

**INTEGRATED SAFEGUARDS DATA SHEET  
APPRAISAL STAGE**

**Report No.: ISDSA16738**

**Date ISDS Prepared/Updated:** 15-Feb-2016

**Date ISDS Approved/Disclosed:** 15-Feb-2016

**I. BASIC INFORMATION**

**1. Basic Project Data**

<b>Country:</b>	Malawi	<b>Project ID:</b>	P154185
<b>Project Name:</b>	Malawi Education Sector Improvement Project (MESIP) (P154185)		
<b>Task Team Leader(s):</b>	Soren Nellemann		
<b>Estimated Appraisal Date:</b>	20-Feb-2016	<b>Estimated Board Date:</b>	01-Jul-2016
<b>Managing Unit:</b>	GED01	<b>Lending Instrument:</b>	Investment Project Financing
<b>Sector(s):</b>	Primary education (90%), Public administration- Education (10%)		
<b>Theme(s):</b>	Education for all (100%)		
<b>Is this project processed under OP 8.50 (Emergency Recovery) or OP 8.00 (Rapid Response to Crises and Emergencies)?</b>			No
<b>Financing (In USD Million)</b>			
Total Project Cost:	44.90	Total Bank Financing:	0.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Borrower			0.00
Education for All - Fast Track Initiative			44.90
Total			44.90
<b>Environmental Category:</b>	B - Partial Assessment		
<b>Is this a Repeater project?</b>	Yes		

**2. Project Development Objective(s)**

The overall Project Development Objective (PDO) is to improve the equity and quality of primary education service delivery in early grade levels with an emphasis on improved accountability and functioning at the school level.

**3. Project Description**

The project consists of three components to support enhanced quality and equity of education service

delivery through improved accountability and system functioning at the school level. A fourth component will support project implementation in Malawi's fragile implementation environment characterized by weak capacity and fiduciary risks made apparent by the recent 'Cashgate' scandal.

Component 1: Performance-Based School Improvement Grants for Improving Promotion and Retention (ESIP II reform theme 3: Learner Retention). The objective of the component is to pilot the feasibility of improving promotion rates through addressing the inefficiencies of repetition and dropout in the primary education system through performance based funding and incentives. There will be about 800 schools in the pilot which will all receive a base grant for improving learning outcomes. Half of the schools (about 400) will be eligible for the performance grant based on the level of improving promotion rates. The schools will be expected to use the resources to develop and implement strategies to reduce repetition and dropout. They are also be expected to use the resources to address girl dropout in Standards 6 to 8. This design aims to test whether providing incentives has an impact on performance or whether it is only the provision of adequate resources that matters. Thus reducing both repetition and dropout in Standards 1-4 will lead to better retention and promotion rates. This will lead to improved learning and teaching conditions resulting in higher achievement and attainment in the long run thus enhancing learning outcomes.

Component 2: Improving Equity for the Most Disadvantaged, including Girls. The component will support ESIP II theme 6 (Education Access and Infrastructure) and reform theme 3 (Learner Retention) by helping reducing PCR ratios in the 8 most disadvantaged districts (Kasungu, Dedza, Lilongwe Rural West, Mzimba South, Machinga, Chikwawa, Thyolo and Mangochi districts) and reducing teaching 'under the sun' thus improving the learning environment. It will also focus on improving the retention of teenage girls especially in standards 6-8 by improving availability to sanitary facilities an issue identified as a constraint for girls. Currently, it is estimated that Malawi needs some 27,000 new classrooms, including the 350 schools destroyed during the January 2015 flood. The component will support construction of 500 classrooms, 300 latrine blocks, focusing mainly to girl's sanitation needs and some 150 water points. All new school facilities will be constructed to ensure proper access for children with physical disabilities. An estimated 150 communities/local artisans will be trained and their skills upgraded related to classroom construction, building and management.

Component 3: Improving Learning Outcomes, Accountability and Cost-Effectiveness at School Level: This component will pilot cost-effective interventions related to ESIP-II reform themes 1, 2 and 3 by building on existing experiences of other donors and CSO/NGOs. The component will support 3 activities: (1) School Leadership Program to change School level management and Teacher Behaviors; (2) School Data Collection and Usage, and (3) Improving Community Involvement in Schools, especially targeting retention of teenage girls.

Component 4: Project Management, and Sector Program Support and Coordination. This component will finance activities, core consultant staff, technical assistance and recurrent costs related to the project management and sector program facilitation and coordination, including communication, monitoring and evaluation. It will also fund activities need to verify or monitor variable part progress as well a system wide development initiatives. As it will build upon the Common Financing Mechanism it will be very strategic as it will help lay the foundation for wider sector support

#### **4. Project location and salient physical characteristics relevant to the safeguard analysis (if known)**

The Malawi Education Sector Improvement Project (MESIP) will cover public primary schools

throughout Malawi. The specific locations, sizes of pieces of lands needed for classroom construction are not known at this stage. Some of the information on the above aspects will be gathered during the ongoing project preparation phases. Classroom construction will be done at existing primary schools. Some schools will potentially be located in areas with high population density, which have implications for involuntary resettlement, as more land would be required for expansion of the existing facilities.

### 5. Environmental and Social Safeguards Specialists

Boyenge Isasi Dieng (GSU01)

Ruma Tavorath (GENDR)

6. Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The environmental footprint of the project is expected to be small, since the project will finance rehabilitation and construction of new classrooms in or adjacent to existing school facilities. There is scope for environmental enhancements, where needed and possible, such as improvement of water supply and sanitation facilities, ventilation and lighting of classrooms and accessibility and safety. The project is classified as Category B. Construction related impacts will need to be addressed including waste and rubble management, mitigation of noise and dust, and occupational safety of workers. Safety of children and teachers during civil works needs to be well managed (barricades, fencing, lighting, signage) along with lack of disruption of regular school activities. In congested areas, construction activities will need to ensure that there is minimal disruption to neighboring communities with adequate safety precautions and signage. In case, vegetation/trees have to be cut, replacement tree planning in appropriate locations is recommended, if possible. The Borrower has prepared an Environmental and Social Management Framework to identify and detail the potential impacts resulting from project activities and the mitigation measures to be implemented and procedures to be followed. TheESMF has been consulted with stakeholders, and disclosed incountry and in Infoshop
Natural Habitats OP/BP 4.04	No	Project activities are not expected to affect Natural Habitats since the project will be implemented in or adjacent to existing schools. New land acquisitions for expansion will not be in close proximity to natural or critical habitats.
Forests OP/BP 4.36	No	Project activities will not affect forests or plantations, as the scale of land required, if at all, will be minimal.
Pest Management OP 4.09	No	The project activities will not support or fund procurement of pesticides, or its usage.

Physical Cultural Resources OP/BP 4.11	No	Since the project activities are within existing structures, the probability of known physical cultural resources (PCR) may be minimal. In case of culturally sensitive PCRs such as graves, shrines, etc, appropriate measures will be taken to prevent or mitigate damage or impact. These measures will be detailed in the ESMF.
Indigenous Peoples OP/BP 4.10	No	There are no Indigenous Peoples in the project area.
Involuntary Resettlement OP/BP 4.12	Yes	The construction of new classrooms might require additional land acquisitions. The acquisition of land may generate social and economic losses; affect access to land or assets to some people. The Resettlement Policy Framework which outlines a guideline for standards to be followed addressing incidences of land acquisitions and compensations whenever such cases occur has been prepared by the client, disclosed in country and in Infoshop. Individual Resettlement Action Plans (RAPs), based on the disclosed RPF, for the subprojects will be prepared and disclosed before any civil works start if those subprojects involve land acquisitions or have an impact on livelihoods.
Safety of Dams OP/BP 4.37	No	The project will not involve construction of dams.
Projects on International Waterways OP/BP 7.50	No	The project will not be located on, or impact on any international waterway.
Projects in Disputed Areas OP/BP 7.60	No	The project will not be located on land in disputed areas.

## II. Key Safeguard Policy Issues and Their Management

### A. Summary of Key Safeguard Issues

<p><b>1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:</b></p> <p>The environmental footprint of the project is expected to be minimal, because the project will finance rehabilitation and construction of new classrooms in or adjacent to existing school facilities. There is scope for environmental enhancements, where possible, such as improvement of water supply and sanitation facilities, ventilation and lighting of classrooms and accessibility and safety and also the promotion and use of environmentally friendly construction materials. Construction related impacts will need to be addressed including waste and rubble management, mitigation of noise and dust, and occupational safety of workers. Safety of children and teachers during civil works needs to be well managed (barricades, fencing, lighting, signage) along with lack of disruption of regular school activities, especially in congested areas. In case, vegetation/trees have to be cut, replacement tree planning in appropriate locations is recommended, where possible.</p>
<p><b>2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:</b></p>

<p>Construction of new classrooms will result in increased numbers of children attending schools. From the environmental perspective, this will result in increased use of school facilities, and increased use of utilities and generation of waste. Through proper design and construction quality and implementation of appropriate mitigation measures, these future impacts can be well managed and negligible</p>
<p><b>3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.</b></p>
<p>The first alternative to considered is “no project” option. This alternative scenario entails that the abandonment of the project on expansions and rehabilitation works of educational facilities. This option further assumes that the existing schools are adequate, and are in good physical state, and do not require rehabilitation or repair. This option has its own environmental advantages and disadvantages. The main advantage is that the potential environmental and social impacts predicted in table 1 would not occur, and would not affect workers and various environmental components. Disadvantages include risks of overcrowding from the growing number of students at schools and denial of access to education to Malawian students.</p>
<p><b>4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.</b></p>
<p>Since the actual site locations for civil works are not known, the MEST has prepared an Environmental and Social Management Framework which provides a uniform approach for identifying and mitigating potential environmental aspects at all sites. The ESMF establishes clear procedures and methodologies for site-specific environmental and social assessment and review, approval and implementation of the sub-projects, including roles and responsibilities and reporting procedures. It clarifies the institutional mechanism for incorporating the environmental mitigation actions into site-specific designs and contractor documents. The ESMF has been consulted with stakeholders and disclosed both in-country and at the Bank's InfoShop prior to project appraisal. The Local Development Fund (LDF) will carry out implementation of Component 2 of the project on improving school facilities. The LDF has many years of experience in implementation of Environmental and Social Management Frameworks (ESMF). The experience is based on years of implementing community demand driven interventions funded through the Malawi Social Action Fund and other partners including the school construction under the GPE I. The LDF follows a decentralized approach in implementing the safeguard activities, with most of the implementation being undertaken by district level and frontline staff at community levels. It has recruited a dedicated officer to coordinate with the local authorities in the implementation of safeguard activities. In addition, it is supported by the of Ministry of Environment and Climate Change which, through its Environmental Affairs Department, is responsible for coordination of environmental planning, policy implementation, management of environmental considerations, including environmental assessment work in development programs, and the Ministry of Lands, Housing and Urban Development coordinates resettlement planning.</p> <p>Staffing levels within the Environmental Affairs Department and the Department of Lands and Valuation are satisfactory. At the district level, capacity has improved as key technical staff for implementation of Safeguards is already in place. These include Environmental District Officers, District Environmental Inspectors and District Lands Officers who have been trained in environmental management issues. Also, at district level, there is a District Environmental Sub Committee (DESC), which coordinates natural resource management, including environmental and social safeguards. Environmental District Officers (EDOs) fall under the Authority of the Department of Environmental Affairs but operate at decentralized level.</p> <p>The District Environmental Sub-committee (DESC), which is a sub-committee within the District</p>

Executive Committee (DEC), will have an active role in the implementation and monitoring of environmental and social safeguards at local level. Recently, the government has recruited Environmental Inspectors to strengthen the environmental inspectorate and advisory management services in all parts of the country. These Environmental Inspectors are stationed at the national level and will play active role in mainstreaming environmental and social consideration of the project activities as well as monitoring compliance of Environmental and Social Management Plans (ESMPs).

There is also a strong focus on capacity building - Staff at Central and District levels will participate in training courses for MESIP, which includes training on preparing ESMPs and RAPs. LDF will coordinate the Directorate of Environmental Affairs and the Ministry of Lands and Housing to ensure that training is provided to District Councils, which will then be cascaded to AECs. A Safeguards Officer has been recruited to reinforce the capacity of the LDF-TST to ensure the implementation and monitoring of environmental and social safeguards during implementation.

**5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.**

MESIP will be implemented through the LDF-TST, the intergovernmental fiscal transfer agency established to coordinate financing and implementation of MASAF at district and community levels. The LDF-TST is also responsible for backstopping related to environmental and social safeguards. It will coordinate closely with the Directorate of Environmental Affairs and Ministry of Lands and Housing on all aspects of safeguards implementation including capacity building, screening and monitoring of mitigating measures during project's implementation. Several key Ministries would play a role in overseeing the coordination and harmonization process: the Ministry of Education, Science and Technology, the Ministry of Environment and Climate Change and the Ministry of Lands, Housing and Urban Development. The project will mainstream mitigating measures as part of subproject design to improve implementation and monitoring. Cascaded training to the District/community level will also anchor safeguards implementation not just part of subproject planning but as an ongoing process. Key indicators will also be reported in the M&E system. The application of the ESMF is vital to ensuring that project activities are environmental and socially sustainable and that inappropriate subprojects are eliminated. The quarterly monitoring on safeguards implementation initiated by the Directorate of Environmental Affairs in 2012 will be continued during MESIP. Annual reviews will also examine the participatory planning process and grievance redress mechanism and feedback information to the M&E system.

**B. Disclosure Requirements**

<b>Environmental Assessment/Audit/Management Plan/Other</b>	
Date of receipt by the Bank	07-Dec-2015
Date of submission to InfoShop	05-Feb-2016
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
<b>"In country" Disclosure</b>	
Malawi	05-Feb-2016
<i>Comments:</i>	
<b>Resettlement Action Plan/Framework/Policy Process</b>	
Date of receipt by the Bank	07-Dec-2015
Date of submission to InfoShop	05-Feb-2016

"In country" Disclosure	
Malawi	28-Jan-2016
<i>Comments:</i>	
<b>If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.</b>	
<b>If in-country disclosure of any of the above documents is not expected, please explain why:</b>	

### ***C. Compliance Monitoring Indicators at the Corporate Level***

<b>OP/BP/GP 4.01 - Environment Assessment</b>	
Does the project require a stand-alone EA (including EMP) report?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>OP/BP 4.12 - Involuntary Resettlement</b>	
Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Is physical displacement/relocation expected?  Provided estimated number of people to be affected	Yes [ <input type="checkbox"/> ] No [ <input checked="" type="checkbox"/> ] TBD [ <input type="checkbox"/> ]
Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)  Provided estimated number of people to be affected	Yes [ <input type="checkbox"/> ] No [ <input checked="" type="checkbox"/> ] TBD [ <input type="checkbox"/> ]
<b>The World Bank Policy on Disclosure of Information</b>	
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
<b>All Safeguard Policies</b>	
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have costs related to safeguard policy measures been included in the project cost?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes [ <input checked="" type="checkbox"/> ] No [ <input type="checkbox"/> ] NA [ <input type="checkbox"/> ]

### III. APPROVALS

Task Team Leader(s):	Name: Soren Nellemann	
<b><i>Approved By</i></b>		
Safeguards Advisor:	Name: Johanna van Tilburg (SA)	Date: 15-Feb-2016
Practice Manager/ Manager:	Name: Sajitha Bashir (PMGR)	Date: 15-Feb-2016