the Schools?	<input type="checkbox"/>	<input type="checkbox"/>
Adversely affect small cultural property such as sacred groves within Schools?	<input type="checkbox"/>	<input type="checkbox"/>
Result in involuntary restriction of access by people to legally designated parks and protected areas?	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to any of the above is 'yes', please consult the mitigation measures in the ESMF (No Resettlement Should Occur within the Schools).

### Section H: Proposed action

(i) Summarize the above:	(ii) Guidance
<input type="checkbox"/> All the above answers are 'No'	<ul style="list-style-type: none"> <li>If all the above answers are 'No', there is no need for further action;</li> </ul>
<input type="checkbox"/> There is at least one 'Yes'	<ul style="list-style-type: none"> <li>If there is at least one 'Yes', please describe your recommended course of action (see below).</li> </ul>

### (iii) Recommended Course of Action

If there is at least one 'Yes', which course of action do you recommend?

☐ CCU<sup>1</sup>s and NEMA- CDE and ESIA Experts/ Consultant will provide detailed guidance on mitigation measures as outlined in the ESMF; and

☐ Specific advice is required from NEMA CDE<sup>2</sup>, NEMA Registered ESIA Expert/ Consultant regarding sub-project specific ESIA(s) and also in the following area(s)

<sup>1</sup> Project County Coordinating Unit

<sup>2</sup> NEMA County Director of Environment

[type here]

☐ All sub-project applications/proposals MUST include a completed ESMF checklist. The CCU and CDE will review the sub-project applications/proposals and the CDEs will sign off;

☐ The proposals will then be submitted to SEQIP Project Coordination Unit (PCU) for clearance for implementation by Schools in the proposed subprojects.

### **Expert Advice**

☐ The National Government through the Department of Monuments and Sites of the National Museums of Kenya can assist in identifying and, mapping of monuments and archaeological sites; and

☐ Sub-project specific ESIA's, if recommended, must be carried out by experts registered with NEMA and be followed by monitoring and review. During the process of conducting an ESIA the proponent shall seek views of persons who may be affected by the sub-project. The WB policy set out in OP 4.01 requires consultation of sub-project affected groups and disclosure of ESIA's conclusions. In seeking views of the public after the approval of the sub-project, the proponent shall avail the draft ESIA report at a public place accessible to stakeholders.

Completed by: [type here]

Name: [type here]

Position / School: [type here]

Date: [type here]
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NEMA-CDE/ ESIA Expert: *[type here]*

***Signature: [type here]***

Date: [type here]

**Note:**

<b>Project category</b>	<b>Characteristics</b>
A	Full and extensive ESIA needed- irreversible environmental impacts; impacts not easy to pick or isolate and mitigation cost expensive; ESMP design not easily done; Must have the ESIA done and future annual EAs instituted
B	Site specific environmental impacts envisaged; mitigation measures easy to pick, not costly and ESMP design readily done; need an ESIA and future EAs
C	Have minimal or occasionally NO adverse environmental impacts; exempted from further environmental processes save environmental audits

## F. CHANCE FIND PROCEDURE

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**Physical Cultural Resources (PCR) within Environmental Assessment:** The Client (MoE) addresses impacts on PCR as an integral part of the EA process by undertaking an initial screening, developing terms of reference, collecting baseline data, conducting the impact assessment, and formulating mitigating measures and a management plan for PCR. As part of the public consultations required in the EA process, the consultative process for the PCR component of the project will include relevant project-affected groups, concerned government authorities, and relevant nongovernmental organizations in documenting the presence and significance of PCRs, assessing potential impacts, and exploring avoidance and mitigation options. Normally, the findings of the physical cultural resources component of the EA are disclosed as part of, and in the same manner as, the ESIA report. However, exceptions to such disclosure would be considered when the Client, in consultation with the Bank and persons with relevant expertise, determines that disclosure would compromise or jeopardize the safety and integrity of the physical cultural resources involved or would endanger the source of information about the PCRs. In such cases, sensitive information relating to these aspects may be omitted from the ESIA report.

The national agency responsible for cultural matters in Kenya is the National Museums of Kenya (NMK). Prior to commencement of projects in culturally sensitive areas the proponent would contact NMK who would send representatives to review the site and prepare a report. The report would entail advice on professional approach to the proposed works to ensure minimal damage to the encountered items. In the event that chance finds are encountered the following procedure shall apply:

### ***Role of the contractor and Client***

- Reporting of chance finds: The contractor or officer supervising the project would report the finds to the local administration such as the School Head;
- The School Head would then report the find to NMK.
- The contractor would report back to client (MoE) who would notify NMK in the event that further artifacts are encountered
- The client will make budget available from training the contractor and his/her staff and workers on how to go about reporting PCRs and safeguarding these properties until NMK is alerted and further processing of the announcement is made vis-a-vis the formulation and implementation of appropriate avoidance and/or mitigating measures.

### ***Role of NMK***

- NMK would temporarily stop the works to conduct an assessment and prepare a report. The period of stoppage is from 10 days to 21 days depending on the complexity of the project; Retrieve movable artifacts and preserve immovable ones;
- NMK would also map out the area to be preserved during the investigation period and arbitrate between the community and developers in the event of dispute;
- NMK to circulate the cultural impact assessment report to the developer, NEMA, relevant lead agencies and the community.

### ***Measures for Care of Chance Finds***

Upon retrieval of movable artifacts and conservation of immovable ones, NMK would proceed with segregation and dating of the artifacts and determination of their significance; segregated artifacts would be stored in the NMK archeological stores per their size and dates, and labelled with the geographical area where found. The artifacts may be displayed in an exhibition when required or published to enrich the cultural heritage.